Chair Burnett called the workshop to order at 10:40 a.m.

I. Getting on Board: Alignment of Presidential/Board of Trustees’ Goals and Priorities – Noelle Cockett (Appendix I)

President Cockett thinks having so many new trustees on the Board is a wonderful opportunity to re-envision how USU connects with the Board of Trustees. Each vice president and dean were asked to conduct a SWOT – Strengths, Weaknesses,
Opportunities, Threats – analysis. Two areas will present their SWOT analyses today – (1) Marketing and Communications and (2) Enrollment Management.

President Cockett explained how Utah State University began. On July 2, 1862, Abraham Lincoln signed the first Morrill Act which promoted the education of the industrial classes. After the Civil War, President Lincoln said we will rebuild this country through education. Prior to this act, higher education was only available to the affluent who could pay the high tuition. Lincoln realized he needed to do something to finance higher education so more people could attend. He came up with the concept of land grants which allows each state to use revenue from state lands to support land-grant institutions in order to reduce the tuition charged to students. These institutions would focus on military tactics, agriculture and industry.

At the time of the first Morrill Act in 1862 the country was segregated. In 1890, the second Morrill Act was signed to include black students creating 19 more institutions. In 1972 an amendment was passed to include territorial land grants (i.e., Guam, Marshall Islands) creating five more institutions. An amendment in 1994 added Native American land grants creating 29 institutions.

The 1887 Hatch Act created agricultural experiment stations with federal funds that were matched by state funds. In 1914, the Smith-Lever Act established cooperative Extension with federal funds matched by state funds.

There is only one land-grant institution in the state of Utah – Utah State University. In 2019, President Cockett is emphasizing USU’s core themes of learning, discovery, and engagement.

As the country’s emphasis turns away from agriculture and mechanical arts, USU has a unique mission in contrast to the other institutions in the state with a shift from local issues to regional-national-global issues.

Utah State University was founded in 1888. Today, USU has eight academic colleges, 43 academic departments, universities libraries, and 10 vice president units. In 2018, USU had 3,603 employees (130 administrators, 1,157 faculty and 2,316 staff) and 27,000 students.

The core of the university could be defined as students; however, a better description would be faculty teaching and doing research and outreach. If USU does not support faculty, it could not accomplish its mission. In FY 2018, USU’s total revenue was $741M. Contributing areas were:

- Contracts and Grants $222M or 30% (Space Dynamics Lab $125M, campus $93M, federal appropriations $4M)
- State Appropriations $203M or 28% (E&G $142M, other state lines $61M)
- Tuition Income $145M or 20% (net scholarships)
- Private Gifts $19M
- Other Income $151M or 22% (auxiliary operations $51M, financial aid grants $44M, other $56M)

During the last recession, USU received a 17% cut in state appropriations. At that time 50% of the total budget came from state appropriations. The trend now is for less state
appropriations going to higher education institutions. When state appropriations drop, tuition must increase. Contract funds can only be used as directed in the contract. Auxiliary operations and financial aid provide very little profit. The only funds that USU can rely on are state appropriations and tuition.

The Utah Agricultural Experiment Station receives $14M in state funds and $1.8M in federal funds while funding projects in six colleges and 15 departments. The USU Cooperative Extension receives $17M in state funds, $2.1M in federal funds, and $1M in county funds plus offices and staff while funding projects in six colleges and 13 departments. Federal funding is contingent upon state support.

Utah State University provides education to approximately 17,000 students on the main campus in Logan and approximately 10,000 students at other USU campuses and sites around the state. There are three residential campuses (Logan, USU Eastern in Price and Blanding) and four non-residential campuses (Brigham City, Vernal, Roosevelt and Tooele) as designated by the Board of Regents. There are 27 educational sites including Salt Lake City and Moab campuses delivering face-to-face, broadcast and/or online courses. Broadcast courses alone reached nearly 6,500 students statewide last year. USU has saturated the entire state with opportunities for degrees and education. Land-grant institutions are the most efficient model when looking at return on investment for students.

The U.S. News and World Report ranked USU fifth for “Best Online Degree Programs” in 2019. USU has been in the top 20 in the nation for the last five years. USU offers 22 years of online legacy, 77,000 online Aggies, 1,200 online enrollments per term, 500+ online courses, and 33 degrees and certificates.

Students at residential campuses are unlikely to do all their courses online; however, students in Logan are taking their general education and extracurricular courses online. Students in other areas of the state do all their classes online. The cost is almost equivalent – swapping bricks and mortar for infrastructure which is always growing.

USU inherited the mission to teach technical education to the southeast quarter of the state. In 2006, the College of Eastern Utah merged with Southeastern Tech College. When Utah State University merged with the College of Eastern Utah in 2010, USU acquired the responsibility to deliver career tech education (CTE) to Carbon, Emery, Grand, and San Juan counties. Other sites for CTE include USU campuses/educational sites in Price, Castle Dale, Moab, and Blanding.

USU was charging tech students USU tuition, which made that degree very expensive. USU proposed offering CTE students reduced tuition rates: career tech based on hour and associate's degree tuition equal to what CEU was charging students. If the students continue into a bachelor's degree program, tuition would increase to the current rate. Trustee Gagon said this program is paying huge dividends already in the Price area. She said Carbon County has not recovered from the recession yet. John Houston is working with the University of Arizona to bring in training for the workforce. They will expand in Carbon County creating 300 jobs over the next ten years. This success comes back to legislative funding and CTE tuition.

In fall 2018, degree-seeking student enrollment at USU by headcount was freshmen 5,505, sophomores 4,819, juniors 4,496, seniors 6,736, master's 1,808, and doctoral 725.
By gender the enrollment was female undergraduates 11,580, male undergraduates 10,078, female graduates 1,270, and male graduates 1,263. By residency the enrollment was resident undergraduate 17,736, non-resident undergraduate 3,922, resident graduate 1,825, and non-resident graduate 708.

USU has offered a tuition plateau which allows students to take 12-18 credits for one price. For a total of 120 credits, a student taking 12 credits per semester for five years would pay $34,327 resident and $98,760 non-resident tuition. A student taking 15 credits per semester for four years would pay $27,462 resident and $79,088 non-resident. This is a 20% savings for students who take advantage of the tuition plateau. In 2014, USU allowed online credits into the tuition plateau program. The response was 77% of students at the Logan campus were using the tuition plateau. Students saved $8.5M in the academic year 2017-2018. There was a 64% increase in students taking online courses and a 49% increase in students taking more than 15 credits per semester.

Enrollment numbers do not tell the whole story. In 2011, 5,515 degrees were awarded compared to 6,772 degrees in 2018.

Over the past five years, research productivity has remained the same. In 2018 and 2019, research productivity at the Space Dynamics Lab has exploded. In FY 2019, research awards dollars across the colleges ranked Education and Clinical Services first, Agriculture second, Engineering third, Natural Resources fourth, and Science fifth.

Extension programs at Utah State University started in 1907. There are 73 Extension agents in 29 county offices and 55 Extension specialists in six academic colleges.

Faculty assignment distributions are teaching 40%, research 35%, Extension 14%, service 9%, and library 2%.

When comparing cost of services delivered to students, comparing USU with the other state institutions is problematic. USU's mission is different than any other institution in the state. If USU were compared to land-grant peer institutions, USU is the lowest in cost of services delivered to students.

Vice President Abercrombie and Vice President Plate presented the Marketing and Communications SWOT analysis (Appendix J). The external audiences focused on capitol hill (legislators and governor's officials), Board of Regents and Board of Trustees, federal delegation, local government, public, news media, and alumni/donors.

Strengths included USU leading in research to solve world problems and challenges. The heart of USU's mission is filling the vision of Abraham Lincoln – putting faculty and teaching in areas all across the state. USU also has a large active, passionate alumni base. Most people have a positive relationship with USU. USU is considered an affiliative research center which means the Department of Defense can award sole-source contracts with these centers.

Weaknesses included a lack of understanding of the mission of a land-grant institution. Vice President Abercrombie is continually educating stakeholders about USU's mission. USU is an R2 research institution, ranking barely below the R1 classification. The University of Utah is classified as an R1 institution. USU was an R1 until 2000 when
Carnegie changed how they define things. Carnegie classifications are considered prestigious. Faculty and students looking to come to USD may look at this designation as one of their deciding factors. The public perceives Carnegie classifications as a ranking even though the institutions are not ranked, they are merely classified.

Threats include “mission creep” from other universities in the state who look to expand their institutions statewide. This is USD’s mission. There are finite state resources to invest into institutions. If all institutions do the same things, resources get watered down quickly. There is a tendency to fund higher education by growth. This works easily for K through 12 schools where resources per pupil are easily counted. Funding by growth does not work for higher education. The state of Utah is becoming more urban with 80% of the population living along the Wasatch Front. USD’s strengths are in rural Utah. Redistricting legislative districts according to population will be a threat to USD’s influence in the state legislature. Public confidence is lessening in the value of a college degree. Parents and students want a return on their investment. The number one issue among students at USD is jobs. A lot of USD's students are first-generation students. USD can accelerate them quickly up the economic ladder.

Opportunities include pragmatic applied research – research that matters. USD needs to focus on areas where lead faculty are helping to solve problems for our region, state, and world. The resident student experience builds strength by producing passionate alumni. Eighty percent of the main campus students live in Logan or within one mile of campus. Experiences with study abroad, internships, undergraduate research, and student engagement are available to undergraduate students; students do not have to wait until they are graduate students to have these experiences.

Vice President Plate explained that another opportunity for Marketing and Communications is to develop a better communication strategy. The local newspaper is struggling so news will come out of Salt Lake City. Marketing and Communications can take photos and write news stories making them available to the Salt Lake City news organizations.

The Workshop ended for lunch at 12:15 p.m. and began again at 12:54 p.m.

II. Roles and Responsibilities of the Board of Trustees and Designing Meetings that Matter – Jody Burnett, Noelle Cockett, Sydney Peterson (Appendix K)

Sydney Peterson handed out the USHE Summary of Roles and Authority which summarizes Regent policy. In another handout, she replaced the third column with statements on how USU has met that role. This gives the Board a sense of why some things are on the Board of Trustees meeting agendas and why the agenda is upwards of 250 pages.

The next handout was a table showing typical things that appear on the Board of Trustee meeting agendas. The middle yellow column lists items and reports that could be moved to the end of the agenda as information items rather than being included in the main part of the agenda. Sydney is looking at different ways to get the information to the Trustees without having so much information to wade through in the agenda; i.e., summaries of reports rather than complete reports, summaries with a link to the full report, financial
analyses rather than reports, and comparative data and trend analyses to provide a feeling of the direction USU is headed. Another proposal is to dive deeper into a couple reports each meeting rather than including all reports for every meeting.

The consent agenda would include items that absolutely need approval by the Board of Trustees. The action agenda would be handled by the Trustee Executive Committee to determine if any of those items could be moved to the consent agenda.

Chair Burnett will be finalizing committee assignments which will be sent to Trustees when they are completed.

The Association of Governing Boards (AGB) provides a meeting solution called OnBoard which is a board portal to easily distribute agendas and other items to Trustees. The Board anticipates migrating to OnBoard by January. AGB receives each Trustee's mailing information to send the Trusteeship magazine.

The Trustee Executive Committee sets the meeting agendas. Chair Burnett is also looking to have the Executive Committee decide when reports will be presented to the Board as well as suggesting strategic agenda topics, i.e., cyber security, mental health, sexual assault, free speech, etc.

III. The USU Student Lifecycle: Building for Success – Robert Wagner, Janet Anderson
(Appendix L)

Vice President Wagner, Academic and Instructions Services (AIS), presented the student lifecycle which begins with recruitment and goes through the stages of admission, enrollment, completion, and alumni.

USU efforts to recruit students include: 94 email and mailers to all recruits; 182 event reminders (mail, email, text); Automated messaging throughout admissions process; 59 publications produced; and 55,000 Viewbooks printed each year.

USU uses the Segment Analysis Tool which analyzes the last three years of historical data and current recruiting pool, using socioeconomic, test scores, census data, and high school enrollment to predict student enrollment. This tool will predict geographic areas where students will most likely attend USU.

USU is also making sure students know about the statewide campuses and what is offered at each campus. Events are organized at each campus to get potential students on the beautiful campuses. USU is marketing the benefits of a statewide system. Academic colleges have hired their own recruiters. AIS meets monthly with those recruiters so everyone is on the same page. AIS coordinates with alumni and sends postcards alumni thanking them for enrolling their children at USU. AIS surveyed first-time and transfer students admitted and their parents to find out the influencing factors that made them decide to come to USU. Results are still being analyzed.

AIS is coordinating recruitment with alumni and athletics efforts with open houses at events all across the country to grow interest in these communities not only for alumni but for recruiting students.
AIS hosted 8,674 students on campus tours – of those, 46% of the high school seniors enrolled (above the average of 30% yield from campus tours).

The new “youvisit” platform is a virtual platform to showcase campus for those investigating or are unable to visit. This platform shows 50 locations including Logan, USU Eastern, and statewide campuses.

AIS sets recruiting and retention goals. For example, retention goal is 70% - there are plans to increase retention by 1% each year until they make their goal. Recruiting has a goal of 2% growth rate of new freshmen. Currently, recruiting is at 1.7% growth rate of new freshman for this fall on the Logan campus.

Once students are admitted, AIS moves them quickly into orientation. USU was the first school to implement a CAS-driven online, module-based approach to orientation that other institutions are copying. In mid-February, pre-registration includes housing, FAFSA, costs of attending, etc. In mid-March, registration includes selecting classes, how to register, advising, etc. In June and July, Aggie orientation is typically completed in person on campus and includes semester preparations, networking with other students, student resources, etc. In August, pre-semester includes logistics of arriving, parking, packing, meeting roommates, Title IX and safety information, prepping for student involvement, etc. In September and October, first semester includes campus safety and in-depth Title IX, mental health resources, roommate conflict resolution podcasts, student involvement, etc.

Goals for Student Orientation include providing timely information to students in multiple formats; integrating students into the intellectual, cultural, and social atmosphere at USU; transitioning students from admissions to registration to becoming a learner; supporting students with system-wide content; and producing a new podcast to connect parents to USU.

After orientation, students may take the Connections course. This course is not required but strongly encouraged. Goals for Connections include aligning student expectations with the mission of the university; continuing to integrate students into the intellectual, cultural and social atmosphere at USU; and providing a peer mentor and regular contact for students.

USU Luminary is an event for freshmen which begins in the Spectrum. Students hold hand-held lighted “A” block towers, listen to the Scotsman Bagpipe Band, and process from the Spectrum to the Quad. This represents the beginning of the journey and the procession from the Quad to the Spectrum at commencement represents the ending of their journey. The student assemble on the Quad in the shape of a block “A” with their lighted towers. The Old Main Tower is lit blue to recognize the incoming class. A video of the 2018 luminary is on YouTube at https://www.youtube.com/watch?v=bUEMrFZ9jXk.

The Registration Nudge Campaign encourages students to register on time. Students who wait to register within one month of the start of the term results in students being twice as likely to experience attrition. Communication is important and includes emails to students letting them know the exact time to register. Results of the campaign are 51% of students registered on time which is a 16% increase from previous years. Even students who have lower high school GPAs who register on time are more likely to continue to graduation.
AIS encourages part-time students to take one more course each semester resulting in lower cost, earlier completion, and greater likelihood of graduating.

The statewide campuses are using College Schedule software. This pulls the student's degree program and builds their course schedules for them. All the students need to do is click to register. This software will be implemented on the Logan campus next year.

Utah is ranked 51st in the nation for FAFSA application completions for high school seniors (36%). Utah's culture has an aversion to debt and to federal and government help in any form. People misunderstand what FAFSA is – federal financial aid application. Lack of funds is the number one reason why students don't complete their degrees. AIS seeks to educate students, to require FAFSA filings, and to teach the importance of investing in higher education. AIS sees a need to better communication financial options to students. USU's new Student Money Management Center will help educate students and build a strong foundation of financial literacy and promote the value of higher education.

Vice Provost Janet Anderson presented the advising portion of the presentation. USU has professional academic advisors (60 in Logan, 20 at statewide campuses). Advisors are assigned at admission and can be found on Degree Finder. Students meet their advisor at orientation. Appointments are scheduled online. Advisors are proactive and adjust when key milestones are not met. Advisors can make referrals to services such as CAPS, Disability Resource Center, Career Services, clubs, undergraduate research, etc. Students who meet with their academic advisor experience a 5.59% increase in their likelihood to persist toward graduation.

Appreciative Advising includes building rapport and trust with students, uncovering strengths based on past accomplishments, encouraging students to share their dreams and be inspired by them, co-designing educational plans to make student dreams a reality, supporting students throughout their educational journeys, and challenging students to do and become better. Appreciative Advising has increased student satisfaction with advising 6% over the last four years.

Exploratory Advising helps undeclared students by implementing a framework and support system that will help students explore their strengths and ultimately declare a major. There are 3,700 current USU students who have not declared a major. These students tend to wander aimlessly, picking from a smorgasbord of courses. USU encourages these students to choose a focus area rather than a specific major. This helps them narrow their focus to make sure they are in the right math and general education classes to help them get where they want to be.

DegreeWorks is a degree planning software where students can see what classes they have to complete, their grade, and the courses they need to complete in order to graduate. DegreeWorks has been shown to be a particularly valuable resource for first-generation college students. In fact, without this important academic resource, there is a 14% drop in these students' likelihood to persist toward graduation.

Vice President Wagner presented the SWOT analysis for AIS. Strengths include institutional culture and student centeredness, geographic statewide footprint, and value proposition compared to true institutional peers. Weaknesses include varied
understanding of USU’s unique land-grant mission, purpose and opportunities; lack of coordinated communication across the student lifecycle; and policies and procedures that need to be reviewed and updated. Opportunities include setting relevant goals and strategies from the Strategic Enrollment Management Planning process, developing and implementing more coordinated student-centered support services, and growing non-traditional and underserved populations. Threats include public perception and shift of the value of education, USHE competition for students due to institutional mission creep, and legislative priorities changing and funding alterations.

IV. Capital Development Process and Priorities – Dave Cowley (Appendix M)

Vice President Dave Cowley explained the current capital development process. In July, institutions submit capital projects. In September, the Board of Regents reviews and prioritizes higher education projects using a point system. This system includes institutional capital facility needs, utilization of facilities, maintenance and condition of facilities, and other factors determined by the Board of Regents. Points are awarded with highest need getting 50 points, next highest need getting 48 points, etc. The Board of Regents has 25 points they can allocate in different categories such as mission critical or in a tie-break situation. In October, the Building Board reviews and prioritizes capital projects requested by all state agencies and institutions. In January through March, the legislature determines appropriations and funding for Operations and Maintenance (O&M). The legislature decides how many projects to hear presentations depending on funds available. It is different every year. Legislators may pull a project from lower on the list to higher. Higher education president can have a great influence on legislators by contacting leadership teams in the Senate and the House.

A new capital development process was developed in the last legislative session. In January through March, the legislature appropriates money. Higher education dollars are put into a restricted account. In May, the Board of Regents allocates money to each institution based on a formula of enrollment, performance metrics, projects growth, existing footage per student, facility and age condition, and utilization of academic space. In June through August, institutions identify capital needs and potential uses of allocation. Each institution can decide if they want to use their allocation or let it ride for a bigger project. In September, The Board of Regents reviews and approves requests to use allocations. In October, the Building Board will review and recommend requests. In January through March, the legislature approves projects and restricted account appropriations. The legislature has the final say whether the building proposed meets the expectation of this restricted fund. On completion of the project, the Board of Regents will review the cost and design.

The Board of Regents formula for awarding points includes enrollment at a maximum of 20 points, total performance metrics at a maximum of 15 points, projected growth in student population at a maximum of 15 points, existing square feet per student FTE at a maximum of 15 points, facility age and condition at a maximum of 20 points, an utilization of academic space including off-campus sites at a maximum of 15 points.

USU is required to include all statewide campuses in the utilization of academic space category. This category is judged by classes using facilities during the traditional school
hours. This disadvantages USU especially in Tooele where most of the classes are taught at night to working adults.

Because this is a new process, the legislature has said that as long as the total money available to higher education is less than $50M then higher education can still submit three projects to go through the traditional capital facilities evaluation to compete with all other state agencies. If the total request is between $50M and $100M, higher education can submit two projects. If the total request is over $100M, higher education can submit one project.

V. Risk Assessment – Noelle Cockett

In the consideration of time, this agenda item was deferred to the September 27, 2019, Board of Trustees Meeting.

Action: Trustee Ferry made a motion to adjourn the workshop. Trustee Alder seconded the motion; the voting was unanimous in the affirmative.

The workshop adjourned at 3:13 p.m.

Jody K. Burnett, Chair

Sydney M. Peterson, Secretary
(Minutes taken by Teresa Denton)