

Welcome Utah Board of Higher Education



OGDEN-WEBER
TECHNICAL COLLEGE





6.07%
Increase

5.927
FY21



6.287
FY22

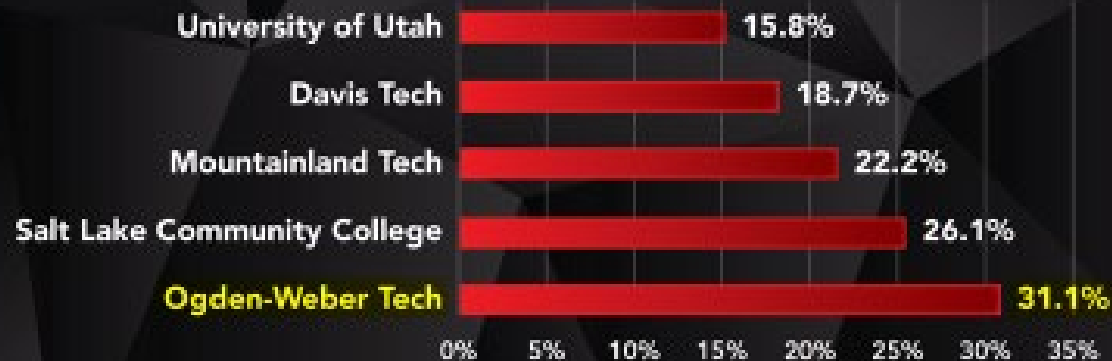


7.04%
More Graduates

ACCESS

Economically Disadvantaged Students

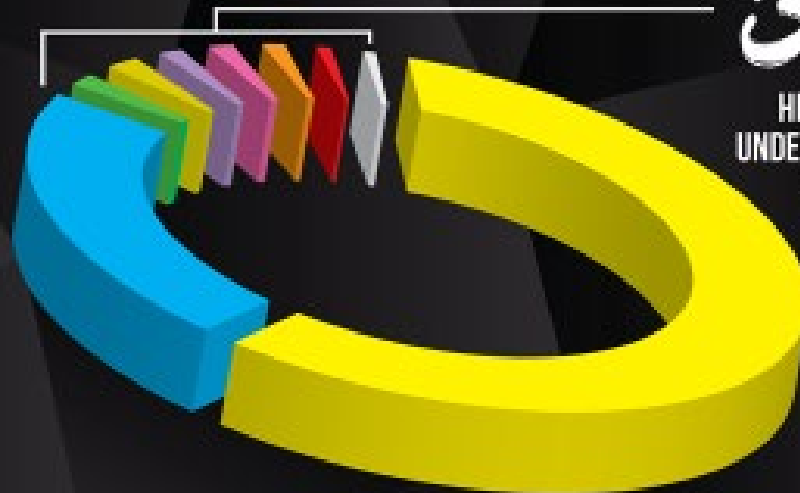
BY DEGREE-GRANTING INSTITUTIONS AND TECHNICAL COLLEGES, 2019-2020



Source: Kem C. Gardner Policy Institute Analysis of Utah Data Research Center, Utah System of Higher Education, and Utah State Board of Education Data.

Student Population

- NON-RESIDENT ALIEN: <1%
- UNSPECIFIED: <1%
- NATIVE HAWAIIAN/PACIFIC ISLANDER: 1%
- NATIVE AMERICAN: 1%
- BLACK: 2%
- ASIAN: 2%
- TWO OR MORE RACES: 2%
- HISPANIC/LATINO: 28%
- WHITE: 65%



33%

HISTORICALLY
UNDERREPRESENTED
STUDENTS



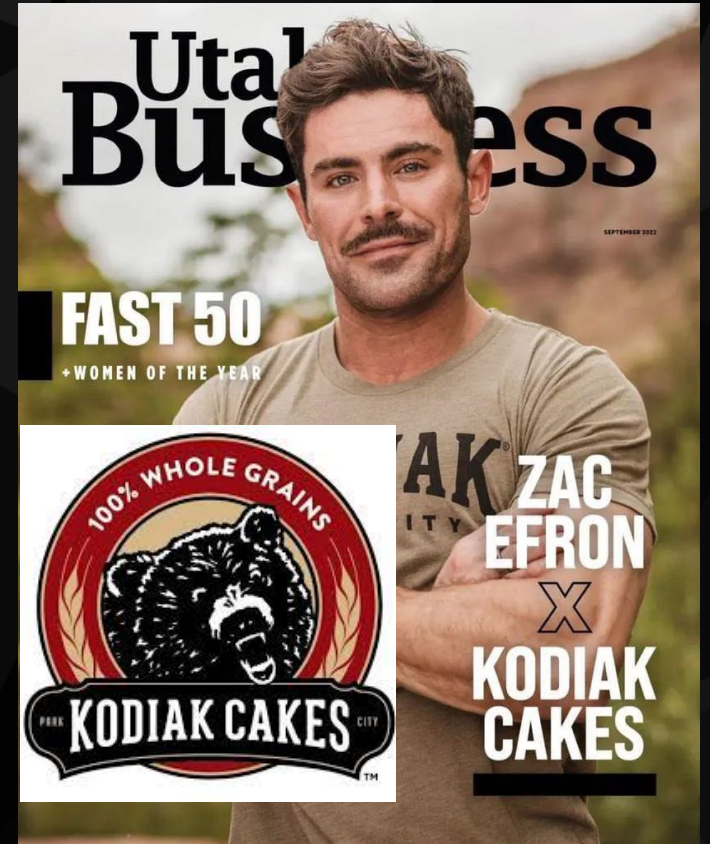
Ranking 4,500 Colleges by ROI (2022)



	Institution ▼▲	State ▼▲	Level ▼▲	Predominant degree ▼▲	Institution type ▼▲	Average age at entry ▼▲	10-year NPV rank ▲	10-year NPV ▼▲	15-year NPV rank ▼▲	15-year NPV ▼▲	20-year NPV rank ▼▲	20-year NPV ▼▲	30-year NPV rank ▼▲	30-year NPV ▼▲	40-year NPV rank ▼▲	40-year NPV ▼▲
1	Weber State University	UT	4-year	Associate's	Public	25	265	\$234,000	289	\$439,000	340	\$624,000	401	\$944,000	445	\$1,206,000
2	Ogden-Weber Technical College	UT	Less than 2-year	Certificate	Public	29	366	\$219,000	888	\$351,000	1399	\$470,000	1888	\$676,000	2127	\$845,000
3	Salt Lake Community College	UT	2-year	Associate's	Public	25	414	\$213,000	549	\$385,000	714	\$541,000	919	\$810,000	1004	\$1,030,000
4	Bridgerland Technical College	UT	2-year	Certificate	Public	28	620	\$197,000	1178	\$332,000	1601	\$454,000	1989	\$665,000	2178	\$838,000
5	Dixie State University	UT	4-year	Associate's	Public	22	958	\$181,000	1020	\$342,000	1189	\$488,000	1341	\$740,000	1412	\$947,000
6	Snow College	UT	4-year	Associate's	Public	21	1085	\$177,000	1324	\$324,000	1556	\$458,000	1781	\$689,000	1870	\$878,000
7	University of Utah	UT	4-year	Bachelor's	Public	24	1468	\$164,000	426	\$403,000	352	\$620,000	321	\$993,000	310	\$1,300,000
8	Utah Valley University	UT	4-year	Bachelor's	Public	24	1740	\$154,000	776	\$359,000	682	\$545,000	668	\$866,000	652	\$1,130,000
9	Utah State University	UT	4-year	Bachelor's	Public	23	2556	\$125,000	1324	\$324,000	1017	\$504,000	888	\$815,000	853	\$1,070,000
10	Southern Utah University	UT	4-year	Bachelor's	Public	22	2976	\$110,000	1848	\$298,000	1442	\$467,000	1187	\$760,000	1123	\$1,000,000

	40-year NPV rank ▼▲	40-year NPV ▼▲	Institution ▼▲	State ▼▲	Level ▼▲	Predominant degree ▼▲	Institution type ▼▲	Share earning more than high school graduates 10-years after enrolling ▼▲	Earnings- price return rank ▲	Earnings- price return ▼▲	Earnings- debt return rank ▼▲	Earnings- debt return ▼▲	Debt rank ▼▲	Median debt ▼▲	10-year earnings rank ▼▲	Median 10-yr earnings ▼▲	Net price rank ▼▲	Net price ▼▲	Graduation rate rank ▼▲	Graduation rate
65	334	\$1,278,000	George T Baker Aviation Technical College	FL	2-year	Certificate	Public	74%	65	1291%	NA	NA	NA	NA	647	\$52,648	4243	\$3,784	3965	2
66	2127	\$845,000	Ogden-Weber Technical College	UT	Less than 2-year	Certificate	Public	56%	65	1291%	NA	NA	NA	NA	2695	\$33,375	4367	\$2,399	2034	5
67	1650	\$909,000	Citrus College	CA	2-year	Associate's	Public	61%	67	1287%	265	594%	3579	\$5,500	2005	\$38,163	4334	\$2,751	3094	3
68	1456	\$940,000	City Colleges of Chicago-Wilbur Wright College	IL	2-year	Associate's	Public	65%	68	1272%	33	887%	3977	\$4,000	1843	\$39,470	4322	\$2,876	3677	2
69	2290	\$823,000	Chipola College	FL	4-year	Associate's	Public	58%	69	1261%	NA	NA	NA	NA	2509	\$34,812	4350	\$2,557	2485	4
70	862	\$1,068,000	Las Positas College	CA	2-year	Associate's	Public	65%	70	1240%	285	582%	3202	\$6,500	1294	\$44,313	4288	\$3,307	2891	4







Earn while you Learn

AM1460
THE ANSWER



 **OGDEN-WEBER**
TECHNICAL COLLEGE


\$3,500,000



Adults without HS Diploma Untapped Potential for Prosperity



Utah – Limited Options for Adult HS Completion




ADULT DIPLOMA PROGRAM

In-Demand Careers

- Automotive Service Technician and Mechanics
- Computer User Support Specialist
- Construction
- Emergency Medical Technicians and Paramedics
- Heating, Ventilation, and Air Conditioning (HVAC)
- Office Clerks
- Pharmacy Technician
- Phlebotomy
- State-Tested Nurse Aide (STNA)
- Web Design
- Welders, Cutters, Solderers, and Brazers

View full list at ohiomeansjobs.com



Now adults who did not finish high school for a variety of reasons can get an Ohio high school diploma through one of two ways.

	Adult 22+ High School Diploma Program	Adult Diploma Program
Age	Open to adults 22+	Open to adults 22+
Diploma Type	Locally-issued High School Diploma awarded	State-issued High School Diploma awarded
Availability	Available at approved educational institutions throughout the state. For more information, go to education.ohio.gov/Topics/Testing/Ohio-Options-for-Adult-Diploma/22-Adult-High-School-Diploma-Program .	Available at approved educational institutions throughout the state. For more information, go to education.ohio.gov/Topics/Testing/Ohio-Options-for-Adult-Diploma/Adult-Diploma-Program .
Testing	Students must meet the graduation requirements from the time of entry in 9th grade (i.e. earn required number of credits; pass OGT/proficiency, etc.).	Students do not have to pass the OGT/Proficiency test; however, they are required to pass the ACT WorkKeys.
Duration	Maximum of 2 consecutive years to complete program.	Program duration depends on the length of the credential program.
Requirements	There are no minimum number of high school credits required but there is limit of 2 consecutive years for a student to earn credits.	No minimum number of high school credits required.
Best for...	Best for adults who want to earn a High School Diploma and want to pursue any career field (not just in-demand jobs).	Best for adults seeking to enter in-demand job fields such as STNA, EMT, Pharmacy Technician, Phlebotomy, CDL, IT support services.

Rev. 06.08.16

New Model : High School Equivalency Diploma +



Education

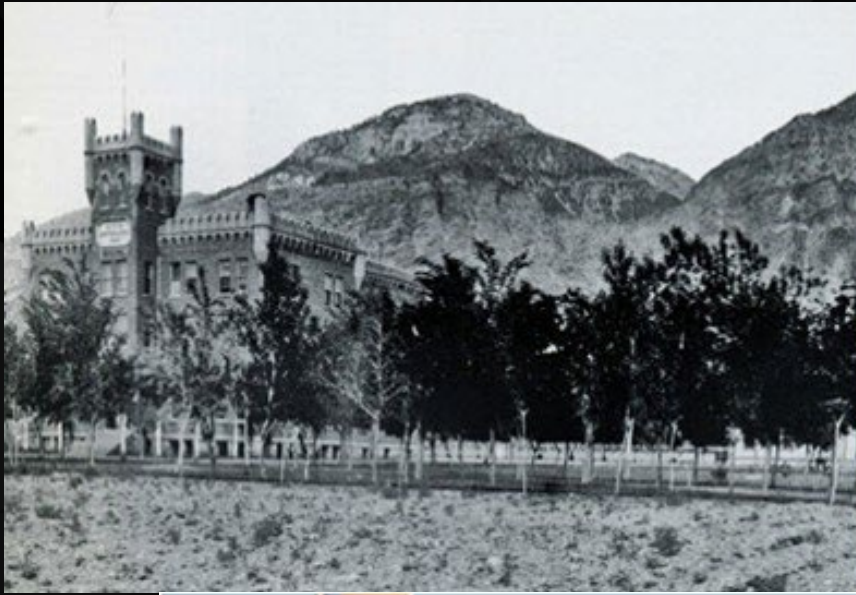
Ogden's new O-Tech high school wants to narrow the gap between students and college

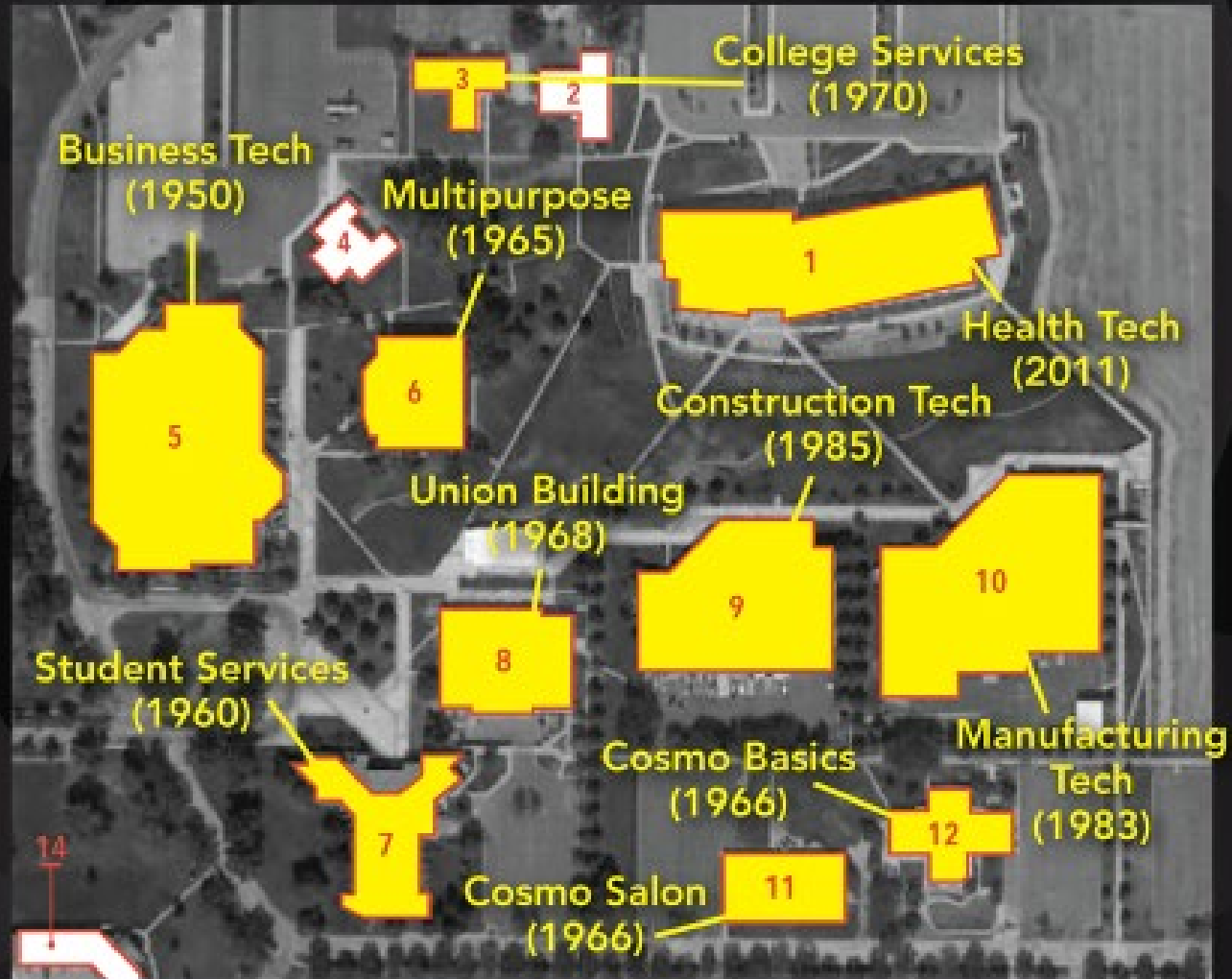
KUER 90.1 | By Jon Reed

Published July 19, 2022 at 2:00 AM MDT



Courtesy Of Ogden-Weber Technical College.





Average Age of Buildings: **50 years**

Pathway Building

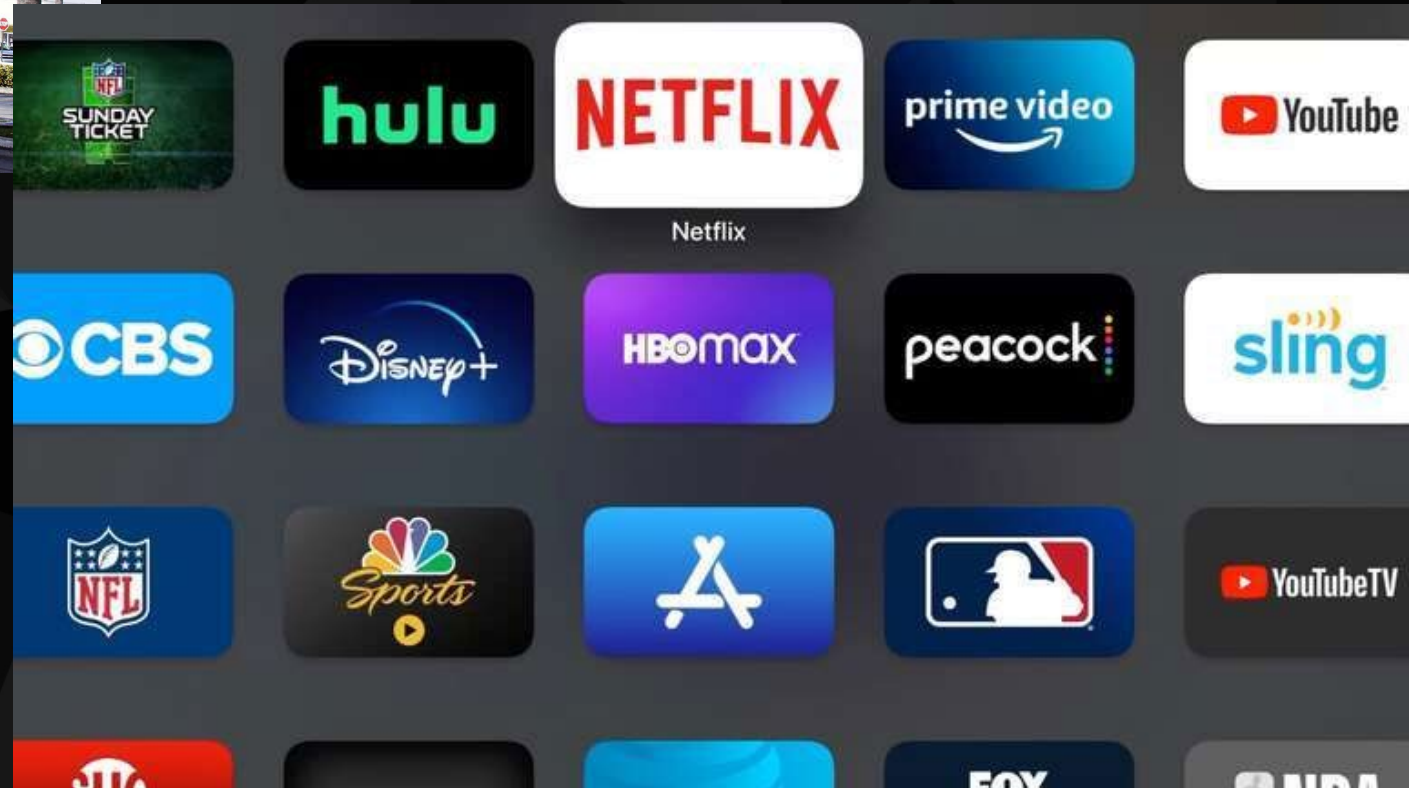


Older Buildings = Higher
Maintenance Costs

\$\$\$\$\$\$\$\$\$\$\$\$

Older Buildings = Less Value =
Less Capital Improvement
Funding

\$\$\$





5 Ways Higher Ed Will Be Upended

Colleges will lose power, prices will go down, and credentials will multiply — among other jarring shifts.



Process

VS



Outcome

Those five new realities will transform our sector. Competency-based education will become the norm. Carnegie units and credit hours will give way. Certification will broaden: It will be granted both for mastering a single competency (such as a foreign language) and for achieving a set of related outcomes (such as the Google IT grouping of skills).



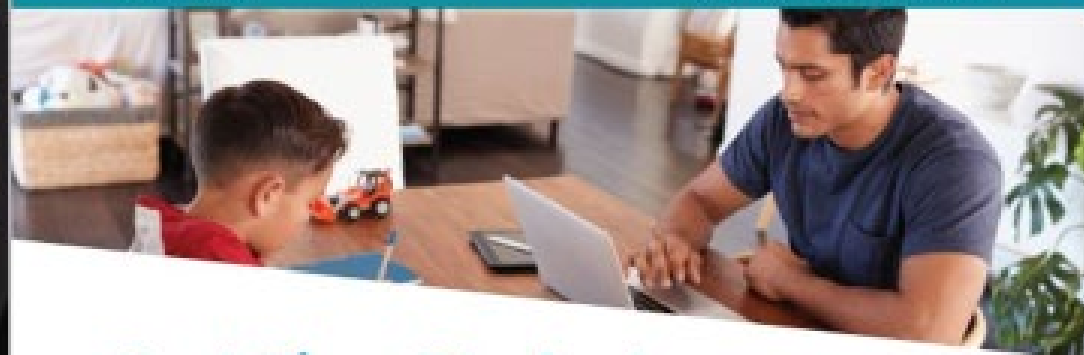
6,287 Students

At a time when students from historically excluded backgrounds are disproportionately enrolled part-time, this research makes it clear that meeting the needs of part-time students is an equity imperative.

– Yolanda Watson Spiva, President of Complete College America

AUGUST 2022

COMPLETE COLLEGE AMERICA



Part-Time Students Must Be a Full-Time Priority

- Largest FY22 technical college headcount
- Majority of students attend part-time

2021

STRATEGIC PLAN



UTAH SYSTEM OF
HIGHER EDUCATION

USHE.EDU

CENTERING EQUITY

Utah's higher education landscape continues to see significant structural and systemic gaps reflected in postsecondary enrollment and completion rates when disaggregated by race, ethnicity, gender, and socioeconomic status. When comparing Utah college enrollment numbers of Utahns ages 18 to 35, enrollment rates of students of color are as much as 40% below that of white students. Similar gaps exist in the completion rates of students at USHE institutions: postsecondary attainment of students of color is as much as 35% below that of white students.

The Utah Board of Higher Education is committed to utilizing the newly-adopted equity lens framework to identify and address barriers to equity of opportunity for all Utahns. The equity lens framework begins with the shared belief that every student has the ability to learn. With that understanding, the Board recognizes its position to ensure structural barriers are removed so that all students have access to equitable, safe, and conducive learning environments. To guide the Utah Board of Higher Education in its adoption of policies, initiatives, and strategies, the Board is committed to implementing the practical exercise of the **equity lens framework** to ensure all efforts are focused on closing attainment gaps for Utah students.

Measuring for equity

The strategic plan includes goals for underrepresented population success within each priority. The Board has a full definition of "underrepresented" in the **Equity Lens Framework**: *"Any student group that has traditionally held a smaller percentage of the total higher education population. For the purposes of this framework, these are student groups who are disproportionately represented in comparison to an equivalent counterpart."*

Subgoals within the strategic plan focused on underrepresented students are aligned with currently available data and are defined as those populations that are underrepresented within each of the following priorities:

- **Access:** low-income students and historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.
- **Completion:** historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.
- **Workforce Alignment:** women and the following student populations: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, Asian, and students who identify as multiracial.

By centering equity in the strategic plan, the Board has committed to question and disrupt how things have always been in order to reimagine a postsecondary education system that fosters equitable access and success, creates pathways for economic mobility, and work toward a high quality of life for each student and their communities.



**IPEDS DATA –
COMPLETION**

**FIRST TIME
FULL TIME**

380%

**OF OTECH STUDENTS HAVE
PREVIOUS COLLEGE CREDIT
AND/OR DEGREES**



**TECHNICALLY
WE RUN THE
WORLD**





Full-Time Equivalent (FTE) Drives Funding

- Technical Equipment Appropriation
- Market Driven Programs Appropriation
 - % Share of Performance Funding

ACCESS

AFFORDABILITY

COMPLETION

WORKFORCE



“

**BE BOLD.
DO WHAT THE
ORDINARY FEAR.**

- Unknown





 OGDEN-WEBER
TECHNICAL COLLEGE

TECHNICALLY,
WE RUN THE
WORLD

 OGDEN-WEBER
TECHNICAL COLLEGE