6,709
Total Students

29%
HIGH SCHOOL

71%
ADULT

4.0%
Headcount (Year-over-Year)
OUR STUDENTS

FY 2021

AGE
- 28% 25-44
- 36% 18-24
- 9% 45+
- 27% <18

GENDER
- 38% Female
- 62% Male

Average age of all students is 24 years.
OUR STUDENTS

FY 2021

Students who are incarcerated:
Adult: 154
Juvenile: 4

DAVIS COUNTY

American Indian or Alaska Native (0.55%)
Asian (1.63%)
Black or African American (1.42%)

DAVIS TECH

Hispanic/Latino (12.13%)
Native Hawaiian or Other Pacific Islander (0.59%)
White (76%)

MORGAN COUNTY

Two or More Races (2.03%)
Unspecified (5.64%)
FURTHERING THE BOARD’S WORK OF EQUITY, DIVERSITY, AND INCLUSION

FY 2021

• Appointed first EDI Coordinator and standing EDI Committee
• Starting an open, safe, and consistent dialogue
• Creating a Student Diversity and Resource Center
• Embracing the Attainment Goals for underrepresented students
• Diverse, representative workforce planning
• Focusing decision-making through the Equity Lens Framework
35 In-demand Programs

SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGY
- Architectural & Engineering Design
- Business Administrative Services
- Cybersecurity
- Information Technology
- Software Development
- Web and Graphic Design

SCHOOL OF CONSTRUCTION
- Building Construction Technology
- Electrician Apprentice
- Heating and Air Conditioning
- Plumbing Apprentice

HEALTH PROFESSIONS
- Advanced Emergency Medical Technician
- Dental Assistant
- Emergency Medical Technician
- Firefighter
- Home Health Aide
- Medical Assistant
- Medical Office Administration
- Nurse Assistant
- Pharmacy Technician
- Phlebotomy
- Practical Nurse
- Surgical Technology

MANUFACTURING
- Automation and Robotics
- CNC Machining
- Composite Materials Technology
- Injection Molding
- Manufacturing Technology
- Welding Technology

SERVICE PROFESSIONS
- Cosmetology
- Culinary Arts
- Esthetician
- Hair Designer
- Master Esthetician
- Nail Technician

TRANSPORTATION
- Automotive Technology
- Diesel/Heavy Duty Technology

OUTCOMES

2021
- Completion: 77%
- Placement: 90%
- Licensure: 100%

2020
- Completion: 73%
- Placement: 74%
- Licensure: 100%

Red indicates high impact program.
**2 MONTHS**
Average time for students to earn back their cost of training

$3,752
Average Program Cost

Cost includes tuition, books, materials, and fees.

---

**AVERAGE WAGE INCREASE**
Annual increase in wages from before training to after graduation

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Wage Increase*</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>900+ Hour Program</td>
<td>$10,374</td>
<td>85%</td>
</tr>
<tr>
<td>&lt; 900 Hour Program</td>
<td>$5,787</td>
<td>44%</td>
</tr>
</tbody>
</table>

*Source: Utah Department of Workforce Services

---

**FY 2021 Cumulative Student ROI**
(Increased wages less student-paid cost of training)

$5,601,880
EDUCATIONAL PATHWAYS

Davis Tech students who graduated from Weber State University:
• 135 students earned Associate Degrees
• 112 students earned Bachelor’s Degrees

Davis Tech students who enrolled in other Utah higher education institutions:

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weber State University</td>
<td>853</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>78</td>
</tr>
<tr>
<td>Utah State University</td>
<td>79</td>
</tr>
<tr>
<td>The University of Utah</td>
<td>54</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>30</td>
</tr>
<tr>
<td>Other Institutions</td>
<td>187</td>
</tr>
</tbody>
</table>
STUDENT FTE GROWTH

FY 2021
1,601

FY 2022 Projected
1,715

ACTUAL JULY TO NOVEMBER 2021
542

ACTUAL JULY TO NOVEMBER 2022
612

7.1% PROJECTED INCREASE

12.9% YTD INCREASE
SIMMONS BUSINESS RESOURCE CENTER

CUSTOM FIT & WORKFORCE EDUCATION

- $1,486,904 Economic Impact
- 3,591 Workers Trained
- 90,996 Training Hours
- 215 Companies Served

SMALL BUSINESS DEVELOPMENT CENTER

- $19,212,450 Revenue and capital infusion increases
- 120 Jobs Created
- 2,769 Counseling Hours

FY 2021
OPPORTUNITIES

• Demystifying and improving the application and enrollment experience
• Accurately determining program capacity in an open-entry environment
• Enhancing student success supports
• Focusing efforts on the Attainment Goals
• Developing a new and engaging strategic plan
THANK YOU

HILARY BOYD
CYBERSECURITY
**GOALS**

**Enrollment**
Increase student enrollment by 7 percent for both secondary and post-secondary students

**Retention**
Increase student retention and completion by 3 percent

**Academic Partnerships**
Enhance collaboration with academic partners

**Economic Development**
Boost our contribution to regional job creation

**Culture and Morale**
Enhance internal culture and morale
## ATTAINMENT GOALS

### ACCESS – Increase the 3-year college-going rate of all Utah high school graduates

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>USHE %</th>
<th>2027</th>
<th>USHE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A) All Utah High School Students</td>
<td>400</td>
<td>1.00</td>
<td>497</td>
<td>1.09</td>
</tr>
<tr>
<td>2A) Underrepresented Utah high school students</td>
<td>116</td>
<td>0.79</td>
<td>171</td>
<td>0.86</td>
</tr>
</tbody>
</table>

### TIMELY COMPLETION – Increase the percent of students who have a timely graduation

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>% GROWTH</th>
<th>2027</th>
<th>% GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A) All students</td>
<td>855</td>
<td>51.38</td>
<td>1,258</td>
<td>54.38</td>
</tr>
<tr>
<td>2B) Underrepresented students</td>
<td>219</td>
<td>53.16</td>
<td>371</td>
<td>57.16</td>
</tr>
</tbody>
</table>

### HIGH YIELD AWARDS – Increase the percent of all graduates who earn a high-yield degree or certificate

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th></th>
<th>2027</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3A) All graduates</td>
<td>503</td>
<td>35</td>
<td>651</td>
<td>43.0</td>
</tr>
<tr>
<td>3B) Underrepresented graduates</td>
<td>251</td>
<td>25</td>
<td>359</td>
<td>35.0</td>
</tr>
</tbody>
</table>
Motion for Closed Session

I move we go into closed session for the purposes of discussing the character, professional competence, or physical or mental health of an individual.
MEET DAVIS TECH GRADUATE

ERIC MAGNUSON

COMPOSITE MATERIALS TECHNOLOGY & CNC MACHINING
HUNTSMAN MENTAL HEALTH INSTITUTE AND CARING FOR OUR COMMUNITY

MARK HYMAN RAPAPORT, MD
CEO, HUNTSMAN MENTAL HEALTH INSTITUTE
WILLIAM H. AND EDNA D. STIMSON PRESIDENTIAL ENDOWED CHAIR
PROFESSOR AND CHAIR, DEPARTMENT OF PSYCHIATRY, UNIVERSITY OF UTAH SCHOOL OF MEDICINE
WHY UTAH AND WHY NOW?

The commitment to mental health by:

- The University of Utah
- The Utah State Legislature
- The Huntsman Family
HUNTSMAN MENTAL HEALTH INSTITUTE (HMHI)

- A place to **address the big challenges:**
  - Stigma and prejudice
  - The social determinants of mental and physical health
  - Prevention and early intervention
  - Innovative and sustainable treatment models
  - The impact on society (suicide, substance use disorders, psychosis)

- A structure to convene **the best of all fields** to perform research that creates innovative solutions for the people of Utah

- Projects not only intervene to promote the mental health needs but serve as a **living laboratory** for basic, translational, implementation, and services research
HMHI IS AND WILL BE:

- A place for quality mental health care
- Dedicated to training mental health professionals for Utah
- Research innovators
- A nexus for Utah

- A catalyst helping Utah become the model for mental health
- A trans-University Institute
- A partner with USHE and Universities beyond
- A place to tackle hard problems in an innovative fashion
HMHI CURRENT STATE:

- 170 bed Inpatient Hospital with specialty services
- Comprehensive Community Crisis Services for Utahans - free 24/7 crisis care
- 3 outpatient clinics
- 16-bed residential treatment center for girls
- Adult Substance Use Disorders Recovery Services
- 4 Day treatment Services for children and adolescents
- Coordinated Health Care Model for people with developmental disabilities
- 9 Tele-Psychiatry Clinics
- SafeUT Crisis Chat and Tip Line for schools, the national guard
- 48 training sites from Brigham City to Blanding, UT and Idaho
- 33rd in Blue Ridge research rankings
HUNTSMAN MENTAL HEALTH INSTITUTE (HMHI)
HIGHER EDUCATION INITIATIVES

- SafeUT: 2020-2021 Annual Report
- JED Partnership
- MH1 (Mental Health First Responders) at the University of Utah
- Mental Health Stigma Short Film Contest
- Crisis Worker Certification Program
MENTAL HEALTH STIGMA SHORT FILM CONTEST

The goal of the contest is to raise awareness of the stigma around mental health. We will encourage college students to share their stories via social media using the hashtag #HealingOutLoud. We view this contest as a platform to have a voice to help normalize mental health.

- Students will build on the theme in a 30 second film sharing their stories and encouraging others to participate. We ask students to be authentic and use any form of communication to convey their message (poetry, dance, song etc.) and any language they feel most comfortable.

- Contestants must be enrolled in a Utah public University, Community College or Technical College. The contest will launch February 15, 2022 with a submission deadline of April 5, 2022. Winning films will be given prizes, celebrated in a May 2022 showcase event and included in a statewide awareness campaign.
MENTAL HEALTH WORKFORCE INITIATIVES

- HMHI is currently working with Weber State in the investment through the Work and Learn Initiative. This initiative supports the development of Crisis Worker coursework and certification through Weber State’s educational programming. Upon completion, students become Certified Crisis Workers.

- HMHI is also partnering with the University of Utah, College of Social Work for approval of a crisis worker certification program to begin Fall 2022.

- Innovative workforce pipelines like the crisis worker certification program increases access to care and ensures Utah receives high quality care when needed.
HUNTSMAN MENTAL HEALTH INSTITUTE (HMHI) OTHER STRATEGIC INITIATIVES

- SafeUT Frontline – Roll out began Spring 2021
- K-12 Brain Health Curriculum – Kick off Fall 2021
- Statewide Needs Assessment – Kick off Fall 2021
- Mental Health Crisis Care Center – Breaking Ground Spring 2022
- Translational Research Building – Breaking Ground Spring 2022
- Nationwide Mental Health Stigma Grand Challenge – Kick off Winter 2021
MENTAL HEALTH CRISIS CARE CENTER

The Mental Health Crisis Care Center will be designed to provide comprehensive crisis care:

- Compassionate evaluation of patients and families in psychiatric distress
- Capacity to treat and stabilize 30 patients at a time in its 23-hour center
- 24 bed inpatient facility where each patient will have an individual room
- Personalized case management and individualized recovery plans for all patients receiving any level of care in the facility
- Outpatient services, Community outreach programs, medical clinic, legal clinic, supportive employment and more in the facility
- Integrate training and research into all aspects of the crisis center

Breaking ground Spring 2022

THE UTAH MENTAL HEALTH TRANSLATIONAL RESEARCH BUILDING

The Utah Translational Research Building will create an environment to tackle the big problems in mental health:

- Trans-disciplinary discovery
- Foster innovation and creativity
- Train the next generation of mental and brain health researchers
- Serve as a nexus for investigators across the University and USHE
- Address problems comprehensively from policy and economics to prevention and implementation research to basic science
- House important research resources- ie 7T MRI

$90 million was appropriated by the Utah State Legislature, and will be combined with $65 million in philanthropic dollars to create a public-private partnership.

Breaking ground Spring 2022

Press Release for Research Building
A GRAND CHALLENGE TO ELIMINATE STIGMA

- Nationwide Mental Health Stigma Campaign
- Convening a design summit of stakeholders
- Addressing the brain and mental health in a developmentally appropriate manner
- Creating a Common Agenda
- Serving as the recognized convening organization for this national movement
THE POWER OF THE STIGMA GRAND CHALLENGE

- Instead of asking others to follow - activate a social network that already exists like NAMI, APA, AFSP, SAMSHA, NIMH, NIDA, NIAAA, and private foundations.

- This is done by creating a Social Movement so that the players can take action in different circumstances, without having to go through us, but still contribute to a unified, national movement toward our goal of eliminating mental health stigma.
In Conclusion
HUNTSMAN MENTAL HEALTH INSTITUTE (HMHI)

- An Institute for the entire state of Utah
- A paradigm shifting effort for mental health
- An opportunity to help Utahns
- An audacious endeavor to make Utah the leader in mental health care, research and training
Thank you!
OUR PURPOSE

The purpose of Keys to Success is to motivate students to unlock their future and connect with scholarships, internships, and opportunities.
KTS BY NUMBERS

90,000+
TOTAL NUMBER OF APP USERS
54,000+ opportunity engagements
65,000+ scholarship engagements

$160M
SCHOLARSHIP/TUITION WAIVERS AVAILABLE

TOP 5 CAREER INTERESTS
1. Health Science
2. Arts & Communication
3. STEM
4. Business
5. Agriculture
There is an in-app Pathways Dashboard that suggests pathways to students, based off their career interests.

Keys to Success guides students through available CTE pathways and courses hosted at their school.
Community accounts such as private industry allowing different users to post scholarships, internships, and opportunities for students to view and interact with!
COLLEGE APPLICATION WEEK

10,000+ Institutions “favorited” by students

2,000+ Applications submitted using Keys to Success

COMPARE INSTITUTIONS
Compare and contrast all Utah higher education institutions based by location, tuition, and degrees offered.

APPLY
Apply in-app to Utah colleges & universities! Application fee waiver codes included.

EXPLORE FINANCIAL AID
Tutorials and guides for FAFSA, along with access to more than $160M in Utah Scholarships
KEY FEATURES: New! Institution Account

ACCESS STUDENT INTERESTS & ACTIVITY

UPLOAD SCHOLARSHIPS

UPLOAD OPPORTUNITIES

SEND NOTIFICATIONS

TRACK TRENDS
Areas of Focus

1. Lead Generation & Pre-Application
2. Scholarship Applications
3. Adult Learners
Metabase is a way to view school specific data regarding the top 5 career choices students are picking, popular opportunities, how many students are engaging with your scholarships, and MUCH MORE!
ADULT USERS
After high school graduation, students can still utilize Keys to Success through the Adult Portal!

Student accounts are automatically rolled over to an adult account upon graduation.

Users continue to have access to job board, internships, scholarships, assessments, and more!
TRACK SELECTION

KEYS TO SUCCESS
THANK YOU!

WWW.KTSUTAH.ORG
Costs of Higher Education

• Utah Budget
• State Tax Funds vs. Tuition and Fees
• Expenditures per Student
• Revenues and Expenditures by Category
• Tuition and Fees
• Net Price and Financial Aid
Utah Budget, FY 2020

State Funds
$8.0 Billion

- 15% Social Services
- 16% Higher Education ($1.3 Billion)
- 6% Capital
- 1% Debt Service
- 9% Law Enforcement
- 5% General Government
- 48% Public Education

All Funds
$18.5 Billion

- 30% Public Education
- 13% Higher Education ($2.4 Billion)
- 1% Capital
- 2% Debt Service
- 9% Law Enforcement
- 5% General Government
- 6% Transportation
- 34% Social Services

Source: Utah State Legislature
USHE Degree-Granting Institutions’ Revenues by Major Source, FY 2000–FY 2020

Note: Percentages calculated based on current dollars.
Source: Utah System of Higher Education
Average Undergraduate Resident Tuition and Fees for USHE Degree-Granting Institutions and U.S. Public Universities, FY 2000, FY 2010, and FY 2020

<table>
<thead>
<tr>
<th>Year</th>
<th>USHE Degree Granting Institutions</th>
<th>U.S. Public Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>$2,283</td>
<td>$3,804</td>
</tr>
<tr>
<td>2010</td>
<td>$3,908</td>
<td>$5,653</td>
</tr>
<tr>
<td>2020</td>
<td>$5,306</td>
<td>$7,411</td>
</tr>
</tbody>
</table>

Note: Data are for the entire academic year and are average charges for full-time students.
Source: Utah System of Higher Education and National Center for Education Statistics Table 330.10
USHE Degree-Granting Institutions’ Revenues by Major Source, FY 2020

<table>
<thead>
<tr>
<th>Institution</th>
<th>State Tax Funds</th>
<th>Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Utah State University</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Dixie State University</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Weber State University</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Snow College</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Source: Utah System of Higher Education
USHE Technical Colleges’ Revenues by Major Source, FY 2020

<table>
<thead>
<tr>
<th>Region</th>
<th>State Tax Funds</th>
<th>Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgerland</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Davis</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Dixie</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Mountainland</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Ogden-Weber</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Southwest</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Toole</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Uintah Basin</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>93%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: Utah System of Higher Education.
USHE Expenditures per FTE Student by Major Revenue Source for Degree-Granting Institutions, FY 2020

Source: Utah System of Higher Education
Net Price for Students Receiving Federal, State, Local, or Institutional Grant Aid at Degree-Granting Institutions, 2009 & 2019

Source: The U.S. Department of Education’s Integrated Postsecondary Education Data System
Benefits of Higher Education

• Employment
• Enrollment
• Degrees and Awards
• Research and Innovation
• Individual and Societal Benefits of Educational Attainment
## USHE Employment by Institution, FY 2020

Note: Estimated Headcount is calculated using Bureau of Economic Analysis data.
Source: Utah System of Higher Education and Bureau of Economic Analysis

<table>
<thead>
<tr>
<th>Institution</th>
<th>Employee FTE Count</th>
<th>Estimated Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>22,939</td>
<td>28,880</td>
</tr>
<tr>
<td>Utah State University</td>
<td>5,996</td>
<td>7,549</td>
</tr>
<tr>
<td>Weber State University</td>
<td>2,618</td>
<td>3,297</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>1,627</td>
<td>2,048</td>
</tr>
<tr>
<td>Snow College</td>
<td>582</td>
<td>732</td>
</tr>
<tr>
<td>Dixie State University</td>
<td>1,362</td>
<td>1,714</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>3,441</td>
<td>4,332</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>2,123</td>
<td>2,672</td>
</tr>
<tr>
<td>Bridgerland Technical College</td>
<td>174</td>
<td>219</td>
</tr>
<tr>
<td>Davis Technical College</td>
<td>253</td>
<td>318</td>
</tr>
<tr>
<td>Dixie Technical College</td>
<td>105</td>
<td>132</td>
</tr>
<tr>
<td>Mountainland Technical College</td>
<td>216</td>
<td>272</td>
</tr>
<tr>
<td>Ogden-Weber Technical College</td>
<td>323</td>
<td>407</td>
</tr>
<tr>
<td>Southwest Technical College</td>
<td>64</td>
<td>81</td>
</tr>
<tr>
<td>Tooele Technical College</td>
<td>52</td>
<td>65</td>
</tr>
<tr>
<td>Uintah Basin Technical College</td>
<td>87</td>
<td>110</td>
</tr>
<tr>
<td>State Boards of Regents &amp; Statewide Programs</td>
<td>451</td>
<td>568</td>
</tr>
<tr>
<td><strong>Degree-Granting Institutions</strong></td>
<td><strong>40,687</strong></td>
<td><strong>51,225</strong></td>
</tr>
<tr>
<td><strong>Technical Colleges</strong></td>
<td><strong>1,274</strong></td>
<td><strong>1,604</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42,412</strong></td>
<td><strong>53,397</strong></td>
</tr>
</tbody>
</table>
## Degrees and Certificates Awarded by USHE Degree-Granting Institutions, FY 2020

<table>
<thead>
<tr>
<th>institution</th>
<th>Certificate of Less than 1 Year</th>
<th>Certificate of 1–2 years</th>
<th>Associate’s Degree</th>
<th>Bachelor’s Degree</th>
<th>Post-Baccalaureate Certificate</th>
<th>Master’s Degree</th>
<th>Post-Master’s Certificate</th>
<th>Doctor’s Degree—Professional Practice</th>
<th>Doctor’s Degree—Research/Scholarship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>5,310</td>
<td>450</td>
<td>2,296</td>
<td>224</td>
<td>496</td>
<td>371</td>
<td>9,147</td>
</tr>
<tr>
<td>Utah State University</td>
<td>379</td>
<td>74</td>
<td>1,209</td>
<td>4,411</td>
<td>115</td>
<td>837</td>
<td>NA</td>
<td>7</td>
<td>96</td>
<td>7,128</td>
</tr>
<tr>
<td>Weber State University</td>
<td>84</td>
<td>32</td>
<td>2,678</td>
<td>2,603</td>
<td>52</td>
<td>333</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>5,782</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>24</td>
<td>380</td>
<td>963</td>
<td>1,210</td>
<td>NA</td>
<td>450</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>3,027</td>
</tr>
<tr>
<td>Snow College</td>
<td>297</td>
<td>98</td>
<td>1,010</td>
<td>29</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>1,434</td>
</tr>
<tr>
<td>Dixie State University</td>
<td>303</td>
<td>406</td>
<td>863</td>
<td>936</td>
<td>NA</td>
<td>30</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>2,538</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>186</td>
<td>3,376</td>
<td>2,352</td>
<td>3,713</td>
<td>5</td>
<td>285</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>9,917</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>791</td>
<td>874</td>
<td>3,393</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>5,058</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,064</strong></td>
<td><strong>5,240</strong></td>
<td><strong>12,468</strong></td>
<td><strong>18,212</strong></td>
<td><strong>622</strong></td>
<td><strong>4,231</strong></td>
<td><strong>224</strong></td>
<td><strong>503</strong></td>
<td><strong>467</strong></td>
<td><strong>44,031</strong></td>
</tr>
</tbody>
</table>

Source: Utah System of Higher Education
## Most Awarded Technical College Certificates, FY 2020

<table>
<thead>
<tr>
<th>Program</th>
<th>Postsecondary Students</th>
<th>Graduates</th>
<th>Secondary Students</th>
<th>Program</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Nurse’s Assistant</td>
<td></td>
<td>662</td>
<td>Certified Nurse’s Assistant</td>
<td></td>
<td>710</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td></td>
<td>283</td>
<td>Emergency Care Attendant (EMT Ambulance)</td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>Welding Technology/Welder</td>
<td></td>
<td>255</td>
<td>Automotive Mechanics Technology</td>
<td></td>
<td>81</td>
</tr>
<tr>
<td>Medical/Clinical Assistant</td>
<td></td>
<td>245</td>
<td>Carpenter/Carpenter</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Cosmetology/Cosmetologist</td>
<td></td>
<td>225</td>
<td>Pharmacy Technician/Assistant</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>Emergency Care Attendant (EMT Ambulance)</td>
<td></td>
<td>212</td>
<td>Welding Technology/Welder</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Phlebotomy Technician/Phlebotomist</td>
<td></td>
<td>206</td>
<td>Nail Technician/Manicurist</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Commercial Driver’s License</td>
<td></td>
<td>201</td>
<td>Phlebotomy Technician/Phlebotomist</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Electrician</td>
<td></td>
<td>161</td>
<td>Medical Assistant</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Aesthetician/Esthetician and Skin Care Specialist</td>
<td></td>
<td>147</td>
<td>Home Health Aide/Home Attendant</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Utah System of Higher Education
Utah Unemployment Rate by Educational Attainment, 2019

Source: U.S. Census Bureau American Community Survey, 1-Year Estimates
Utah Poverty Rate by Educational Attainment, 2019

- Overall: 6.7%
- Bachelor's Degree or Higher: 3.9%
- Some College or Associate Degree: 6.5%
- High School Diploma or Equivalent: 8.4%
- Less than High School Diploma: 16.0%

Source: U.S. Census Bureau American Community Survey, 1-Year Estimates
Utah Median Annual Income by Educational Attainment, 2019

Source: U.S. Census Bureau American Community Survey, 1-Year Estimates
Share of Utah Adults Who Reported Fair or Poor General Health by Educational Attainment, 2019

Utah Uninsured Rates by Educational Attainment, 2019

- **Overall**: 14.4%
- **College Graduate**: 5.9%
- **Some College**: 11.3%
- **High School Diploma or Equivalent**: 17.8%
- **Less than High School Diploma**: 40.7%

Share of Utah Adults Reporting No Physical Activity, 2019

- Overall: 19.0%
- College Graduate: 10.4%
- Some College: 17.7%
- High School Diploma or Equivalent: 24.6%
- Less than High School Diploma: 36.2%

**U.S. Volunteer Rate, 2015**

- **Overall**: 24.9%
- **Bachelor's Degree or Higher**: 38.8%
- **Some College or Associate Degree**: 26.5%
- **High School Graduate**: 15.6%
- **Less than High School**: 8.1%

Note: *16+. Educational attainment groups include population 25+. Subject to error but error not available. Source: Bureau of Labor Statistics
U.S. Voter Participation Rate by Educational Attainment, November 2020 Election

- **Total**: 66.8%
- **Advanced Degree**: 83.0%
- **Bachelor’s Degree**: 77.9%
- **Some College or Associate Degree**: 69.6%
- **High School Graduate**: 55.5%
- **9th to 12th grade, No Diploma**: 41.5%
- **Less than 9th Grade**: 37.6%

Source: U.S. Census Bureau Voting and Registration in the Election of November 2020
Share of U.S. Children Age 3 to 5 Enrolled in School by Parent’s Educational Attainment, 2019

- Doctor’s Degree: 77%
- Master’s Degree: 73%
- Bachelor’s Degree: 66%
- Associate Degree: 60%
- Some College, No Degree: 57%
- High School Completion: 53%
- Less than High School: 48%

Source: National Center for Education Statistics, Table 202.20
Questions?

Contact:

Andrea Thomas Brandley
andrea.brandley@utah.edu

John Downen
john.downen@utah.edu
USHE Performance Funding

November 2021
Current Performance Funding Model

1% Improvement
Average of Past 5-Years

1. Completion
2. Underserved Students
3. Market Demand
4. Awards per FTE
5. Research (UU/USU)

• Opportunity to connect currently disjointed goals
• Need to account for institutional missions, growth, and regional factors
Revised Performance Funding Model

- **Institution 5-Year Goals**
- **System 5-Year Goals**
- **Access**
- **Timely Completion**
- **Funding Award**
- **Annual Goals**
- **Funding Appropriation**
- **Goal Evaluation**

5-Year Goals (2026-27):
- Timely Completion
- High-Yield Awards
- Goal Evaluation
- Funding Appropriation

Annual Goals:
- Funding Award

Note: The image appears to be a flowchart illustrating the revised performance funding model.
Performance Funding Allocations

Board compiles budget request for Performance Funding including Uses

Legislature Appropriates and Allocates $$$

85% Degree
15% Tech Ed.

50% FTE
50% Budget
50% FTE
50% Budget

Legislature awards Performance Funding based on 22-23 data
Unearned ongoing funds held in reserve for 5-year Goals

Institutions report uses of awarded Performance Funds to the Board

September 2023...
January-March 2024...
March 2024...
July 2024...
2021 Calendar for Performance Funding

Mar. – Apr. 2021: Commissioner Office provides training to institutional Boards of Trustees
End April First May 2021: Commissioner Office
May – Aug. 2021: Boards of Trustees work with institutions to set realistic 5-year goals
Sept. – Nov. 2021: Board reviews proposed System and Institutional 5-Year Goals
Oct. – Nov. 2021: Legislative Committees review proposed System and Institution 5-Year Goals
Nov. - Dec. 2021: Commissioner Office follows up with institutions and Boards of Trustees

Jan. 2022: Board refines and approves System and Institutional 5-year Goals
Feb. 2022: Legislative Committees Reviews Proposed System and Institution 5-Year Goals
March 2022: Legislature approves System and Institutional 5-year Goals
May 2022: Board approves Institutional 1-year Goals
Access Goal

• 10-years: Increase student enrollment by 10%

• 5-years: Increase student enrollment by 3%

*First 5 years allows for implementation
*Institutions have corresponding goals for the underserved populations
## Access Goals by Institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>2020 Share of High School Grads</th>
<th>2027 Share of High School Grads</th>
<th>Institutional 5-Year Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>6.84%</td>
<td>7.00%</td>
<td>0.16%</td>
</tr>
<tr>
<td>Utah State University</td>
<td>7.48%</td>
<td>8.21%</td>
<td>0.73%</td>
</tr>
<tr>
<td>Weber State University</td>
<td>6.33%</td>
<td>6.75%</td>
<td>0.42%</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>3.49%</td>
<td>3.83%</td>
<td>0.34%</td>
</tr>
<tr>
<td>Dixie State University</td>
<td>4.10%</td>
<td>4.50%</td>
<td>0.40%</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>10.41%</td>
<td>11.42%</td>
<td>1.01%</td>
</tr>
<tr>
<td>Snow College</td>
<td>3.36%</td>
<td>3.69%</td>
<td>0.33%</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>9.61%</td>
<td>10.55%</td>
<td>0.94%</td>
</tr>
<tr>
<td>Bridgerland Technical College</td>
<td>0.56%</td>
<td>0.58%</td>
<td>0.02%</td>
</tr>
<tr>
<td>Davis Technical College</td>
<td>1.00%</td>
<td>1.09%</td>
<td>0.09%</td>
</tr>
<tr>
<td>Dixie Technical College</td>
<td>0.26%</td>
<td>0.29%</td>
<td>0.03%</td>
</tr>
<tr>
<td>Mountainland Technical College</td>
<td>1.17%</td>
<td>1.28%</td>
<td>0.11%</td>
</tr>
<tr>
<td>Ogden-Weber Technical College</td>
<td>0.79%</td>
<td>0.86%</td>
<td>0.07%</td>
</tr>
<tr>
<td>Southwest Technical College</td>
<td>0.17%</td>
<td>0.18%</td>
<td>0.01%</td>
</tr>
<tr>
<td>Tooele Technical College</td>
<td>0.14%</td>
<td>0.16%</td>
<td>0.02%</td>
</tr>
<tr>
<td>Uintah Basin Technical College</td>
<td>0.10%</td>
<td>0.11%</td>
<td>0.01%</td>
</tr>
<tr>
<td>Total USHE Enrollment</td>
<td>55.81%</td>
<td>60.48%</td>
<td>4.67%</td>
</tr>
<tr>
<td>In-State Private</td>
<td>4.64%</td>
<td>4.64%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>3.43%</td>
<td>3.43%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total Enrolled</strong></td>
<td><strong>63.87%</strong></td>
<td><strong>68.54%</strong></td>
<td><strong>4.67%</strong></td>
</tr>
<tr>
<td><strong>Not Enrolled</strong></td>
<td><strong>36.13%</strong></td>
<td><strong>31.46%</strong></td>
<td><strong>-4.67%</strong></td>
</tr>
</tbody>
</table>
Timely Completion Goal

• 10-years: Increase timely completion by 10%

• 5-years: Increase timely completion by 3%

*First 5 years allows for implementation

*Institutions have corresponding goals for the underserved populations
## Timely Completion Goals by Institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>2020 Timely Completion</th>
<th>2027 Timely Completion</th>
<th>Institutional 5-Year Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>68.61%</td>
<td>71.61%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Utah State University</td>
<td>52.44%</td>
<td>56.44%</td>
<td>4.00%</td>
</tr>
<tr>
<td>Weber State University</td>
<td>34.29%</td>
<td>37.29%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>49.14%</td>
<td>52.14%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Dixie State University</td>
<td>35.35%</td>
<td>38.35%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>34.06%</td>
<td>37.06%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Snow College</td>
<td>60.53%</td>
<td>73.30%</td>
<td>12.77%</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>38.91%</td>
<td>41.91%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Bridgerland Technical College</td>
<td>64.19%</td>
<td>67.19%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Davis Technical College</td>
<td>51.38%</td>
<td>54.38%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Dixie Technical College</td>
<td>62.21%</td>
<td>65.21%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Mountainland Technical College</td>
<td>77.43%</td>
<td>80.43%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Ogden-Weber Technical College</td>
<td>42.34%</td>
<td>45.34%</td>
<td>3.00%</td>
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<tr>
<td>Southwest Technical College</td>
<td>79.51%</td>
<td>82.51%</td>
<td>3.00%</td>
</tr>
<tr>
<td>Tooele Technical College</td>
<td>48.26%</td>
<td>52.26%</td>
<td>4.00%</td>
</tr>
<tr>
<td>Uintah Basin Technical College</td>
<td>58.02%</td>
<td>62.02%</td>
<td>4.00%</td>
</tr>
<tr>
<td>USHE Timely Completion</td>
<td>47.02%</td>
<td>50.44%</td>
<td>3.42%</td>
</tr>
</tbody>
</table>
High-Yield Awards Goal

• 10-years: Increase share of awards aligned to high-yield jobs by 10%

• 5-years: Increase share of awards aligned to high-yield jobs by 3%

*First 5 years allows for implementation
*Institutions have corresponding goals for the underserved populations
# High-Yield Awards Goal by Institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>2020 High-Yield Awards</th>
<th>2027 High-Yield Awards</th>
<th>Institutional 5-Year Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Utah</td>
<td>84%</td>
<td>84%</td>
<td>Maintain</td>
</tr>
<tr>
<td>Utah State University</td>
<td>76%</td>
<td>79%</td>
<td>3%</td>
</tr>
<tr>
<td>Weber State University</td>
<td>78%</td>
<td>81%</td>
<td>3%</td>
</tr>
<tr>
<td>Southern Utah University</td>
<td>74%</td>
<td>77%</td>
<td>3%</td>
</tr>
<tr>
<td>Dixie State University</td>
<td>64%</td>
<td>70%</td>
<td>6%</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>73%</td>
<td>76%</td>
<td>3%</td>
</tr>
<tr>
<td>Snow College</td>
<td>42%</td>
<td>49%</td>
<td>7%</td>
</tr>
<tr>
<td>Salt Lake Community College</td>
<td>80%</td>
<td>81%</td>
<td>1%</td>
</tr>
<tr>
<td>Bridgerland Technical College</td>
<td>47%</td>
<td>54%</td>
<td>7%</td>
</tr>
<tr>
<td>Davis Technical College</td>
<td>35%</td>
<td>43%</td>
<td>8%</td>
</tr>
<tr>
<td>Dixie Technical College</td>
<td>50%</td>
<td>57%</td>
<td>7%</td>
</tr>
<tr>
<td>Mountainland Technical College</td>
<td>34%</td>
<td>42%</td>
<td>8%</td>
</tr>
<tr>
<td>Ogden-Weber Technical College</td>
<td>52%</td>
<td>59%</td>
<td>7%</td>
</tr>
<tr>
<td>Southwest Technical College</td>
<td>52%</td>
<td>59%</td>
<td>7%</td>
</tr>
<tr>
<td>Tooele Technical College</td>
<td>56%</td>
<td>62%</td>
<td>6%</td>
</tr>
<tr>
<td>Uintah Basin Technical College</td>
<td>56%</td>
<td>62%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>USHE High-Yield Awards</strong></td>
<td><strong>71%</strong></td>
<td><strong>74%</strong></td>
<td><strong>3%</strong></td>
</tr>
</tbody>
</table>
Matched Savings Program

Empowering underserved students for a lifetime of success

Kate Hoffman, CEO
AMERICA’S HIGHER EDUCATION CRISIS

- Americans owe more than $1.7 trillion in student loans
- More than 3,000 students’ default on loans every day - many without having completed a degree
  - Leading to financial hardship, reduced assets and lower net worth for millions of Americans
- Cost of college and workforce training continues to rise, while purchasing power of Pell grants has diminished
- Potential students forced to choose between forgoing college or being saddled with debt for decades

America urgently needs a new national, innovative approach to financial aid for lower-income students.
EARN TO LEARN PROGRAM MODEL

MATCHED SAVINGS
- Provides students with an 8:1 match on college savings per academic year

FINANCIAL CAPABILITY TRAINING
- Personal finance training program teaches students how to manage debt, build savings, establish credit, protect against ID theft and more

SUCCESS COACHING

*Our vision: A world without barriers to higher education*

workforce-readiness training as well as providing
SUCCESS METRICS EARN TO LEARN

- First-year retention rate approaching 90% statewide (Arizona) since January 2013
- More than $3.45M in student savings
- Approximately $27.5M in grant aid
- Over 34,700 hours of personal finance training for 5,000+ students
- Projected six-year graduation rate approaching 80% for traditional students and over 85% for nontraditional students
- Rates of borrowing ranging from $0 - $10,000 for student loan debt

Our vision: A world without barriers to higher education
“Every one of us deserves the chance to go to college. Earn to Learn is truly making education possible for a diversity of students [and] paving the path for the next generation of learners.”

— Miranda Yousif, Earn to Learn saver
Project Overview

The Utah System of Higher Education (USHE) Shared Service Assessment is focused on assessing current operations and organizations in order to identify opportunities for improved common System-wide business processes and shared services within USHE.

USHE has identified four distinct areas as within scope for this analysis:

- Information Technology
- Human Resources
- Finance & Accounting
- Procurement Services
As of November 21, the USHE Shared Services Study is continuing to gather both quantitative and qualitative data to assess the current state.
Engagement Timeline for USHE Shared Service Study

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>USHE Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Project Status Summary

- Both Wave 1 and Wave 2 of HAAS have been successfully launched, with Wave 1 closing out on Nov 3rd and Wave 2 closing on Nov 10th. Wave 3 is on track for launching on November 8th, with the last 9 institutions receiving the survey.

- HAAS Wave 2 completion rates are tracking ahead of Wave 1, which is likely due to increased outreach in the Wave 2 presidential communications.

- The Opportunity for Improvement (OFI) survey was launched to participants with a due date of November 12th.
Motion

I move to authorize Salt Lake Community College to extend the contract for a mixed-use development with a private developer for a 99-year term.
Motion

I move to approve the following projects to seek legislative bonding authority:

- University of Utah – Kahlert Village 4th Wing
- University of Utah – Impact Health & Prosperity Epicenter
- University of Utah – West Valley Health and Community Center
- Utah State University – Maverick Stadium Improvements
- Dixie State University – Campus View Suites Phase III
- Utah Valley University – Parking Garage

I further move to approve the following non-state funded project to seek legislative funding for O&M, add the O&M to the Board’s 2022 budget request:

- Utah State University – Nora Eccles Museum of Art
Motion

I move to adopt the revisions to R208, Resource and Review Teams and R209, Evaluation of Presidents effective immediately.