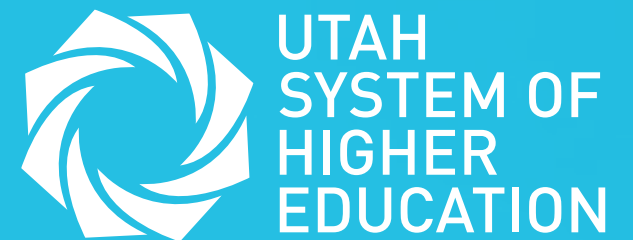


The background of the slide features a photograph of graduates in black and white academic regalia. Several hands are visible, some holding rolled-up diplomas, and the tassels of the graduation caps are prominent. The image is partially obscured by a large blue rectangular overlay.

Finance & Facilities Committee

October 30, 2020



West Village Replacement

Graduate and Family Student Housing



Board of Higher Education

October 30, 2020



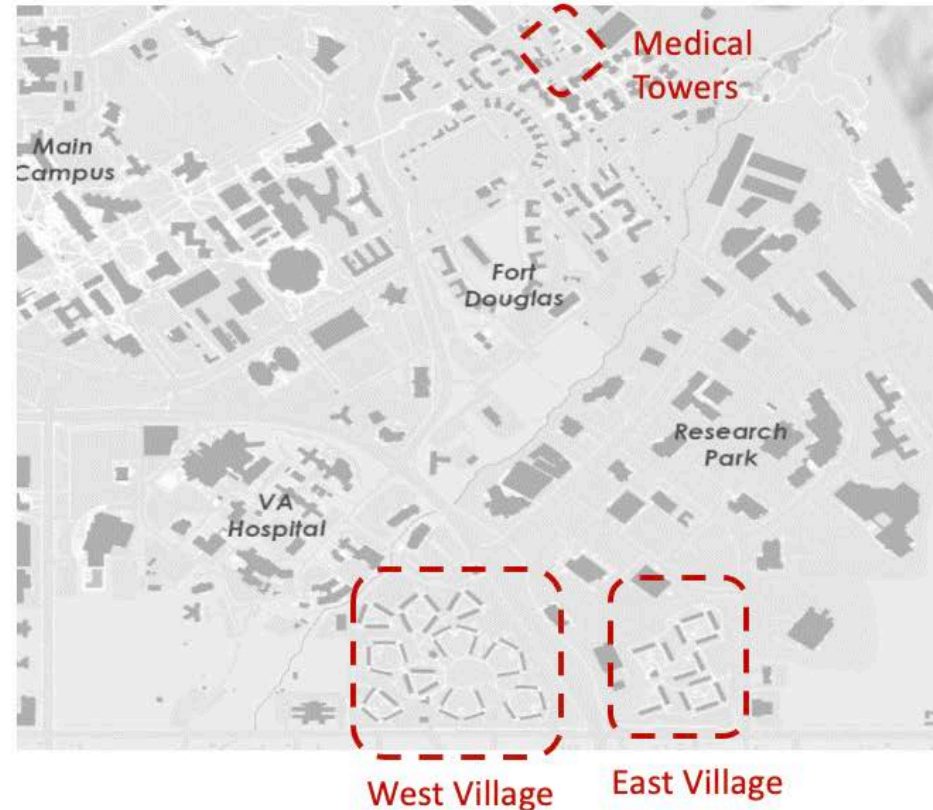
Family and Graduate Housing Background

Built in 1960-61 and 1970-71

- West Village – 621 Apartments (104 Apartments will be decommissioned this year)
- East Village – 322 Apartments
- Medical Towers – 146 Apartments
- Medical Plaza – 5 Townhomes

Total Apartments – 1,094

- Month to Month Contracts
- 97% Occupancy over last decade
- Waitlist each year: average 300 to 400 individuals annually
- Resident Feedback:
 - Positive: Community, location, rental rates, and excellent local schools for children
 - Negative: Old buildings with lots maintenance problems



Demographics - Family and Graduate Housing

- 1,100 to 1,300 Students housed annually
- 1,200 to 1,700 Family Members (Spouse, Partner, Dependents) annually
- Undergraduate - 306 including 198 Seniors, 60 Juniors, 24 Sophomores, 24 Freshman Fall 2020
- Graduate – 477 including 366 Doctorates, 111 Masters Fall 2020
 - Dentistry – 53
 - Law – 10
 - Medicine – 73
 - Post-Doctoral/House staff – 68
- International Students:
 - 42.4% of the residents Fall 2020
 - 69 different countries



Current Family and Graduate Housing Conditions

- 50-60-year-old buildings are failing rapidly
 - Plumbing – failing daily
 - Electrical infrastructure – failing daily
 - Boilers – aged and failing
 - Mold is constant problem – poor ventilation
 - Weather related damage creating rust and decay
- Earthquake - Buildings do not meet seismic code-unreinforced CMU (cinderblock) walls
- No A/C in units built in 1960-61



Student Benefits of Family and Graduate Housing

- Affordable housing - for single graduate students and students with families (under current model)
- Recruitment – Providing family and graduate housing aligns with our peer institutions in similar rental markets
- Live on campus – close proximity to amenities, classrooms, and labs.
 - Good local schools for kids, religious communities, safe neighborhood
- Strong sense of community – students from all over the world



Master Plan and Demand Studies

2012 Housing Master Plan

- Identified the need to rebuild the family and graduate housing
- Outlined the demand for family-style and graduate units as far exceeding the current supply
- More recent studies confirm this need

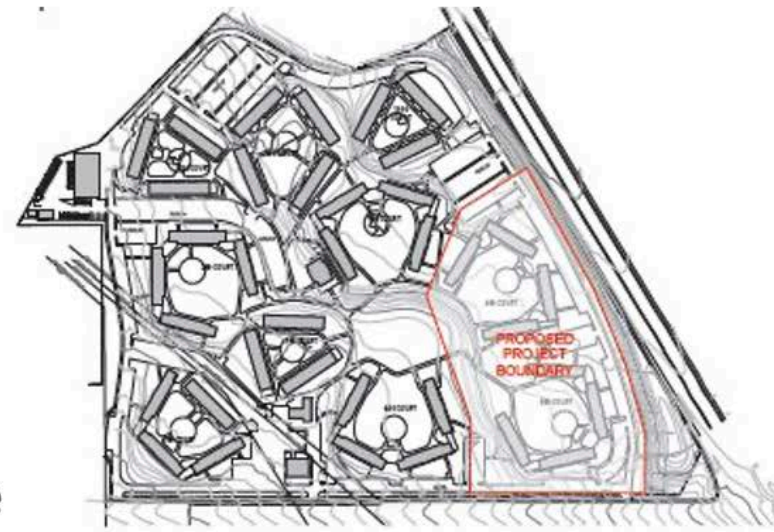
2019 Market & Demand Study by JLL, found:

- Demand for more than 1,791 units of student family housing and 475 beds of single graduate housing
- Salt Lake Housing Market has become unaffordable in close proximity to campus
- Despite their physical condition, students love the villages
- Graduate stipends cover rent and living expenses now - rare for most graduate programs in larger cities
- Sense of community is very important - courtyard structure provides this sense
- Demand is strongly driven by affordability
- Residents will forego amenities to maintain housing affordability

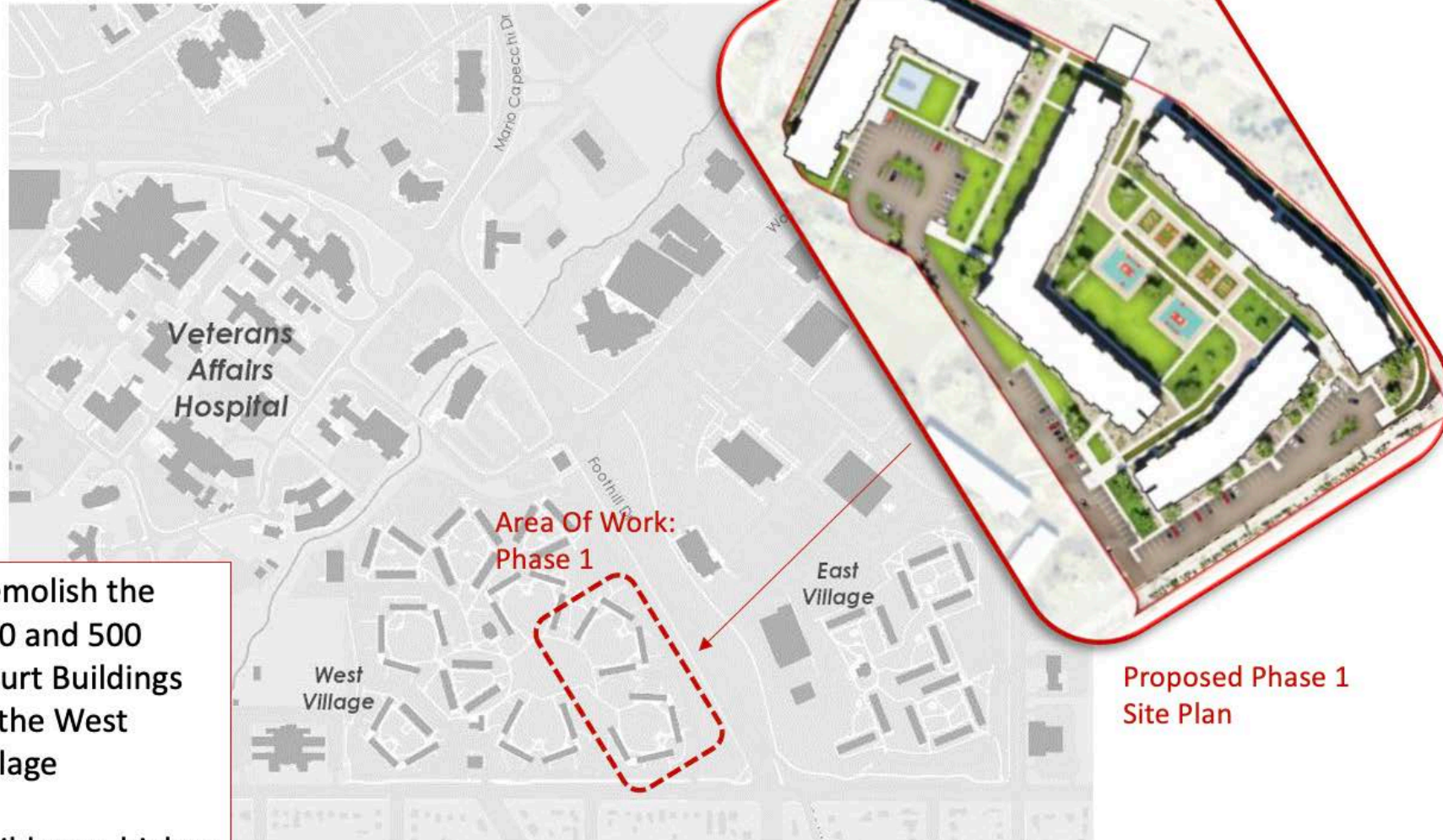


Proposed Replacement Project

- Demolish the 400 and 500 Court Buildings Village (104 units)
- Build new, higher density housing in its place (504 units)
- The remaining apartments in the West Village, East Village, and Medical Towers will be vacated and demolished over the next eight years.
- The master plan for the remainder of the West and East Village is still TBD. and is dependent on the future need for graduate and married student housing, and other long-term space needs of the University and University Research Park.
- The space vacated by the Medical Towers will be used to address Health Sciences long-term education and research space needs



Area of Work – West Village



Demolish the
400 and 500
Court Buildings
in the West
Village

Build new, higher
density housing
in its place

Proposed Phase 1
Site Plan

Proposed Program

441,770 GSF

- 504 Apartments
 - 298 Student Family Apartments
 - 256 Graduate Beds
- Amenities (kitchen, vending, laundry, study, multi-purpose)
- Storage (bike, stroller, unit)



FAMILY & GRADUATE HOUSING BUILDING SUMMARY

FAMILY HOUSING BUILDING SUMMARY

| | Floors | 1BD + 1BA | 2BD + 1BA | 2BD + 2BA | 3BD + 2BA | SUBTOTAL | SF |
|--------------------------------|--------|-----------|-----------|-----------|-----------|----------|---------------|
| BUILDING A - Sunnyside/South | 3 | 14 | 15 | 10 | 3 | 42 | 49,120.00 SF |
| BUILDING B - Foothill/East | 5 | 32 | 35 | 40 | 5 | 112 | 108,690.00 SF |
| BUILDING C - Village/Northwest | 5 | 44 | 45 | 45 | 10 | 144 | 137,370.00 SF |
| TOTALS | - | 90 | 95 | 95 | 18 | 298 | 295,180 SF |

GRADUATE HOUSING BUILDING SUMMARY

| | Floors | | MICRO/STUDIO | 1BD + 1BA | 2BD + 2BA | 3BD + 2BA | SUBTOTAL | BUILDING GROSS SF |
|-----------------------------|--------|-------|--------------|-----------|-----------|-----------|----------|-------------------|
| BUILDING D - Graduate/North | 5 | UNTIS | 151 | 15 | 30 | 10 | 206 | 146,590 SF |
| | | BEDS | 151 | 15 | 60 | 30 | 256 | |

TOTAL PROJECT GROSS SF 441,770 SF

TOTAL PROJECT UNIT COUNT 504 UNITS

Phase 1 Aerial View



View from Sunnyside Avenue

3-story elevation along
Sunnyside Ave.



Family Housing



Graduate Housing



Schedule

Feasibility Study

July-September 2020

Reviews

- CMP:
- Board of Trustees:
- **Board of Higher Education:**
- State Building Board:
- State Legislature:

September 15, 2020

October 13, 2020

October 30, 2020

December 2, 2020

January – March 2021



Programming

Dec. 2020 – March 2021

Design

April 2021 – Nov. 2021

Construction

- BP1 – Site/Civil
- BP2 – Buildings

August- October 2021

Nov. 2021 – June 2023

Open

July 1, 2023

Budget

Project Budget: \$125,766,783

We have evaluated the cost to build in wood, pre-engineered metal, as well as in standard metal stud construction. **The costs presented here represent wood construction**, currently the most economical of the three options.

Budget Summary

(assumes 3 % escalation to the mid-point of construction)

| | | | |
|-------------------|----------------------|-----------------|----------------------------------|
| Construction | \$106,059,794 | \$240.17 | <i>(Today's Dollars = \$227)</i> |
| <u>Soft Costs</u> | <u>\$ 19,706,988</u> | <u>\$ 44.80</u> | |
| Total | \$125,766,783 | \$284.97 | |

Historic Costs for University Housing

(construction only)

| U of U Housing | | | | | | | | | | | |
|---|--------------------|----------|----------|---|----------|-------------------------------------|----------|------------------------------------|----------|------------------------------------|----------|
| | Statistice (\$/SF) | | | Garff-Marriott Residential Scholars Housing | | Lassonde Living and Learning Center | | Kahlert Village (Including Dining) | | Kahlert Village (Excluding Dining) | |
| | High | Average | Low | 163,726 sq ft Complete 9/1/2012 | | 161,000 sq ft Complete 9/1/2017 | | 358,000 sq ft Complete 8/1/2020 | | 326,000 sq ft Complete 8/1/2020 | |
| | | | | COST | \$/SF | COST | \$/SF | COST | \$/SF | COST | \$/SF |
| Original Construction Cost (w/ Dining) | \$258.75 | \$218.35 | \$165.75 | \$27,137,572 | \$165.75 | \$37,118,443 | \$230.55 | \$92,632,000 | \$258.75 | \$77,632,000 | \$238.13 |
| Escalated Construction Cost to Today (w/ Dining) | \$272.98 | \$260.03 | \$238.79 | \$39,096,159 | \$238.79 | \$43,201,939 | \$268.34 | \$97,726,760 | \$272.98 | \$81,901,760 | \$251.23 |
| Original Construction Cost (w/o Dining) | \$238.13 | \$211.48 | \$165.75 | | | | | | | | |
| Escalated Construction Cost to Today (w/o Dining) | \$268.34 | \$252.79 | \$238.79 | | | | | | | | |

| Peer Housing | | | | | | | | | |
|--------------------------------------|--------------------|----------|----------|--|----------|---|----------|---|----------|
| | Statistice (\$/SF) | | | Dixie State University Student Housing (Phase 2) | | USU Valley View Student Housing (Phase 1) | | USU Valley View Student Housing (Phase 2) | |
| | High | Average | Low | 144,350 sq ft Start 02/01/20 | | 114,633 sq ft Complete 9/1/2018 | | 141,677 sq ft Start 08/01/20 | |
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Combined Totals

Escalated Construction Cost to Today (w/ Dining)

\$248.64

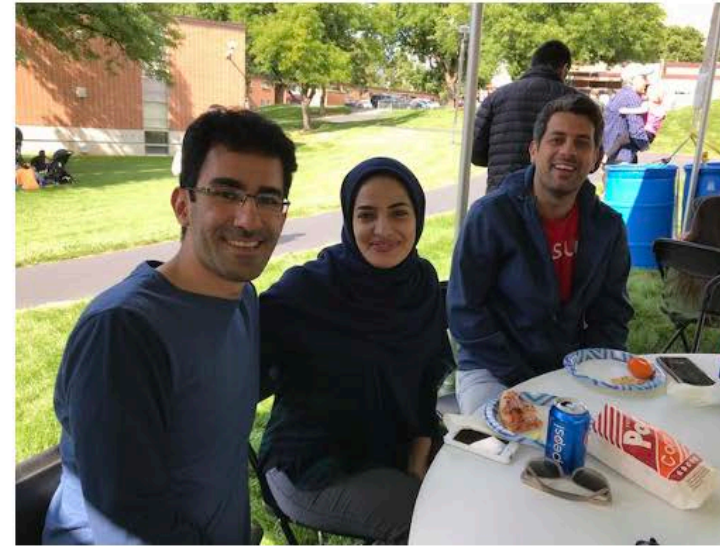
Escalated Construction Cost to Today (w/o Dining)

\$245.02

Request for Approval

Project Funding

- Request approval to issue up to \$125.8M in revenue bonds
- To be repaid from Apartment revenues



O & M

- No request for State O&M
- O&M will be paid for through Apartment revenues

Questions?



An aerial photograph of the University of Utah campus. In the foreground, there are several large, multi-story brick buildings with flat roofs. The middle ground shows a mix of green trees and more campus buildings. In the background, there are rolling green hills and a range of mountains under a blue sky with some clouds. The text is overlaid on the upper half of the image.

Impact-Epicenter Building

^U David Eccles School of Business

Board of Higher Education
October 30, 2020

Project Overview

The building will be iconic and innovative, with two purposes:

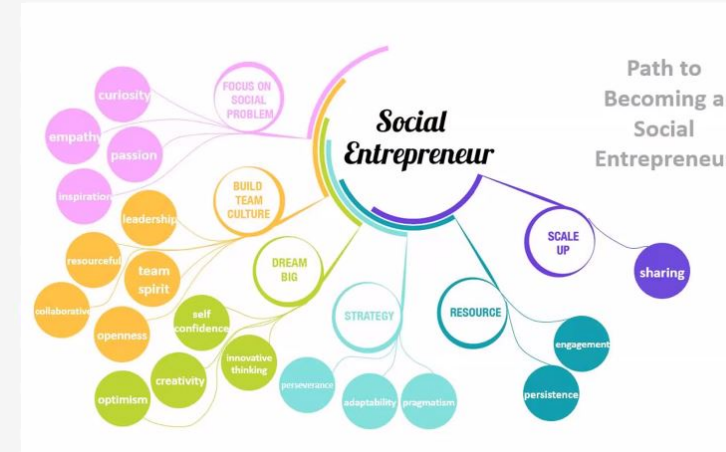
1. To house the operations of:
 - The Sorenson Impact Center
 - The Center for Business, Health and Prosperity
2. To house students participating in programming associated with the Sorenson Impact Center and the Center for Business, Health and Prosperity, and to support interdisciplinary research.

Both of these centers have global reach and aim to solve problems of the human condition (poverty, poor health, etc.) through the tools of entrepreneurship, finance, policy, and story-telling. The building will house an international population of students ranging from undergraduate to graduate students, to leaders of non-governmental organizations (NGOs) who will come to the building for training.



Space Needs Overview

- **Sorenson Impact Center**
 - Impact Investing
 - Data consulting
 - Storytelling – combined with data analysis
 - Convening – conferences
 - Training – students and practitioners
 - Global footprint
- **Center for Business, Health and Prosperity**
 - Health is fundamental to prosperity
 - Focused on developing countries
 - Ghana as a starting point – Ensign College
 - Future is a globally networked organization
- **575 Beds** (traditional and apartments)
 - To house students participating in programming associated with the Sorenson Impact Center and the Center for Business, Health and Prosperity



| | | |
|--|--|---|
| One on one? Groups of 7, 20 etc. Multi-modal, flexibility needed Building shouldn't say "SLC" Global expression of building | Programming at center: Speakers Workshops? Cultural programming Food diversity Physical and virtual interactions with peers abroad Destination that triggers curiosity | Place to support partners and help build networks Social contract by being a part of the building Welcoming to all More pull than push Collective network Mutual relationships Not geographically defined... Place to simply work |
| Lab as mindset Test/learn Try/fail Learn by doing with guidance Self-guided learning ... Commitment of learners to push the envelope and seek diversity of experiences ... | Development of Impact policies that affect impact investing Informal opportunities to interact, brainstorm and take action... | |

Aspirations

This project aspires to:

- Have a real world, practical impact on the world
- Be an epicenter to change the world for good
- Create a social impact ecosystem
- Give and receive inspiration
- Be, symbolically and practically, a watering hole where people come together to make the world a better place
- Be a place for breaking bread & celebrating cultures
- Build a flexible and adaptable building

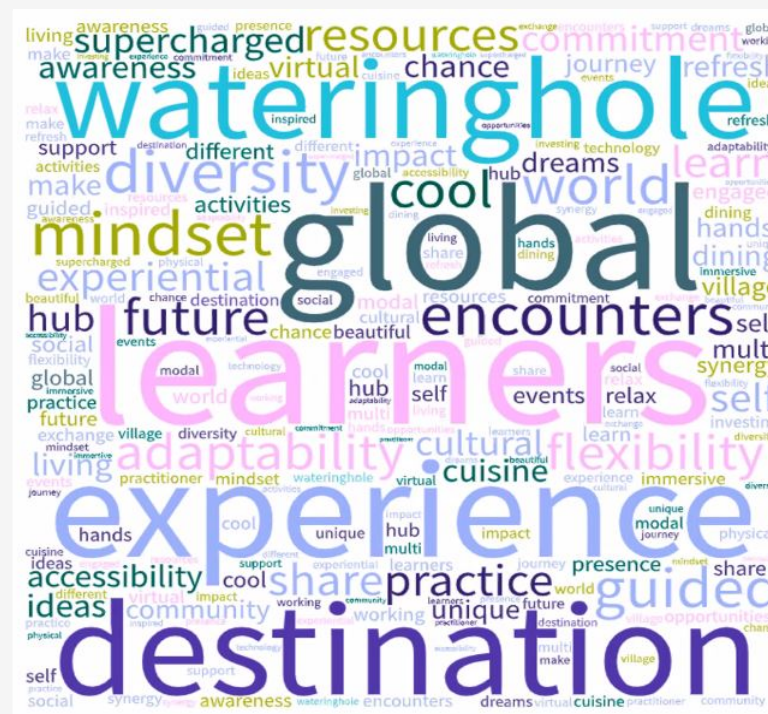
IDEA :

The Impact, Business, Health and Prosperity facility will be

A multidisciplinary hub for social innovation, impact and enterprise

Creating an experiential learning environment at the intersection of life, academics, and practice .

"Epicenter that changes the world for good"



Promoting Student Success

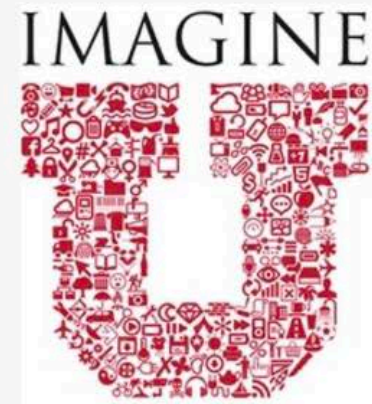
Living –Learning communities deepen student engagement and commitment

On-Campus Living *(source: OBIA)*

- Increases student retention
- Improves 4-year graduation rates
 - 6% more students who live on campus their first-year graduate in 4 years
 - 17% more students who live on campus their first two years graduate in 4 years
- Improved 6-year graduation rates
 - 4% more students who live on campus their first-year graduate in 6 years
 - 21% more students who live on campus their first two years graduate in 6 years
- Increases GPA's

Market Demand

- Strong market demand Living-Learning Communities



Space Program

- **254,882 SF**
- **575 Beds**
 - 500 Traditional
 - 75 Apartment Beds
- Sorenson Impact Center
- Business, Health & Prosperity Center
- Food Service

| Residential Spaces | | | | |
|-----------------------------------|--|------------|----------|---|
| | Function | Total Beds | Total SF | Comments |
| Residential | | | | |
| | Traditional Rooms | 500 | 75,500 | 86.96% 110 sf single room + living space, bathrooms, etc to support those rooms. Traditional rooms assume 40 bed per cluster. Approx 1600 sf of support space (restrooms, cleaning closets, living rooms) for every 40 beds |
| | Semi-suite Rooms | 0 | 0 | 0.00% Partial semi-suite (Jack-and-Jill) and single with partial private bath. Semi-suite assumes 36 beds per cluster. |
| | Apartments | 75 | 23,166 | 13.04% Apartment style with kitchenette Micro studio - 300 sf 2 Bed apart - 750 sf 4 Bed apart - 900 sf Community room (250sf) for every 36 beds |
| | Floor Support | | 12,360 | Floor lobbies, laundry, trash/recycling, janitorial |
| | Area Subtotal | | 111,026 | 64.83% % of NSF |
| | Circ. Factor | | 1.25 | Includes interior walls, circulation space around rooms |
| | Depart. GSF | | 138,782 | |
| Residential Support Spaces | | | | |
| | Admin / Building Management | | 6,475 | Bicycle room, vending, front desk, admin storage, offices, workroom, RHA |
| | COMMONS - Staff/ Residences | | 1,800 | Resident Manager Apartments |
| | COMMONS - Support Services / Facility Spaces | | 1,143 | Janitorial/custodial, All-gender restrooms |
| | FOOD SERVICE - Dining | | 15,660 | 2/3 of KV Dining |
| | FOOD SERVICE - Event Support | | 1,900 | Event receiving, staging, catering kitchen, event storage |
| | Area Subtotal | | 26,978 | 15.75% % of NSF |
| | Circ. Factor | | 1.20 | Includes interior walls, circulation space around rooms |
| | Depart. GSF | | 32,374 | |
| Academic and Impact Spaces | | | | |
| | Sorenson Impact Center | | 11,945 | 7% |
| | Business Health and Prosperity Center | | 10,145 | 6% |
| | Centers Common Spaces | | 3,075 | |
| | Area Subtotal | | 25,165 | 14.69% % of NSF |
| | Circ. Factor | | 1.20 | Includes interior walls, circulation space around rooms |
| | Depart. GSF | | 30,198 | |
| Building Support | | | | |
| | Area Total | | | 0.00% % of NSF |
| | Support Services / Facility Spaces | | 8,080 | Custodial, trash, receiving, maintenance support offices/break |
| | Area Subtotal | | 8,080 | 4.72% % of NSF |
| | Circ. Factor | | 1.15 | Includes interior walls, circulation space around rooms |
| | Depart. GSF | | 9,292 | |
| Building Summary | | | | |
| | NSF: | | 171,249 | |
| | DGSF | | 210,646 | |
| | grossing factor | | 1.21 | Includes exterior walls, main building circulation, mechanical/electrical spaces |
| | GSF | | 254,882 | 67% |
| | # Beds: | | 575 | |
| | Residential Life NSF/Bed | | 193 | |
| | Total NSF/Bed | | 298 | |

Prototyping Process

We are exploring a range of models for how space will be arranged, and how the two Centers will coexist and interact.

- We are interested in a model in which the Centers overlap and, in some places merge, but maintain their separate identities.

Global crossroads...physical meeting place

Bridge of investment between centers

Ladder of progress...access to resources...innovation is how we give access

Reach and gather

What are the implications, programmatically and spatially, of the two centers coming together under a single roof?

Reach for people on the margins...how do we bring people to watering hole?

Shared services

Focus on journey rather than point in time

Virtual technologies becoming more important...must be state of the art

Some distinct spaces but collaboration spaces as well



Site & Building

- Six Sites evaluated
- South Campus Drive Site selected

Pros:

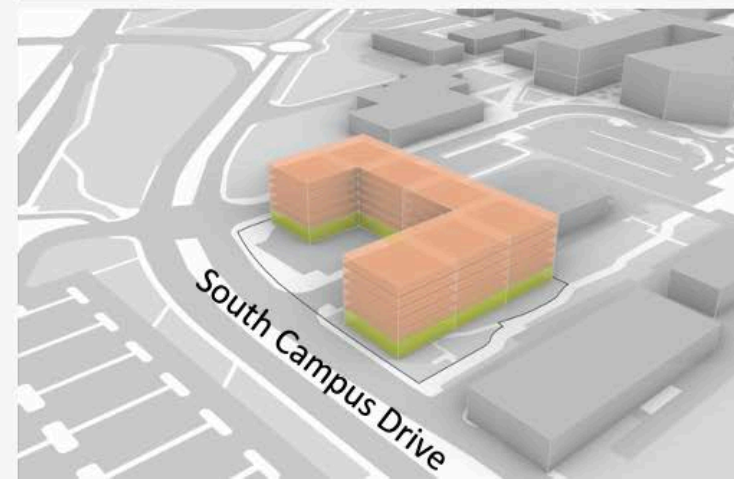
- Gateway to campus and the David Eccles School of Business
- Close to South Campus Transit Hub
- In the residential corridor identified in Campus Master Plan
- Adjacent to future mixed-use development
- Good service access

Cons:

- Site costs
- Adjacent to High Temp Water Plant (noise & fumes mitigation required)
- Displaces +/-60 parking stalls
- High utility relocation costs

Massing:

- 6 Floors
- Institutes & Common Space - 1 floor
- Housing - 5 floors



Schedule

- 10/13/20: Complete draft Feasibility Study
- 09/20 – 12/20: Board Approvals
 - Sept: CMP
 - Oct. 13: Board of Trustees
 - **October 30: Board of Higher Education**
 - Dec.: State Building Board
- 12/20 – 03/21: Legislative approval & Program Development
- 04/01/21: Selection of Construction Manager/General Contractor (CMGC)
- 11/30/2021: Completion of design/construction documents
- 01/30/22: Completion of permit and bidding
- 02/2022: Construction Starts
- 07/2023: Construction Complete

Budget

Project Budget: \$85.7M

- Costs shown are escalated, at 3% per year, to the mid-point of construction

Cost Summary

| <u>Category</u> | | <u>Cost per SF</u> | |
|-----------------|---------------|--------------------|---|
| Construction | \$67,785,106 | \$265.95 / SF | \$254 / SF in today's dollars |
| Utility Fees | \$ 114,760 | \$ 0.45 / SF | Connection Fees |
| Site Costs | \$ 380,460 | \$ 1.49 / SF | Demo old public safety building Modify stacks at HTW Plant |
| Soft Costs | \$ 17,407,969 | \$ 68.30 / SF | |
| Total | \$ 85,688,304 | \$ 336.19 / SF | |

Historic Costs for University Housing

(construction only)

U of U Housing

| | Statistics (\$/SF) | | | Garff-Marriott Residential Scholars Housing | | Lassonde Living and Learning Center | | Kahlert Village (Including Dining) | | Kahlert Village (Excluding Dining) | |
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Peer Housing

| | Statistics (\$/SF) | | | Dixie State University Student Housing (Phase 2) | | USU Valley View Student Housing (Phase 1) | | USU Valley View Student Housing (Phase 2) | |
|--------------------------------------|--------------------|----------|----------|--|----------|---|----------|---|----------|
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Combined Totals

Escalated Construction Cost to Today (w/ Dining)

\$248.64

Escalated Construction Cost to Today (w/o Dining)

\$245.02

Summary

Project Funding

Request approval to issue up to \$85.7M in revenue bonds

- Partially donor-funded
- Remainder to be repaid from Housing revenues



O & M

No request for State O&M

O&M will be paid from Housing revenues

Our institutes, centers and initiatives help change lives, inform policies and create solutions to business problems

The background image shows a large, historic building with a prominent clock tower. The building has a light-colored facade with red brick accents and multiple windows. The clock tower is tall and features a series of arched openings. In the foreground, there are several large trees with vibrant yellow and orange autumn foliage. An American flag is visible on a tall pole to the right of the building. The sky is blue with some light clouds.

Equine and Human Science Center Arena

FY2022 Non-State Funded Capital Development Project Request

Presented By: Vice President David T. Cowley

UtahStateUniversity

EQUINE AND HUMAN SCIENCE CENTER ARENA



EQUINE AND HUMAN SCIENCE CENTER ARENA

- Arena will support and expand the Equine Assisted Activities and Therapies (EAAT) academic program
- EAAT is a rapidly expanding field
- Horses have innate qualities which make them unique therapeutic partners
- USU students work directly with horses and a wide variety of individuals with differing abilities
- This program has a special focus on assisting veterans
- Continuing education courses for professionals and the community will also be available



EQUINE AND HUMAN SCIENCE CENTER ARENA

PROJECT BUDGET:



| | |
|------------------------------|--------|
| PRELIMINARY COST ESTIMATE | \$2 M |
| TOTAL PROJECT SPACE (GSF) | 21,000 |
| New Space (GSF) | 21,000 |
| Remodeled Space (GSF) | 0 |
| Space to be Demolished (GSF) | 0 |
| INCREASE IN-STATE FUNDED O&M | \$0 |
| OTHER SOURCES OF FUNDING | \$2 M |

Recommended Motion

Non-State Funded Project Approval

MOTION: I move to approve the following projects that require legislative authorization for revenue bonding and move them forward to the legislature for further consideration:

- University of Utah – West Village Student Housing
- University of Utah – Impact-Epicenter Building
- Weber State University – Stadium project
- Weber State University – Noorda bond authorization

I also move to approve the following project that requires Building Board approval for construction and move it forward to the Building Board for further consideration:

- Utah State University – Equine Therapy Arena

I further move to add these items to the Consent Calendar for final Board approval.

Recommended Motion

USU Nontraditional Arrangement - Moab

- **MOTION:** I move to authorize USU to enter into a nontraditional arrangement to use New Market Tax Credits for the Moab Academic Building as reviewed by the Office of the Attorney General, approve the authorizing resolution, and move this item to the Consent Calendar for final Board approval.

Recommended Motion

USU Nontraditional Arrangement - Kaysville

- **MOTION:** I move to authorize USU to enter into a nontraditional arrangement with Davis County for a ground lease to construct an Agricultural Heritage Center as reviewed by the Office of the Attorney General and move this item to the Consent Calendar for final Board approval.

Recommended Motion

OWTech Property Acquisition

- **MOTION:** I move to authorize Ogden Weber Technical College accept the transfer of property from DFCM as proposed and move this item to the Consent Calendar for final Board approval.

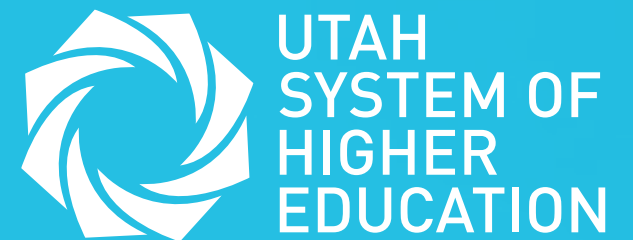
Recommended Motion

SUU Long-term Lease

- **MOTION:** I move to authorize Southern Utah University to lease land west of Cedar City as proposed and move this item to the Consent Calendar for final Board approval.

Utah Board of Higher Education

October 30, 2020





BOARD OF HIGHER EDUCATION

OCTOBER 30, 2020



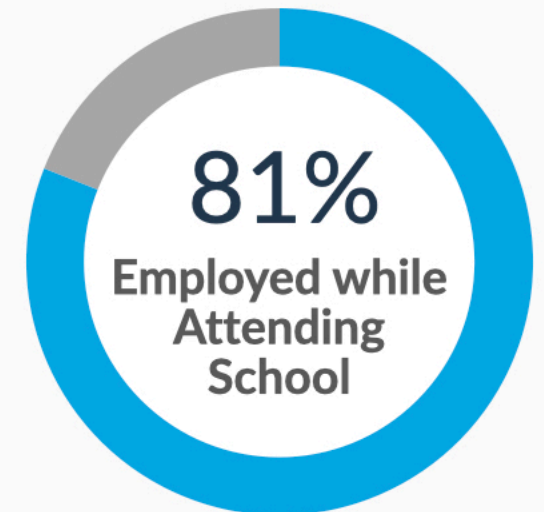
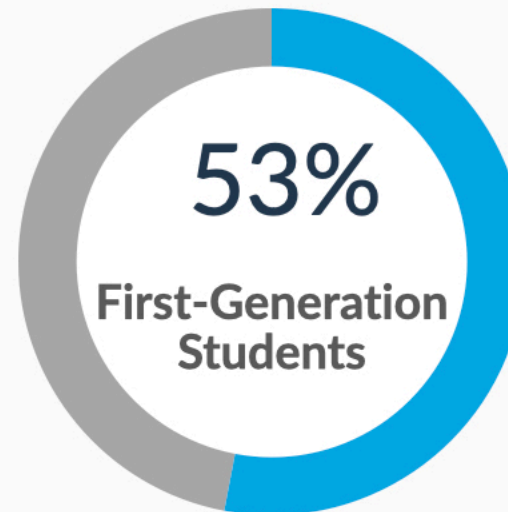
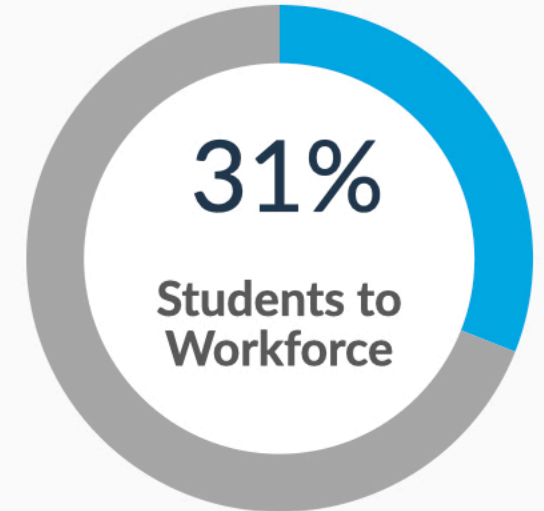
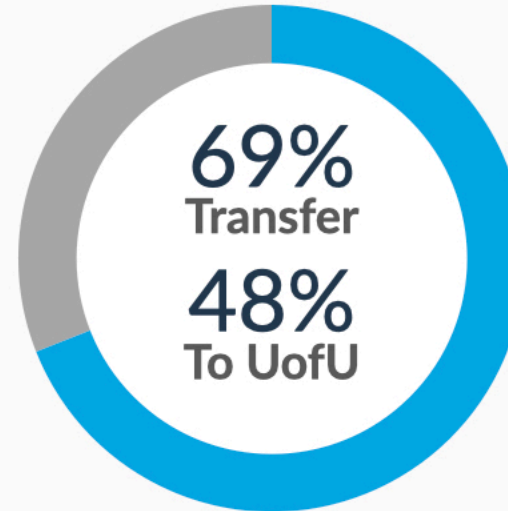
WHO ARE OUR STUDENTS?



12 Sites & Online



8 Areas of Study

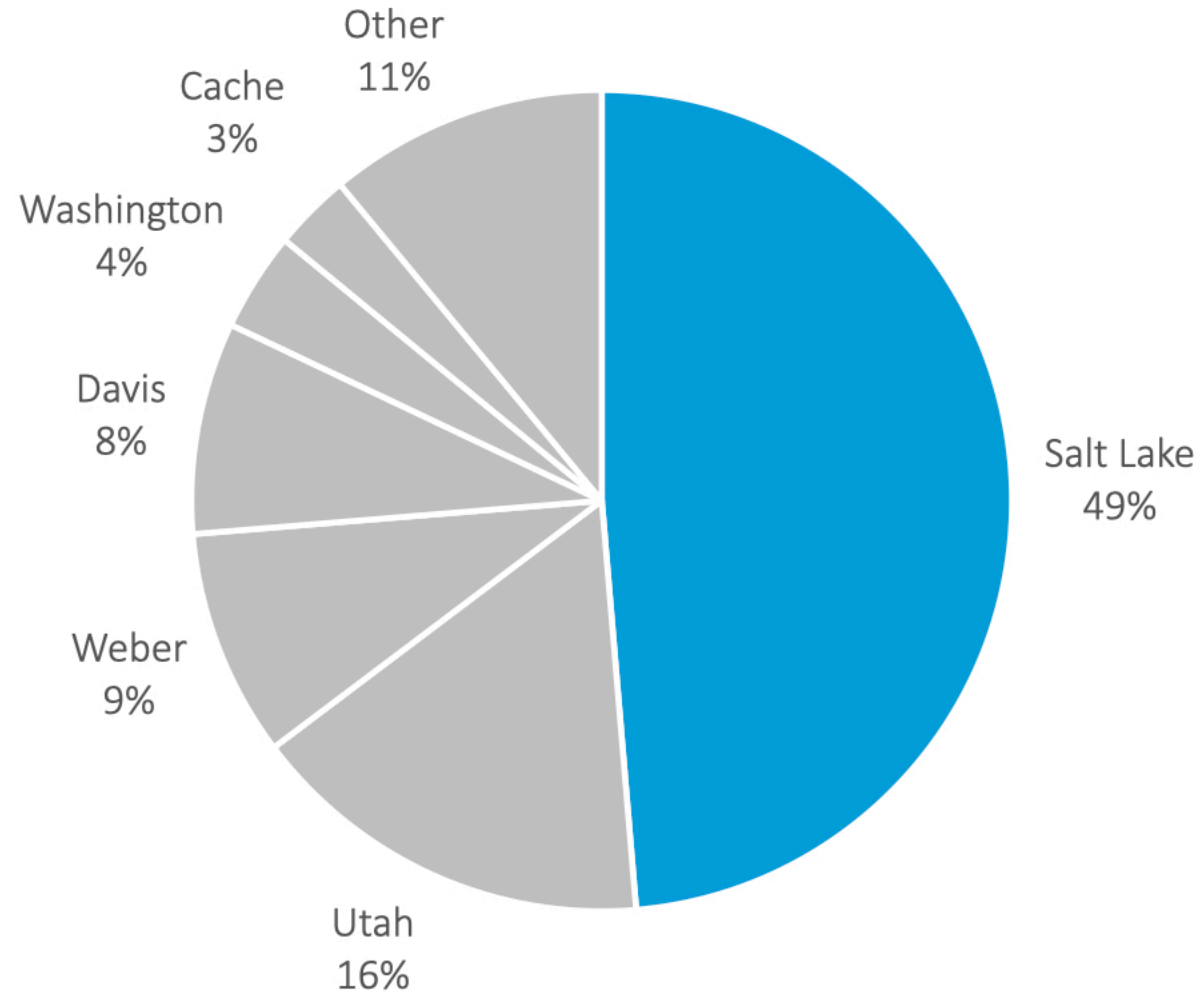




DEMOGRAPHICS OF SALT LAKE COUNTY

Where Utah's People of Color Live

Percent of minority population by county (2018)

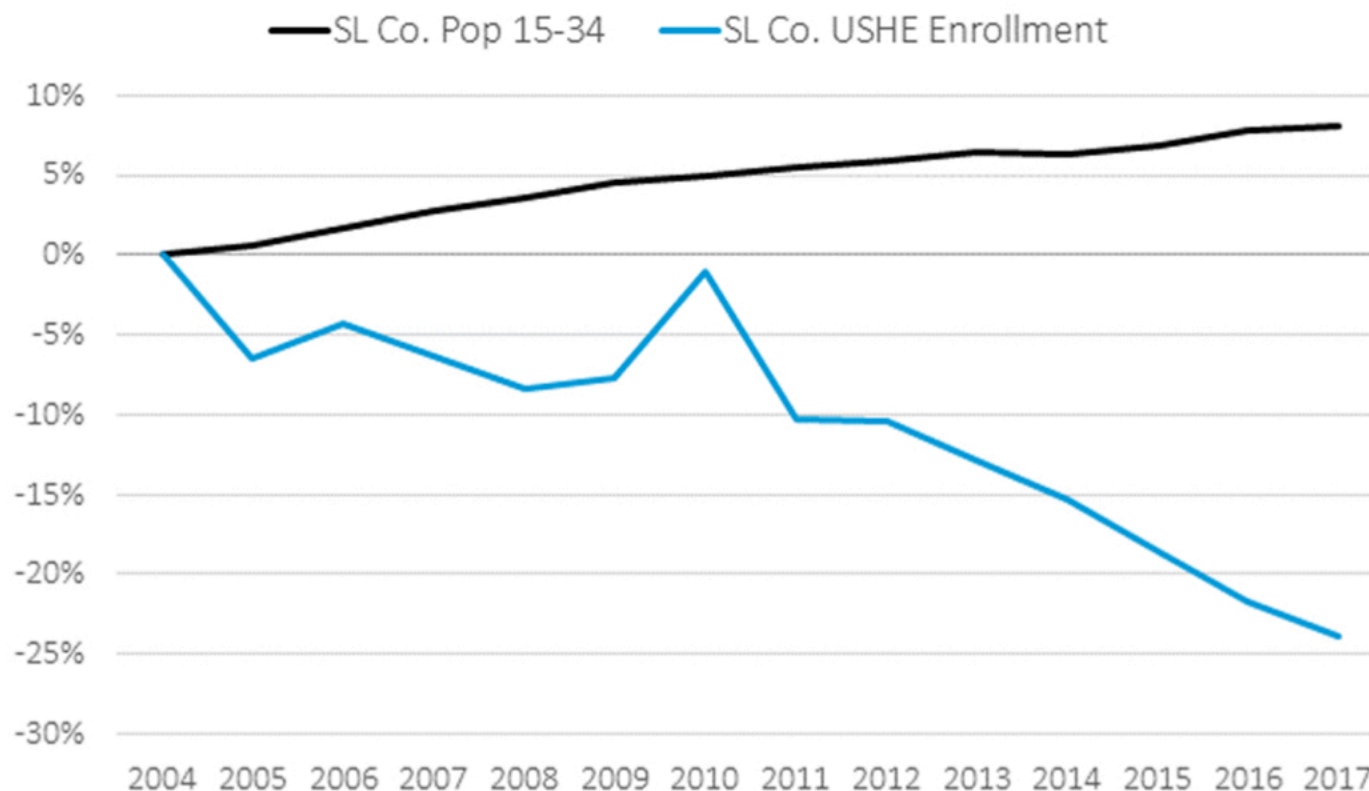




SL COUNTY COLLEGE GOING RATES

Declining College Participation in Salt Lake County

Total percent change since 2004 in college-age population and USHE enrollment from Salt Lake County



Source: Population data from EMSI; USHE enrollment data from the Utah System of Higher

COLLEGE STRATEGIC PLAN

1

Increase Student Completion

2

**Improve Transfer Preparation
and Pathways**

3

**Align With and Respond to
Workforce Needs**

4

**Achieve Equity in Student
Participation & Completion**

5

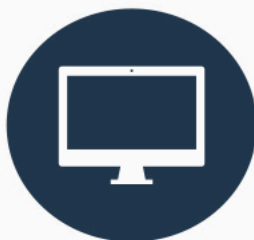
**Secure Institutional
Sustainability and Capacity**



ADAPTATION



COVID TASK FORCE



ONLINE: 70%



WRAP AROUND SERVICES
HEIGHTENED FOR STUDENT
SUPPORT



CARES Funding



STUDENTS IN CRISIS
FUND



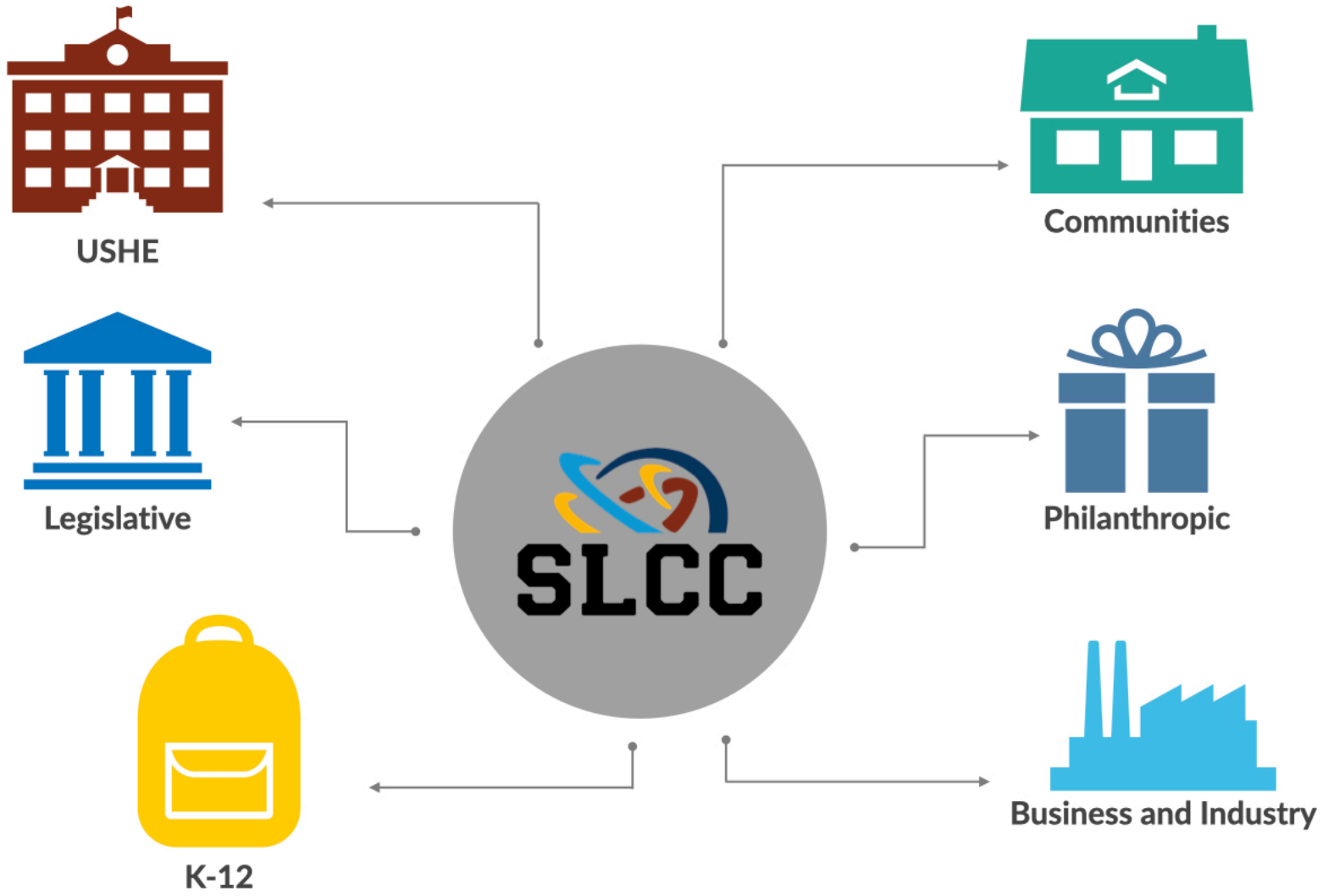
LEARN & WORK



POWER OF PARTNERSHIPS



POWER OF PARTNERSHIPS





Hailey - Diesel Tech



Joseph and Joey - Business



Dylan - Arts & Comm



Sahli - Pre-Med/Health



Jeff - Accounting



Marlee - Nursing



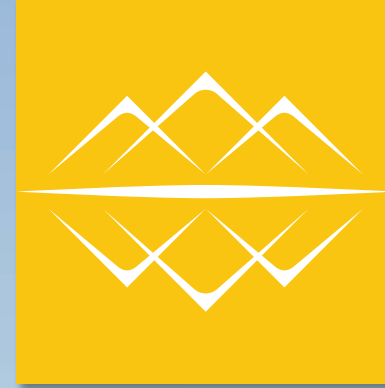
**SERIOUSLY
LOVING
COURSE
CHOICES**



THANK YOU!

Welcome!

Utah Board of Higher Education



**TOOELE TECHNICAL
COLLEGE**



CORONAVIRUS (COVID-19)



Tooele County - High Status
Current COVID #s

- Active Cases 1
- Quarantined 14





**Wasatch Front Consortium -
Salt Lake/Tooele
Applied Technology College**

1992-2009



**Tooele Applied
Technology
College**

2009-2013



**Tooele
Technical
College**

2013-Present

Census Bureau report:

Tooele County 7th fastest growing county in U.S.

'Quality of life, straight up value' lure people to west of the Oquirrh Mountains

TIM GILLIE
STAFF WRITER

Tooele County grew by 2,857 residents last year, enough to make it the 7th fastest growing county in the nation, according to the U.S. Census Bureau.

The county grew from a population of 64,599 in 2016 to 67,456 in 2017, according to data released by the Census Bureau on Thursday.

The 4.4 percent growth for 2016-17 put Tooele County in 7th place for growth by percent on the Census Bureau's list of the top 10 growing counties.

Wasatch County placed third on the top-10 list with 5-percent growth. Morgan County placed eighth with 4.4 percent growth. The fastest growing county in the U.S. was Falls Church, Virginia, with 5.2-percent growth.

"What we are seeing is the

expansion of the urban area of the Wasatch Front into a larger geographic region with the growth of the ring counties," said Pam Perlich, director of

SEE **GROWTH** PAGE A10 ►



FRANCIE AUDEMORTE/TTB PHOTO

Tooele County is the seventh fastest growing county in the nation as evidenced by on-going new home construction in Stansbury Park

U.S. Census Bureau Top-10 Fastest Growing Counties by Percent Increase

| 2017 Rank | 2016 Rank | County | 2017 Population | 2016 Population | Percent Change | Numeric Change |
|-----------|-----------|-----------------------------|-----------------|-----------------|----------------|----------------|
| 1 | 1473 | Falls Church City, Virginia | 14,583 | 13,868 | 5.2 | 715 |
| 2 | 7 | Comal County, Texas | 141,009 | 134,142 | 5.1 | 6,867 |
| 3 | 5 | Wasatch County, Utah | 32,106 | 30,571 | 5 | 1,535 |
| 4 | 1 | Hays County, Texas | 214,485 | 204,345 | 5 | 10,140 |
| 5 | 2 | Kendall County, Texas | 44,026 | 41,964 | 4.9 | 2,062 |
| 6 | 21 | Walton County, Florida | 68,376 | 65,440 | 4.5 | 2,936 |
| 7 | 41 | Tooele County, Utah | 67,456 | 64,599 | 4.4 | 2,857 |
| 8 | 44 | Morgan County, Utah | 11,873 | 11,373 | 4.4 | 500 |
| 9 | 805 | Lumpkin County, Georgia | 32,873 | 31,528 | 4.3 | 1,345 |
| 10 | 9 | Osceola County, Florida | 352,180 | 337,990 | 4.2 | 14,190 |

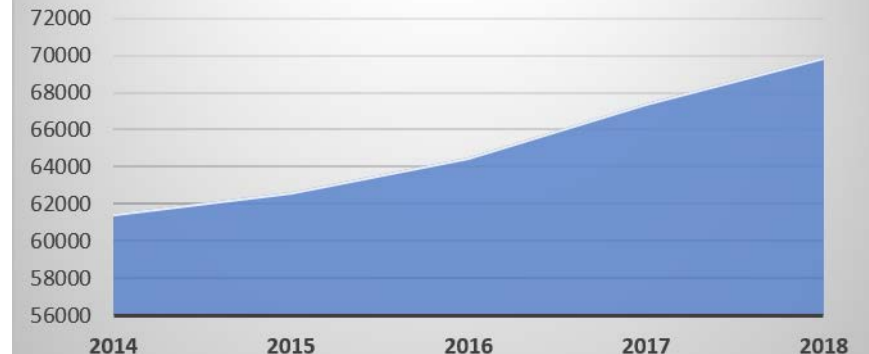


FRANCIE AUDEMORTE/TTB PHOTO

A new road ends in Stansbury Park — but not for long.

- Current Building Completed in 2013
- All Space allocated to Programs are filled
- The TCSD will grow 3,000 students in 5 years.
- High Schools are above 130% compacity

Tooele County Population Growth



***Tooele County Grew by 15% Last year**

Programs Offered

Business & Technology:

- Business Technology
- Cybersecurity
- Software Development

Construction:

- Building Trades (Fall 2020)
- Electrician Apprentice

Healthcare:

- Clinical Medical Assistant
- Phlebotomy Technician

Nursing:

- Certified Nursing Assistant (CNA)
- Practical Nursing (PN)

Public Safety:

- Police Academy (POST)

Manufacturing Technologies:

- Composites I, II
- Industrial Maintenance & Automation
- Welding Tech I
- Welding Tech II
- Welding Tech III

Service Industries:

- Barbering
- Cosmetology/Barbering
- Nail Technician
- Nail Technician Instructor

Transportation Technologies:

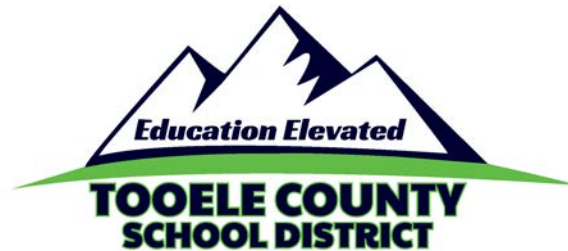
- Diesel Technician
- Heavy Duty Diesel Technician
- Commercial Driver's License (CDL)



Business Champions

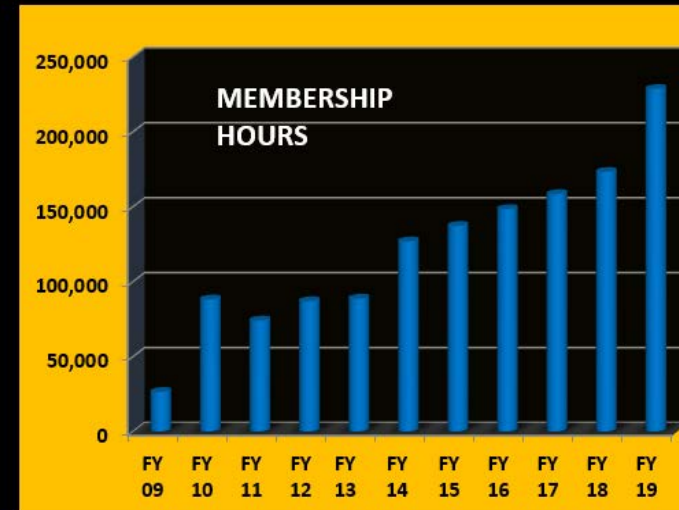


K-16 Alliance

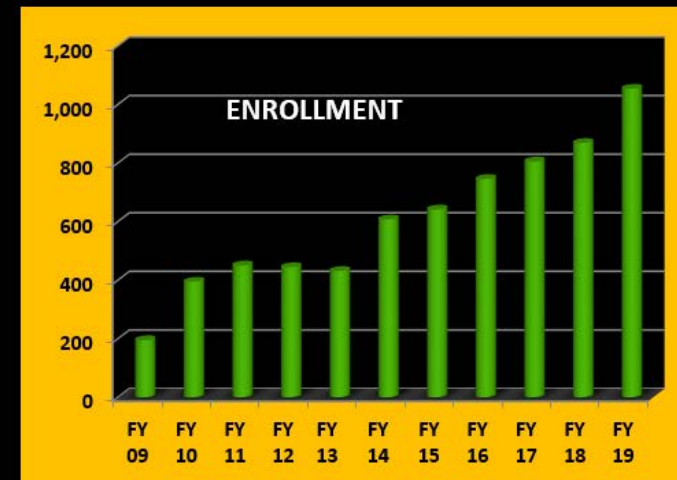


Challenges and Opportunities

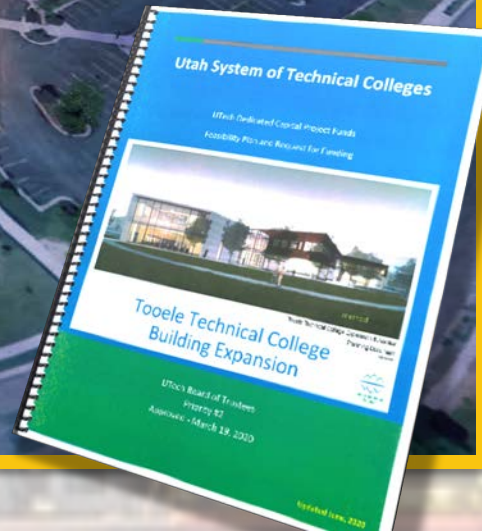
- **Growth: we are at capacity in**
 - Diesel
 - CDL
 - Welding
 - Composites
 - Comitology
 - Nails
 - Medical Assisting
 - Nursing
 - Nursing Assistant
- **Retaining Employees –**
 - Market Competitive Salaries**
 - OE/OE – A Necessity, yet Challenging**
 - Getting the word out.**
 - Non-academic Student Barriers**



***YTD Membership Hours UP 6% and Headcount UP 6%**



Building Expansion!



Bookstore



Classroom



Student Success Stories



**Roger & Tony
Family Providers**



**Emma
High School to
Marines**



**Scott
Taking Care of
the Essential**



**Kathy, Toni & Erin
Female Majority**



**Goran
Call of Duty**



**Thank you for being a
piece of the puzzle that
elevates the lives of our
students and businesses.**

***from the Tooele Tech
Family***



LEADING

Utah Board of Higher Education

October 30, 2020



➤ Our Progress



2020



1,551

Major Faculty Awards



\$603M

Sponsored Project Awards

2013



60%

Graduation Rate



654

Major Faculty Awards



\$388M

Sponsored Project Awards

2019



70%

Graduation Rate



1,088

Major Faculty Awards



\$547M

Sponsored Project Awards

2023



80%

Graduation Rate



1,200

Major Faculty Awards



\$650M

Sponsored Project Awards



2020 Fall Semester Enrollment

- **33,047 — largest enrollment in U history**
- **4,483 — largest first-year class**
- **8,404 — largest graduate enrollment**



➤ Closing access gap Fall 2020

- 31% — students of color, most diverse class
- 720 — highest number of Latinx students
- 75 — highest number of African-American students



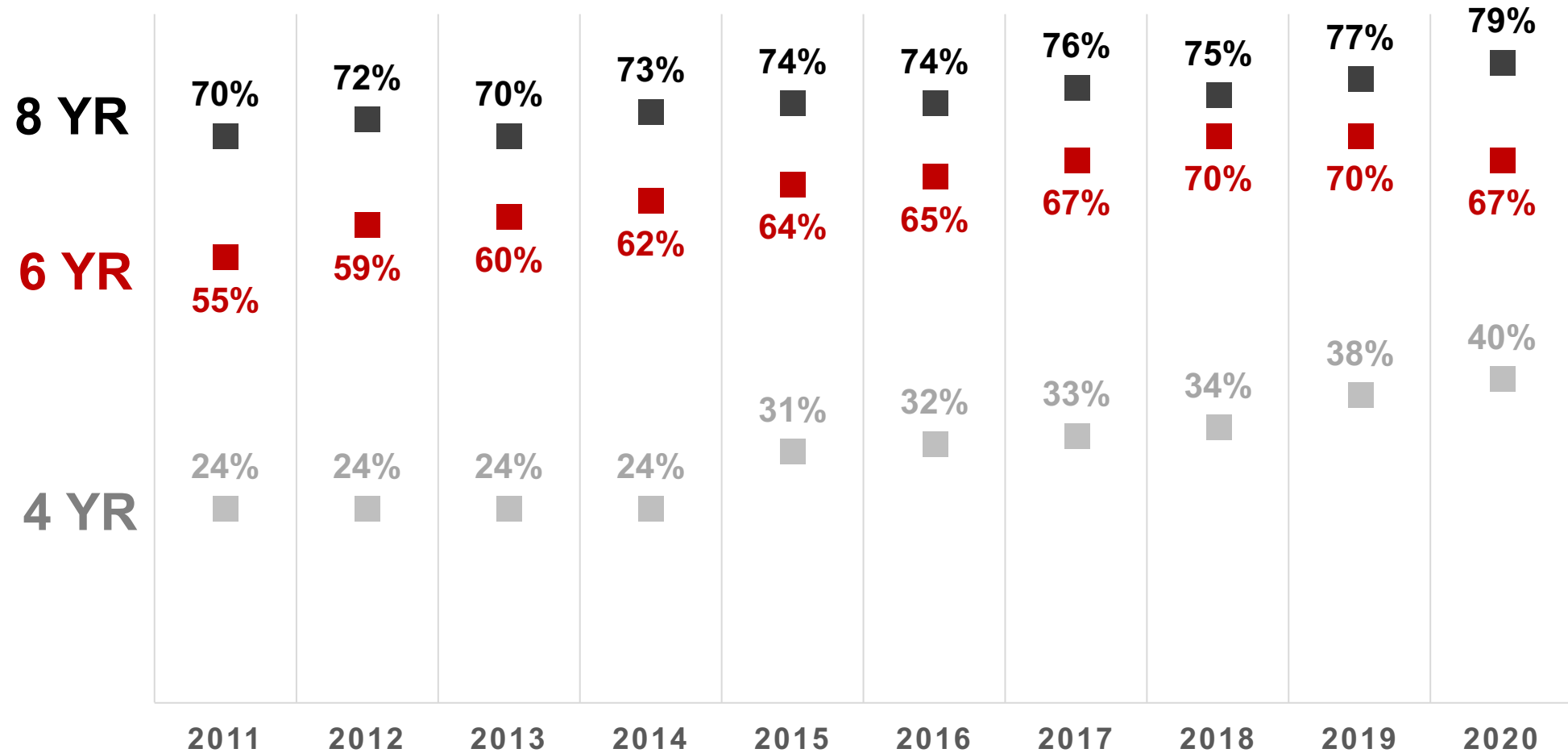


For Utah Scholarship — 781

- **White: 364**
- **Hispanic: 254**
- **Asian: 64**
- **Black or African American: 32**
- **Native Hawaiian or Pacific Islander: 7**



Four, **Six** & Eight-Year Graduation Rates



OFFICIAL RATES BASED ON FIRST-TIME, FULL-TIME FIRST YEAR, FALL COHORTS ADJUSTED FOR ALLOWABLE EXCLUSIONS



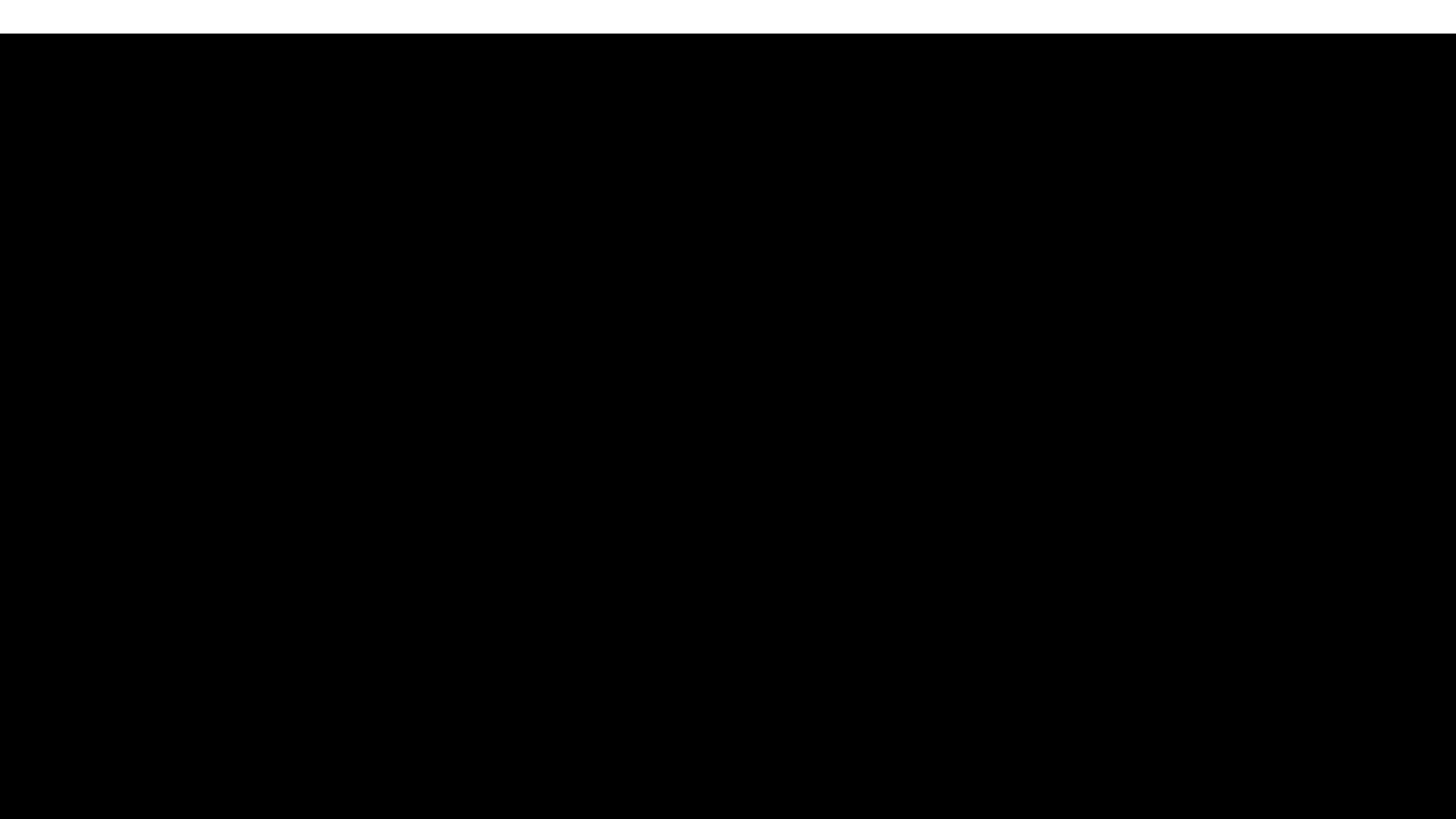
Closing the graduation gap

- **White students: 68%**
- **Domestic students of color: 64%**



Nels Elde
MacArthur
Fellow









U LEADING

The background of the slide features a close-up, slightly out-of-focus image of a dark blue graduation cap with a gold tassel. The cap is positioned on the left side, and the tassel hangs down. The right side of the slide is covered by a solid blue rectangular overlay.

A UTAH EQUITY LENS

CREATING A FRAMEWORK FOR UNDERSTANDING

Adrienne G. Andrews, AVP for Diversity & CDO,
Weber State University

Dr. Tasha Toy, AVP for Campus Diversity & CDO,
Dixie State University



AN OVERVIEW OF THE EQUITY FRAMEWORK

Defining Purpose for the Equity Lens Framework

- An *equity lens framework* is a tool comprised of shared beliefs, common definitions, and critical questions through which an organization commits to continually evaluating any existing or new strategy, policy, or initiative.
- The beliefs and definitions ensure the organization begins from a common understanding and sets the groundwork for clear accountability, allowing all efforts to be focused on closing gaps in opportunity for those from marginalized populations, and that the organization is held accountable for operationalized systemic change goals.

IT ALL STARTS WITH CONVERSATIONS

- CDOs meet regularly to discuss equity in postsecondary access, participation, and ideas for advancing inclusive excellence at our home institutions and throughout the System.
- What does the data say?
- Who is included, missing, or erased?
- What questions can we ask outside our offices and institutions?
- What frameworks could help us ask these questions and arrive at inclusive solutions?

CRITICAL RACE THEORY

Critical Race Theory (CRT) asks us to consider how we can transform the relationship between race, racism, and power and work toward the liberation of People of Color. In this way, it looks at five areas:

- 1. The centrality and intersectionality of racism*
- 2. The challenge to dominant ideology*
- 3. The commitment to social justice*
- 4. The importance of experiential knowledge*
- 5. The use of an interdisciplinary perspective*

ANTI-RACISM

Considering an Anti-Racist Framework

- **Anti-racism is a process of actively identifying and opposing racism.** The goal of anti-racism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- **Anti-racism is rooted in action.** It is about taking steps to eliminate racism at the individual, institutional, and structural levels. It is not a new concept; our current social and political environments have helped increase the focus on the importance of anti-racism.
- **It is not enough to be un-racist.** The opposite of racist is anti-racist. It requires an action, a commitment to undoing the harms that are done under the banner of racism.

EQUITY, DIVERSITY & INCLUSION

- Educational equity with a lens toward justice includes assessing, identifying, acknowledging and addressing System policies, initiatives, and statutes supporting and/or sustaining disparities.
- For the System, this definition includes responsibility for providing every student, staff, and faculty with the necessary tools and opportunities they need to thrive.
- Equity is not a quota.
- Access is just the first part of the dance.
- Once students move into our systems, how do we make sure that they have every opportunity to succeed – no matter where they are from or what identities that they hold?

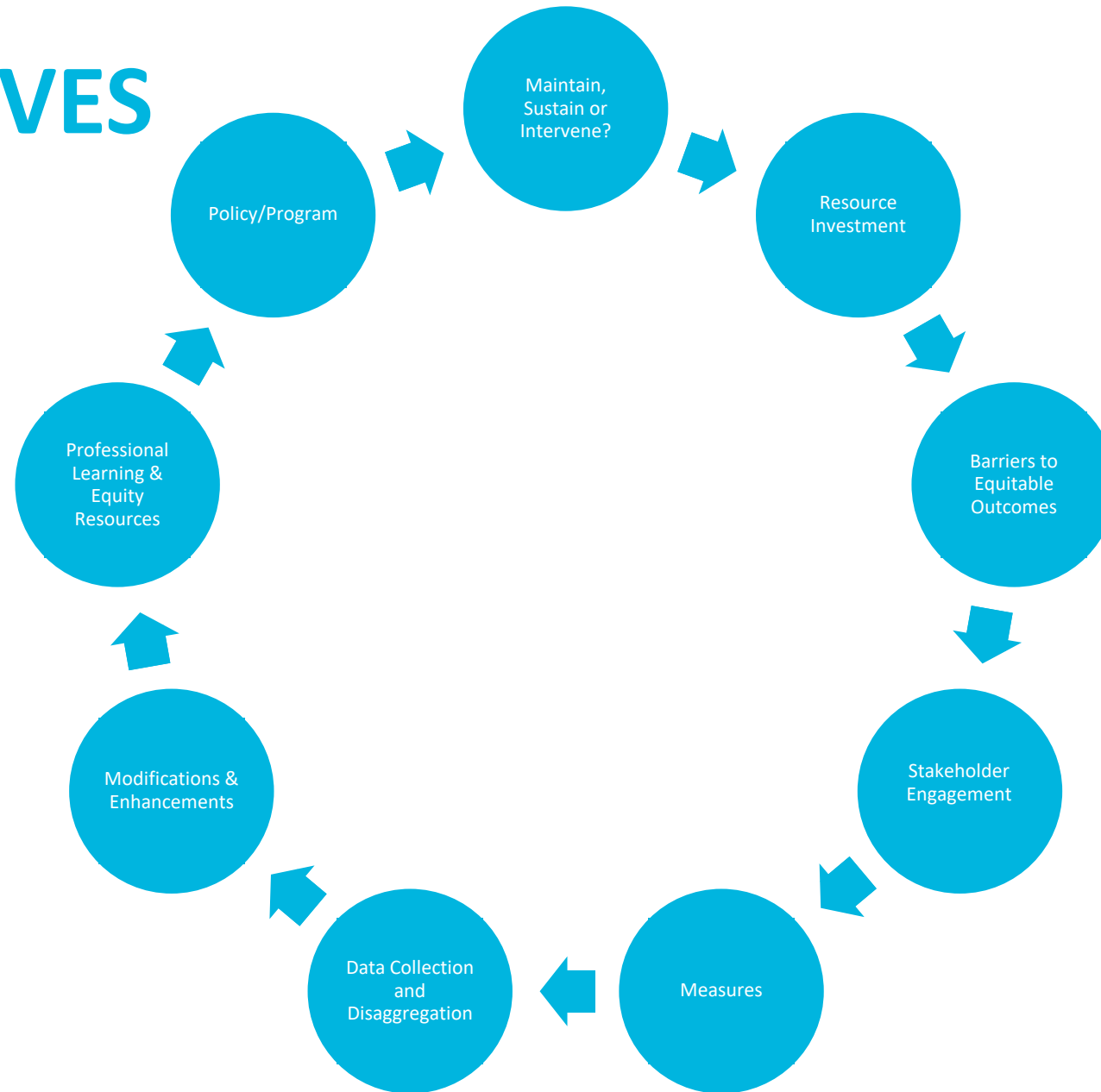
USHE MISSION & VISION

The Office of the Commissioner and the Utah Board of Higher Education are working to develop a new System mission and vision aligned with accessibility, affordability, equity, and more, to guide their strategic plan in the coming months.

BELIEFS



OBJECTIVES



COMMON LANGUAGE & DEFINITIONS



DATA COLLECTION & ACCOUNTABILITY

How are you informed about the groups, communities, and institutions served?

Regional and Institutional K12 outreach tracked through statewide programs like Concurrent Enrollment, Scholarships

Postsecondary enrollment and completion disaggregated by race/ethnicity, gender, socioeconomic status, first generation status, language proficiency, HB144 designation

Demographic data collection guidelines

Tracking academic/degree granting and technical education program enrollment and salary workforce compensation based on field

Tracking participation in institutional programming beyond identity support services (career and internships, service learning, student leadership, study abroad, etc.)

Staff representation and compensation (including administration)

Faculty representation and compensation (including adjuncts)


OUTCOMES OF THE FRAMEWORK

- This framework will create a baseline for analysis to guide Board and System leadership as they create statewide strategic plans, policies, initiatives, statues, etc.
- By utilizing the Utah Equity Lens Framework, the System aims to provide a common vocabulary and protocol for collecting data, resource allocation, partnership, engagement, and strategic initiatives to support students and communities.
- This framework will provide tools to help deconstruct our policies, protocols, and practices where they are inequitable to create inclusive, mission, and vision driven policies, protocols, and practices to reach equity goals and outcomes.
- This framework is dynamic in its creation. It is as emergent, fluid, and intersectional as the students and communities we aim to serve—consequently, we recognize that the document is neither comprehensive nor exhaustive.
- The Board will be invited to participate in co-authoring the framework by sharing and providing feedback before the working framework is adopted by the full Board in December. Time will be allotted to allow for Board and institutional community leadership to weigh in and provide feedback.

QUESTIONS/DISCUSSION

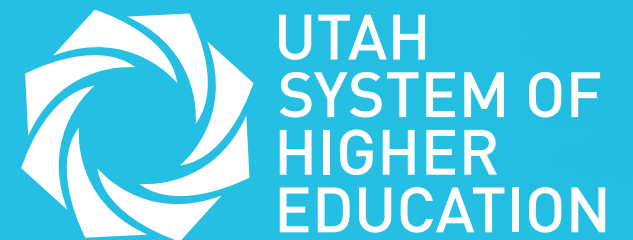
QUESTIONS/DISCUSSION

THANK YOU!



Academic Education Committee Report

October 30, 2020



Committee charter

- The Academic Education Committee provides ongoing oversight of the academic work of degree-granting colleges and universities, including:
 - Certificate and degree programs, their instructional quality, and their transferability and articulation
 - The production of research, scholarly work, and creative achievements
 - Faculty responsibilities, workloads, and tenure processes in order to advance the intellectual, cultural, social, and economic well-being of the State of Utah and its people

Action items forwarded to the Board

- Out-of-mission program request from Southern Utah University:
 - Doctor of Psychology (Psy.D.) in Clinical Psychology
- Minimum scores and maximum credit for AP/CLEP/DSST exams

Discussion on possible committee priorities

- Seamless transfer and articulation
- Concurrent Enrollment participation
- Addressing gaps in academic success
- Innovative academic pathways to better accommodate student needs and close attainment gaps
 - Transfer pathways
 - Bachelor completion degrees
 - Innovative scheduling
 - Increased opportunities for credit for prior learning
 - Competency-Based Education pathways

Recommended Motion

2021-22 Operating and Capital Budget

MOTION: I move to approve the FY2021-22 USHE operating and capital budget priorities in **Tab A** and authorize the Commissioner to make any subsequent technical adjustments, including rounding, necessary to finalize the budget prior to submitting to the Governor and Legislature.

Recommended Motion

Revision to Policy R516

MOTION: I move adopt the proposed changes to Board Policy R516, *General Student Fees* in **Tab B**, effective immediately.

Recommended Motion

Tuition and Fee Setting Process for Boards of Trustees

MOTION: I move to approve the processes described in **Tab C** for institutional Board of Trustee involvement in setting tuition and general student fees.

The background of the slide features a close-up, slightly blurred image of a dark blue graduation cap with a gold tassel. A semi-transparent blue rectangular overlay covers the right two-thirds of the image, serving as a background for the text and logo.

ACADEMIC PROGRAM APPROVAL PROCESS

October 30, 2020



Purpose of program approval:

Balance the present institutional capacity and faculty expertise with the future needs of students, the institution, the community, and the state.

Utah Board of Higher Education

Delegates approval of academic programs and units to the institutional Boards of Trustees, except for:

- Programs outside the institutional mission
- Delivery of programs outside of the institution's geographic service region
- New branches, extension centers, colleges, or professional schools

Policy R401 and approval process for new degrees

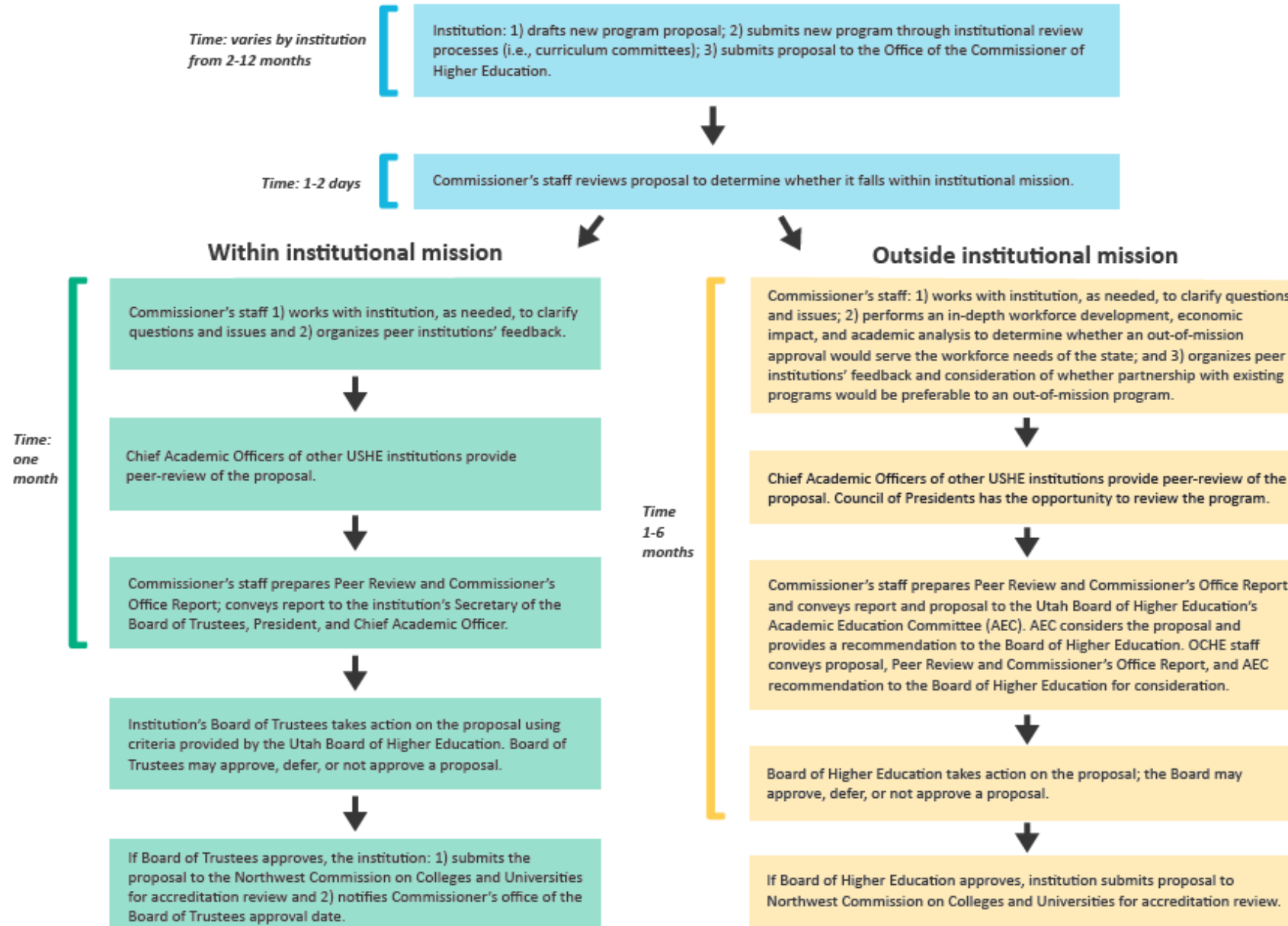
ushe.edu/ushe-policies/r401-approval-of-new-programs-program-changes-discontinued-programs-and-program-reports

Criteria for approval of a new program of instruction

- The program of instruction meets identified workforce needs
- The institution of higher education is maximizing collaboration with other institutions to provide for efficiency in offering the program of instruction
- The new program of instruction is within the institution of higher education's mission and role
- The new program meets other criteria determined by the board
 - Institutional capacity—student demand, projected enrollments, need for new faculty, staff, or resources;
 - Budget/fiscal considerations, anticipated expenses and revenue;
 - Quality of the proposed curriculum, student standards of performance, required credits, special accreditation requirements, and compliance with transfer policy;
 - Equity and access;
 - Local/regional/state needs
 - Workforce demand
 - Economic impact
 - Duplication of programs at other institutions
 - Possibility of partnering with existing programs



New Academic Degree Program Approval Process



Cyclical program review

- 3-year review of new programs
- 5- (community colleges) or 7-year (university) reviews of established programs

Out-of-mission program request

Southern Utah University

Psy.D. in Clinical Psychology

Recommended Motion

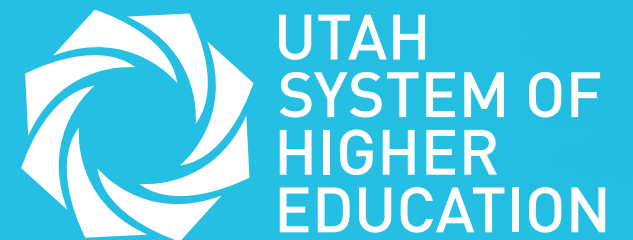
Out-of-mission program request

MOTION: I motion to approve the out-of-mission program request for a Psy.D. in Clinical Psychology from Southern Utah University.



Utah's 2030 Attainment Goal

October 30, 2020



Utah's 2030 Attainment Goal

Accessible, Timely, Meaningful Degrees & Awards for All Utahns

Access

Increase the 3-year college-going rate of high school graduates by 10% in 10 years.

↑10%

Timely Completion

Increase the share of students completing their degree in 6 years by 10% in 10 years.

↑10%

Meaningful Awards

Increase the share of awards that align with Utah's most in-demand, highest-paying occupations by 20% in 10 years.

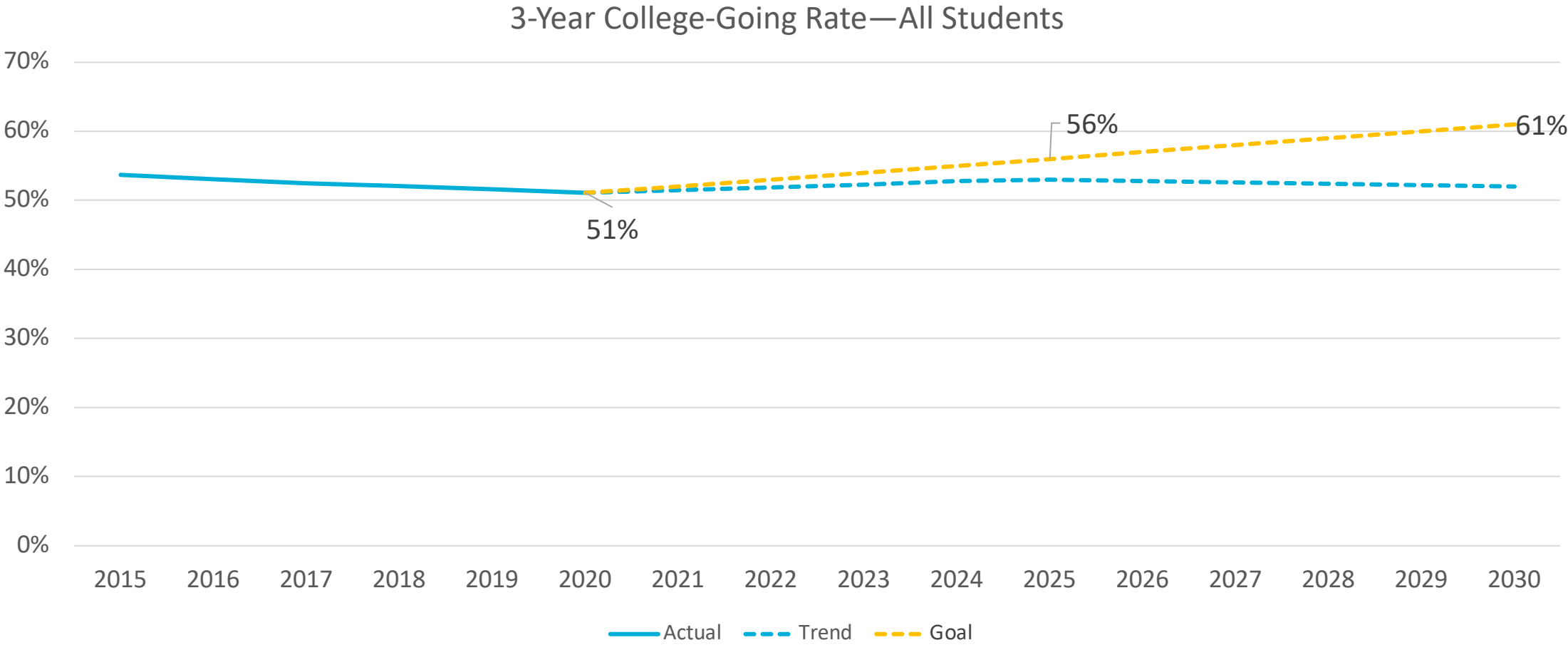
↑20%

Close equity gaps in all measures for underrepresented students

Access

- Percent of high school graduates who enroll in a postsecondary institution within three years of graduation
- USBE graduation data linked to National Student Clearinghouse enrollment data
 - NSC match to capture students attending USHE and non-USHE institutions
- 3-year window to capture students who complete ecclesiastical service between high school and college

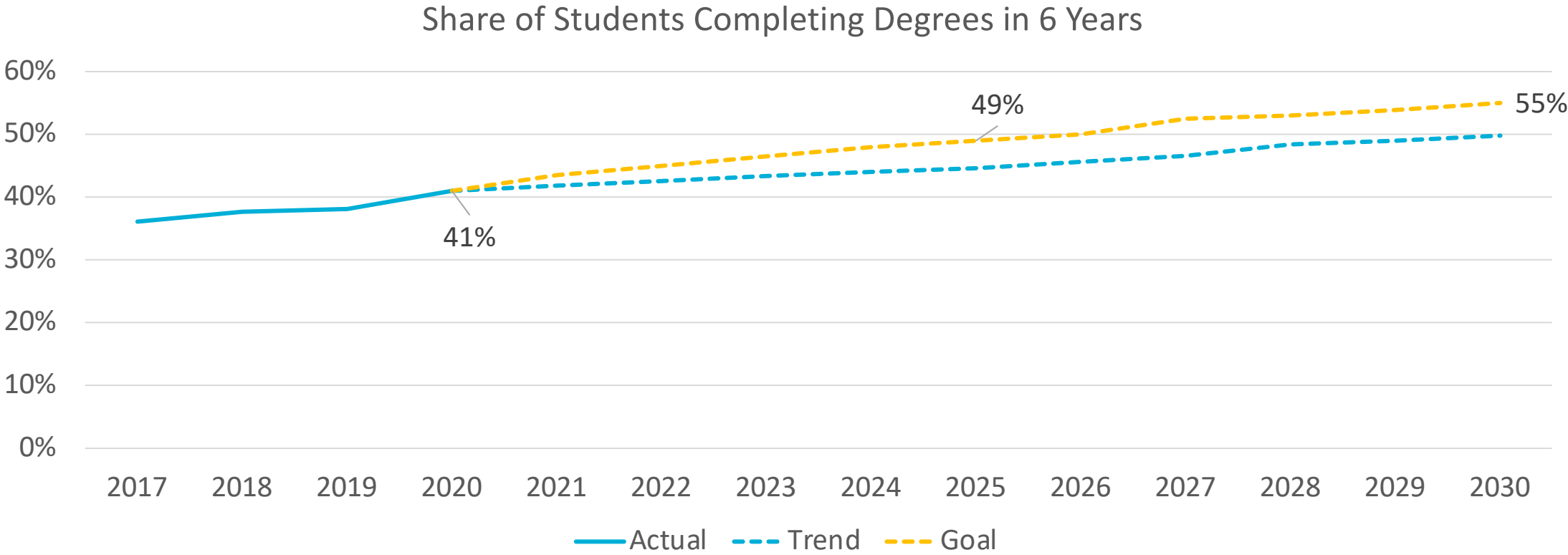
Access



Timely Completion

- Using IPEDS Outcomes Measures
- For cohorts of students, measure the number who complete degrees in 4, 6, and 8 years
- Our current analysis takes all degrees, all cohorts, 6-year completion
- Further analysis in process to break out by degree types
- Outcomes Measures do not include certificates; currently exploring ways to measure timely completion for the various lengths of tech college certificate programs

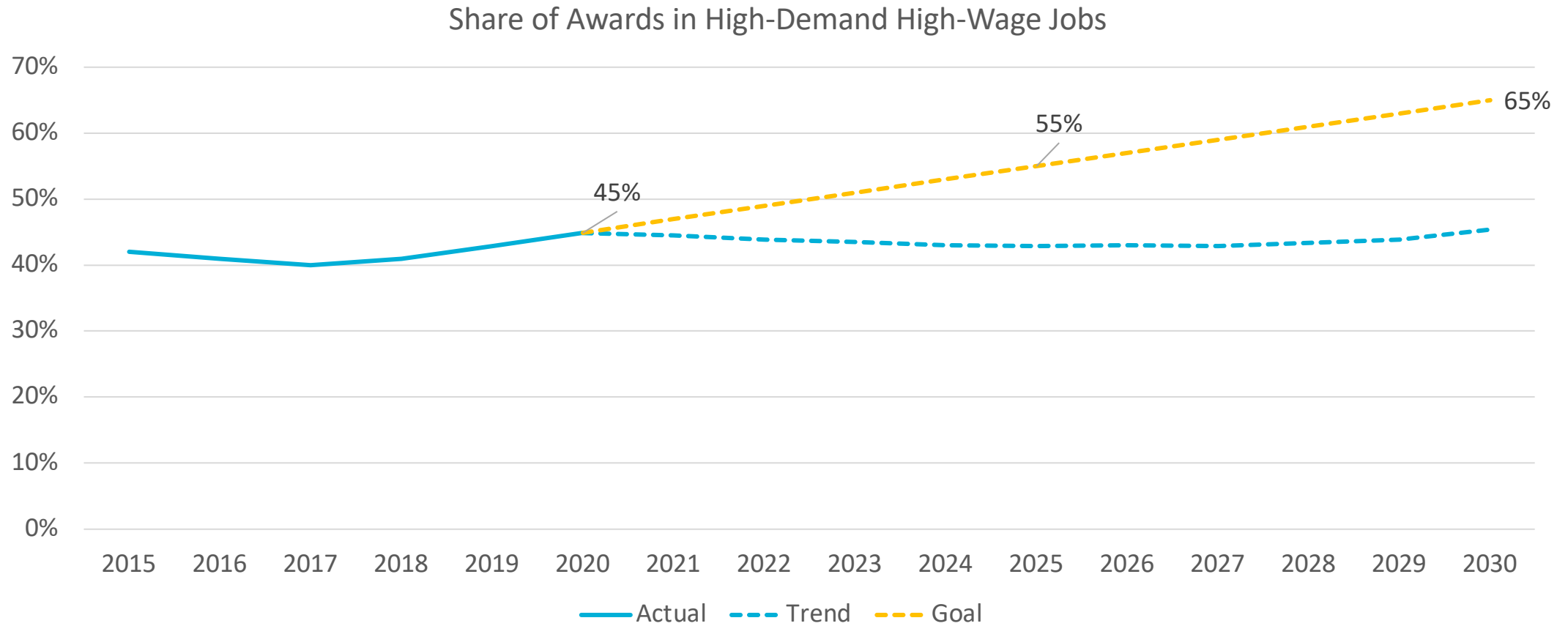
Timely Completion



Meaningful Awards

- Using completion data mapped by CIP to occupation codes (SOC)
- Using DWS's occupational ranking system
- Measure share of completions that align with 4- and 5- star jobs
- Award level must be within one step of the BLS education level typical for entry to occupation

Meaningful Awards





Strategic Plan Priorities

October 30, 2020



Recommended Motion Strategic Plan

MOTION: I move that the Board approve the System priorities Access, Completion, Affordability and Workforce Alignment & Economic Impact.

The background of the slide is a photograph of graduates in black caps and gowns. Some are holding their caps high, and one is holding a rolled-up diploma. The image is partially obscured by a large blue rectangle that contains the text and logo.

Innovation Taskforce

October 30, 2020



Recommended Motion

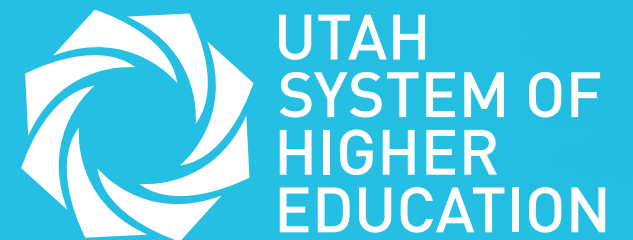
Innovation Taskforce

MOTION: I move the Board establish an Innovation Taskforce to begin exploring and developing systemwide innovations in online education and other areas of high potential and direct the Commissioner to select its membership and serve as its chair.

A background image showing graduates in black caps and gowns, with some holding white diplomas. The image is partially obscured by a large blue rectangular overlay.

Utah College Advising Corps

October 30, 2020





COLLEGE ACCESS ADVISERS

Recent college graduate, full-time, physically in the high school

Helps students on the milestones to college:

- College test prep & registration
- College applications
- Financial aid
- Connection to college campus
- **Create a college-going culture**

COLLEGE ADVISER ACTIONS

- Meet one-on-one with students
- Plan college events in the schools for students and parents
- Engaging parents
- FAFSA assistance
- College applications
- Scholarships
- First-year programs



2020-2021 UCAC TEAM!

"I advise because I was served by UCAC Advisers when I was a student; I want to give back to other students."

"I advise because I want make college accessible to underrepresented communities."



"I advise because I want be the role model that students can look up to and give hope to reach their goals!"

"I advise because I know every student has a dream but may not know how to get there"

"Toni Morrison said, 'if you have some power, then your job is to empower someone else'. I advise because my job is to empower someone else."

DATA-DRIVEN AND OUTCOME-FOCUSED

College Access Data

| | |
|----------------------------------|---------------------------------|
| Gender* | College Applications Accepted** |
| Ethnicity* | FAFSA Completed*** |
| First Generation Status* | FAFSA Assisted |
| Post-Secondary Plan* | SAT/ACT Scores |
| Student Interactions | Scholarships Applied* |
| Parent Engagement | Scholarships Awarded* |
| College Applications Submitted** | |

*In most cases, this data is self-reported by the student

**Data provided by most USHE institutions

***Real time data provided by UHEAA





2019-2020 FACTS:

- Met with almost 12,000 students in a one-on-one, or small group meeting
- Had over 18,000 one-on-one meetings
- Assisted students with over 25,000 college applications
- FAFSA completion rate for our high schools was 40%

2021-2022 EXPANSION

- With the additional \$2 million in funding, we will be able to expand to a total of 55-65 high schools across the state.
- Selection of the schools will consider the following:
 - Previous schools where there has been a college access adviser
 - College-going rates
 - FAFSA completion rates
 - Percentage of low-income students
 - Ethnicity rates
- High school selections will be made by the end of 2020.



QUOTES FROM OUR SCHOOLS

The pandemic has added to our stress, anxiety, fear, and the combination of all three can be overwhelming to manage. Not for Joana! She has been an amazing addition to our Granger Family and UCAW committee. Joana is like a four-leaf clover, hard to find and lucky to have! – Granger High Counselor

T. Walton has done such a great job to think outside the box when it comes to working with our students during this pandemic. We have had a lot of hardships thrown at us in terms of how we communicate with our online students now, but he has gone above and beyond to make sure our kids are accessing the information they need. He does it all with such a warm smile on his face and a wonderful attitude about it! – West High Staff

This is my twenty-third year as an educator, all here at Kearns High School... As a counselor I have many tools at my disposal in order to assist my student's. However, there has probably been no more valuable commodity in providing post high school assistance to our students than our College Access Advisor. We have been fortunate enough to have had a College Access Advisor for over 10 years. They provide our students with vital post high school information, from scholarships, to ACT registration and preparation, to walking students through the FAFSA and college application process. Honestly, I could not imagine NOT having a College Access Advisor as part of our counseling team. From Jackson White, now an educator himself at Olympus High School, to Mandy Tran, our current CAA, they have all been an absolute joy to work with and get to know. – Kearns High Counselor

Recommended Motion

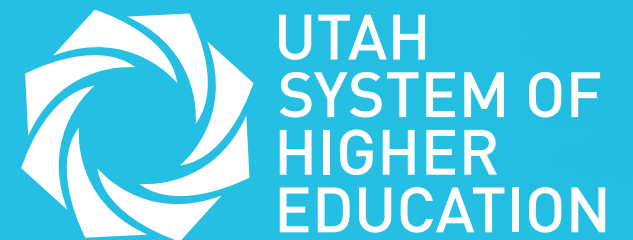
Utah College Advising Corps Program Expansion

MOTION: I move that the Utah Board of Higher Education approve the transfer of \$2 million per year for three years from the Utah Higher Education Assistance Authority program funds to the Commissioner's office.

The background of the slide is a photograph of graduates in black caps and gowns. One graduate in the upper left is holding up their cap. Another graduate in the lower right is holding a rolled-up diploma. The image is partially covered by a large blue rectangle that serves as a backdrop for the text.

Statewide Industry Advisory Committee

October 30, 2020



Recommended Motion

Statewide Industry Advisory Council

MOTION: I move to establish the Industry Advisory Council as described in **Tab Q** .

Recommended Motion

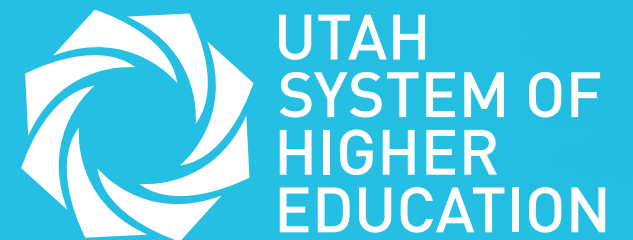
Consent Calendar

MOTION: I move to approve the items on the General Consent Calendar.



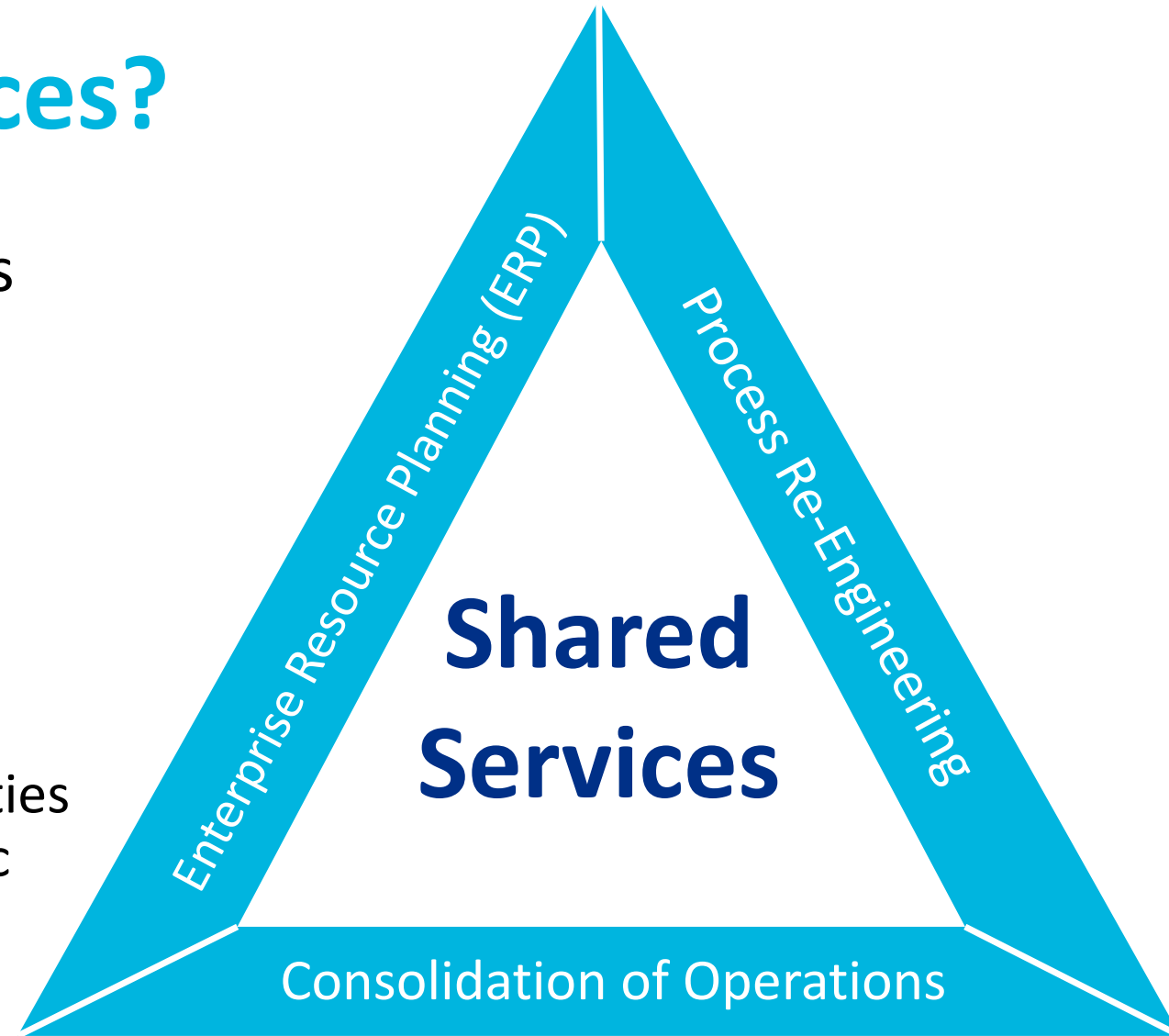
Shared Services Overview

October 30, 2020

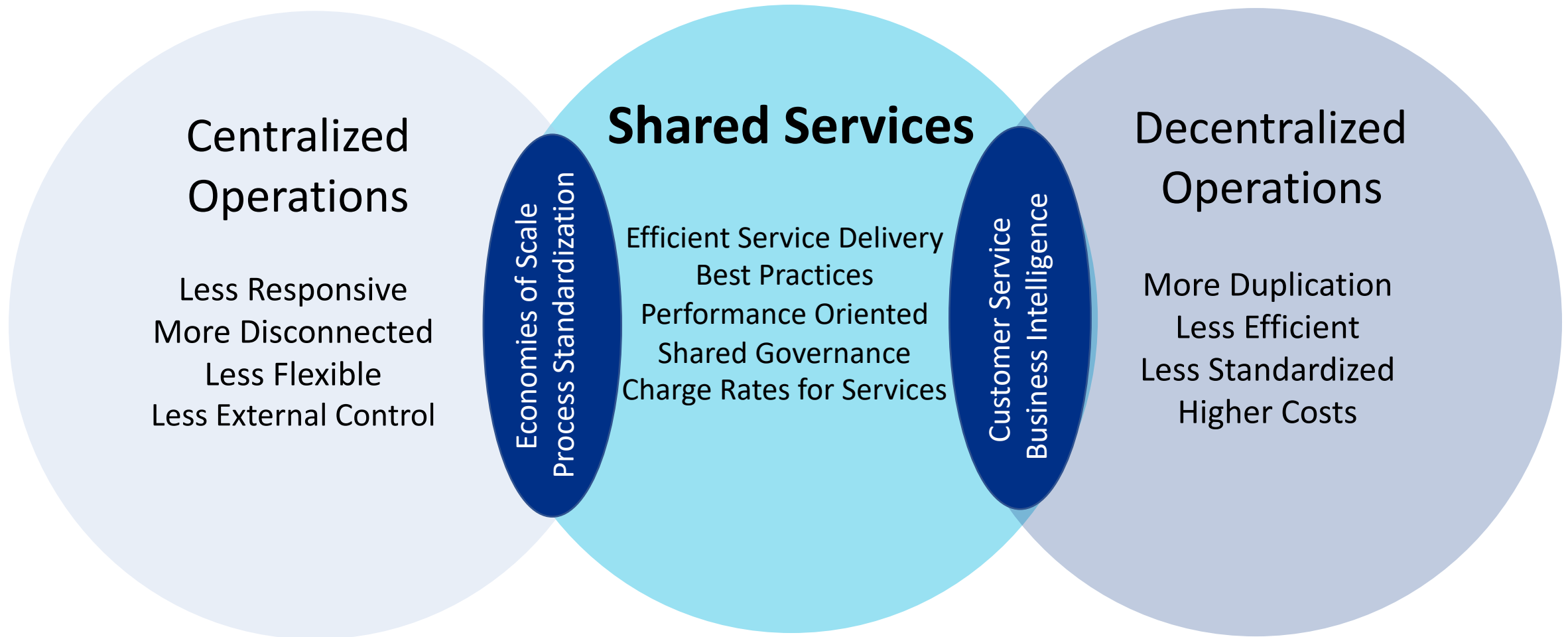


What is Shared Services?

- Sharing common internal business services between business units
 - Finance/accounting
 - Information Technology (IT)
 - Human Resources (HR)
- Tactical not Strategic Decision
 - Consolidation of nonstrategic activities allowing more focus on the strategic



What is Shared Services?



Institutional Survey

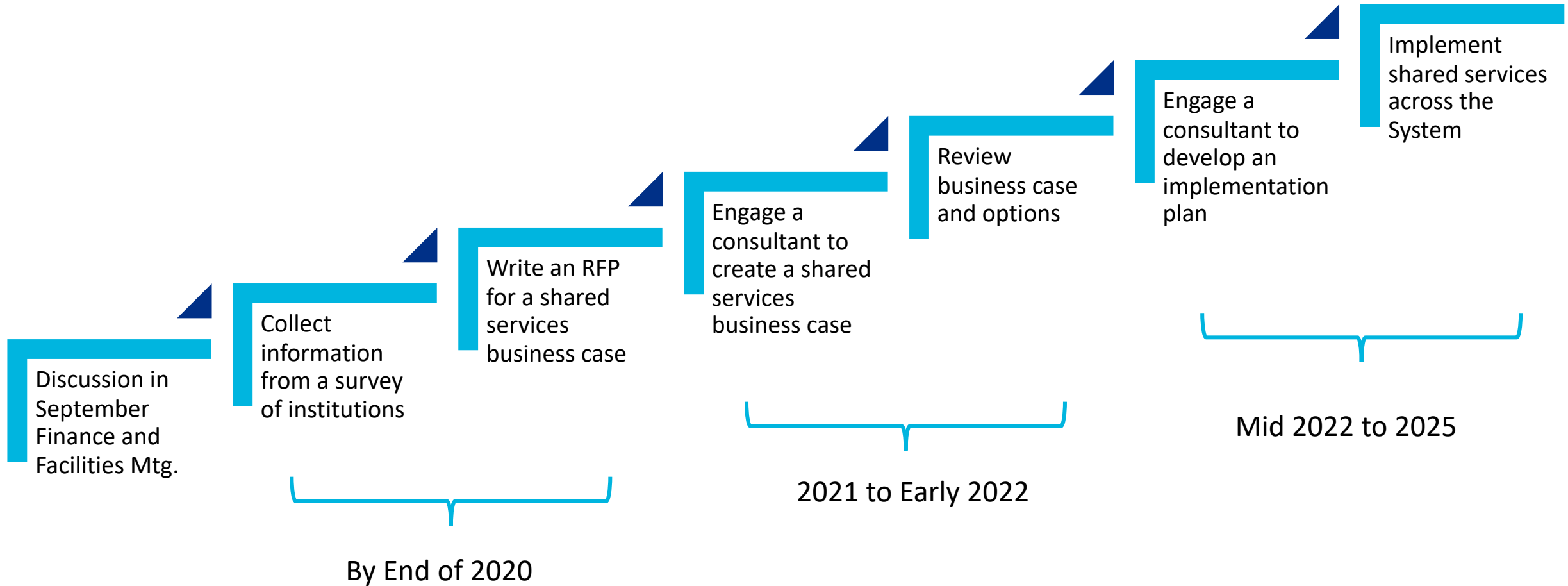
- Brief description of institution's business services:
 - Centralized (Yes/No)
 - Budget of Central Org
 - Number of Central FTE
 - Number of Decentralized FTE
- Business Services include:
 - **Accounting and Finance**
 - **Human Resources**
 - **Information Technology**
 - **Student Financial Aid**
 - **Purchasing**
 - Fleet
 - Facility Maintenance
 - Risk Management
 - Internal Audit
 - Police
 - Legal

RFP for Shared Services Business Case

A business case can quantify the impact and opportunities for shared services in the System

1. Review the current state of business services in the System
2. Present a realistic future state of shared services in the System
3. Identify the costs and benefits in moving from the current state to the future state

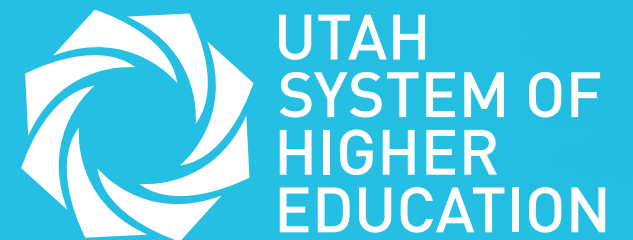
Potential Steps





Learn & Work In Utah

October 30, 2020





- H.B 5010 — Federal CARES Act funding created the new Learn & Work In Utah initiative
- ~\$9 million for short-term training
 - Talent Ready Utah
 - Utah System of Higher Education
- Provides training for workers who are unemployed, underemployed, or in vulnerable positions due to COVID-19



Program Details

- 188 program proposals totaling over \$15 million in requested funds
- Awarded the first ~\$8.7 million in program support to our institutions
- \$200,000 to Rumor Advertising to combine Learn & Work with *IN UT* campaign
- Committee identified another potential ~\$4.5 million in programming for additional CARES funding
- Regional marketing campaigns directed by institutions: ~\$170,000

| Institution | Round 1 Funding | Potential Round 2 Funding |
|---------------|-----------------|---------------------------|
| Bridgerland | \$386,050.00 | \$0.00 |
| Dixie Tech | \$397,042.00 | \$0.00 |
| Dixie State U | \$628,000.00 | \$0.00 |
| Mountainland | \$1,318,902.00 | \$1,049,445.00 |
| SLCC | \$611,504.38 | \$564,452.00 |
| Snow | \$900,650.00 | \$0.00 |
| SUU | \$383,595.00 | \$192,960.00 |
| SW Tech | \$249,489.55 | \$32,000.00 |
| Tooele Tech | \$377,248.00 | \$76,452.00 |
| UB Tech | \$148,000.00 | \$0.00 |
| U of U | \$589,251.00 | \$290,740.00 |
| USU | \$783,968.00 | \$567,400.00 |
| UVU | \$841,732.00 | \$719,810 |
| Weber | \$1,022,274.00 | \$921,272 |
| Total | \$8,637,705.93 | \$4,414,531.00 |



Programs Types:

- Welding/CDL/Manufacturing/Automotive
- Health Care
- IT — short industry credentials & longer programs
- Web design and support
- Microsoft Office & digital tools for the remote work world
- Graduate certificates — Cyber Security & Analytics
- Training educators to transition to digital learning
- Small business support



If all programs fill to estimated capacity, 5,275 students will gain valuable workforce skills



Enrollment

| Institution | Capacity | Total | Percentage to Full |
|---------------|----------|-------|--------------------|
| Bridgerland | 150 | 123 | 82% |
| Dixie Tech | 101 | 87 | 86% |
| Dixie State U | 95 | 75 | 79% |
| Mountainland | 510 | 297 | 58% |
| SLCC | 697 | 599 | 86% |
| Snow | 326 | 280 | 86% |
| SUU | 435 | 351 | 81% |
| SW Tech | 162 | 72 | 44% |
| Tooele Tech | 230 | 157 | 68% |
| UB Tech | 70 | 66 | 94% |
| U of U | 594 | 218 | 37% |
| USU | 313 | 269 | 86% |
| UVU | 719 | 676 | 94% |
| Weber | 873 | 964 | 110% |
| Running Total | 5275 | 4234 | 80% |

Spend

| FUNDING | Award | Spend to Date | Remaining | % Spent |
|---------------|-----------------|----------------|----------------|---------|
| Bridgerland | \$386,050.00 | \$342,922.00 | \$43,128.00 | 89% |
| Dixie Tech | \$397,042.00 | \$184,961.00 | \$212,081.00 | 47% |
| Dixie State U | \$628,000.00 | \$405,416.00 | \$222,584.00 | 65% |
| Mountainland | \$2,368,347.00 | \$778,759.00 | \$1,589,588.00 | 33% |
| SLCC | \$1,175,956.38 | \$579,461.00 | \$596,495.38 | 49% |
| Snow | \$900,650.00 | \$474,908.88 | \$425,741.12 | 53% |
| SUU | \$576,555.00 | \$455,002.25 | \$121,552.75 | 79% |
| SW Tech | \$281,489.55 | \$137,058.00 | \$144,431.55 | 49% |
| Tooele Tech | \$453,700.00 | \$258,030.00 | \$195,670.00 | 57% |
| UB Tech | \$166,000.00 | \$127,470.00 | \$38,530.00 | 77% |
| U of U | \$879,991.00 | \$449,990.00 | \$430,001.00 | 51% |
| USU | \$1,351,368.00 | \$262,835.46 | \$1,088,532.54 | 19% |
| UVU | \$1,561,542.00 | \$1,292,472.00 | \$269,070.00 | 83% |
| Weber | \$1,943,546.00 | \$520,911.00 | \$1,422,635.00 | 27% |
| Total | \$13,070,236.93 | \$6,270,196.59 | \$6,800,040.34 | 48% |
| | | % Expended | 48% | |

A background image showing graduates in black caps and gowns, with some holding white diplomas. The image is partially obscured by a large blue rectangle.

Questions?



The background of the slide is a photograph of graduates in black caps and gowns. Some are holding their caps high, and one is holding a rolled-up diploma. The image is partially covered by a large blue rectangle on the right side.

UHEAA & my529 Update

October 30, 2020

