BOARD OF TRUSTEES

JUNE 11, 2015 BOARD OF TRUSTEES AGENDA

UTAH COLLEGE OF APPLIED TECHNOLOGY

BOARD OF TRUSTEES MEETING AGENDA

June 11, 2015 – 10:00 am to 2:00 pm

UCAT Administrative Office

2801 Ashton Blvd.

Lehi, UT 84043

I. Introduction

A. Call To Order – Chair Bingham

B. Pledge of Allegiance – Chair Bingham

C. Approval of Agenda – Chair Bingham

D. Approval of Board of Trustees Meeting Minutes

- 26 March 2015 Minutes (assets/docs/3.26.15-BOT-Meeting-Minutes.pdf)
- 26 May 2015 Minutes (assets/docs/BOT-Special-Meeting-5.26.15-Minutes.pdf)

E. Executive Committee Report – Chair Bingham

F. Recognition of Departing Board Members Don Roberts and Richard Tranter – President Brems

G. Oath of Office for UCAT Trustees Jim Evans & Mike Angus – Board Secretary Kristin Smith

II. Action Items

H. Enrollment/Completion Reporting Policy: Policy 200 & 205 Revisions (assets/docs/FINAL-ITEM-H-POLICY-200-205.pdf)– VP Haines

I. Data Dictionary FY 2015 (assets/docs/FINAL-ITEM-I-DATA-DICTIONARY.pdf) – Director Barrus

DRAFT OF DATA DICTIONARY FY2016 (assets/docs/Draft-Data-Dictionary-FY2016-BoT-Copy.docx)

J. Capital Development Priorities FY 2017/ Update on New DXATC Facility (assets/docs/FINAL-ITEM-J-CAPITAL-FACILITIES.pdf) – VP Brinkerhoff

K. Performance-Based Funding Model (assets/docs/FINAL-ITEM-K-PERFORMANCE-BASED-MODEL.pdf) – VP Brinkerhoff

L. Campus Presidents/ UCAT President Compensation Adjustments (assets/docs/Agenda-Item-Campus-President-UCAT-President-Compensation-FY20161.pdf) – Pres. Brems

M. Campus President Evaluation Schedule (assets/docs/Agenda-Item-Campus-President-Evaluation-Schedule1.pdf) – President Brems

N. Office of the UCAT President FY 2016 Budget (assets/docs/FINAL-ITEM-N-OFFICE-OF-UCAT-PRESIDENT-BUDGET-REQUEST.pdf) – VP Brinkerhoff

O. Approval of Acting UCAT President Jan. 2016 – Jan. 2017 (assets/docs/FINAL-ITEM-O-Appointment-of-UCAT-pres1.pdf) – Chair Bingham

III. Information Items

P. Program Approvals (assets/docs/FINAL-ITEM-P-PROGRAM-APPROVALS.pdf) – VP Haines

Q. Development of Placement Reporting Policy 206 (assets/docs/FINAL-ITEM-Q-POLICY-206.pdf) – VP Haines

R. Developing Joint Education Meeting September 2015 (assets/docs/FINAL-ITEM-R-Joint-Meeting.pdf) – Pres. Brems

S. Utah Statewide Education Plan Development Strategy (assets/docs/FINAL-ITEM-S-STATEWIDE-EDUCATION-PLAN.pdf) – Pres. Brems

T. UCAT FY 2016 System-wide Marketing Events (assets/docs/Agenda-Item-UCAT-Marketing-Events1.pdf) – Director Zweifel & Asst. Director Smith

U. Dr. James Allen Scholarship Donation (assets/docs/FINAL-ITEM-U-DR.-ALLEN-SCHOLARSHIP-DONATION.pdf) – Pres. Brems

V. Office of the UCAT President Budget Report for FY 2015 (assets/docs/FINAL-ITEM-V-BUDGET-REPORT.pdf) – VP Brinkerhoff

V. Closed Session Board may elect to go into closed session, which will not be open to the public, pursuant to Utah Code Section 52-4-204-206.

VI. Adjourn

Public Notice of Electronic Meeting Access (UCA 52-4-207(3)): This meeting will be provided with electronic meeting access via conference/speaker telephone for Board of Trustee members only by prior arrangement with the board secretary. The Utah College of Applied Technology shall be the anchor location for public attendance.

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: II.M

TOPIC: Campus President Evaluation Schedule

BACKGROUND

Utah Code 53B-2a-107 (1)(d) states that UCAT campus presidents are "subject to regular review and evaluation administered by the Utah College of Applied Technology President."

UCAT Policy 104, Evaluation of Campus Presidents requires that "at least once during each three years of service, a formal comprehensive evaluation shall be conducted for each campus president by the UCAT President, in consultation with the campus board of directors."

The following schedule for evaluation of the eight campus presidents is consistent with previous evaluation dates and the appointment of new campus presidents.

FY 2016
BATC Campus President Chad Campbell, six month evaluation, December 2015
DXATC Campus President Kelle Stephens

FY 2017
MATC Campus President Clay Christensen
OWATC Campus President Collette Mercier
TATC Campus President Scott Snelson

FY 2018
DATC Campus President Michael Bouwhuis
SWATC Campus President Brennan Wood
UBATC Campus President Aaron Weight

RECOMMENDATIONS

It is recommended that the Board of Trustees approve a new Campus President Evaluation Schedule.

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: II.L

TOPIC: Campus President/UCAT President Compensation

BACKGROUND

Utah Code 53B-2a-102 (2)(i), requires the UCAT President to set annual compensation for campus presidents, with the approval of the UCAT Board of Trustees. The 2015 Utah State Legislature authorized and funded a 2.0% adjustment to the salaries of UCAT employees for the FY 2016 year (July 1, 2015 to June 30, 2016).

Based on this action it is recommended that the salaries of the eight UCAT campus presidents and the UCAT President be increased by 2.0%, except where salaries have been capped.

RECOMMENDATIONS

It is recommended that the Board of Trustees approve a 2.0% adjustment to the salaries of all UCAT campus presidents and the UCAT President for FY 2015-16 except where salaries have been capped.

UCAT

UTAH COLLEGE OF APPLIED TECHNOLOGY
AGENDA ITEM
UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: III.T

TOPIC: UCAT 2016 System-wide Marketing Events

<u>BACKGROUND</u>
Newly-appointed UCAT Marketing Director Elsa Zweiffel and Assistant Director Kristin Smith will provide the board with a brief overview of UCAT Marketing and Messaging efforts planned for FY 2016. These efforts include the continuance of the UCAT Student of the Year Program, increased involvement in the Keys to Success Program with additional scholarships sponsored by donors, an additional television commercial still-to-be-produced and other efforts.

<u>FISCAL IMPACT</u>
$84,000 – UCAT President's Office FY2015 Marketing Budget
$16,000 – ($2,000 from each campus) for statewide cooperative marketing/messaging efforts (campuses will continue with their own local messaging using local campus funding)

<u>RECOMMENDATIONS</u>
Information/discussion only

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: II.H

TOPIC: Enrollment/Completion Reporting Policy Revisions: Policy 200 (Program/Course Approval and Reporting) and Policy 205 (Student Enrollment and Completion Reporting)

BACKGROUND

The Board of Trustees approved Policy 205 (Student Enrollment and Completion Reporting) and associated revisions to Policy 200 (Program/Course Approval and Reporting) in 2014. The new and adjusted policies were needed to provide consistent definition, direction, application, and reporting for the campuses not only for reporting to the legislature, but for reporting to other stake-holders and interested parties.

After a full year of reporting under the policies and review of its provisions and results by campuses and the Office of the UCAT President, the revisions detailed on the attached policy drafts are recommended. (Due to the lengths of the two policies, only the affected sections are attached; the full policies may be viewed at http://www.ucat.edu/ucat/policies-procedures/):

Policy 200 (Program/Course Approval and Reporting): Adds emphasis to the definition of the new Occupational Skills Certificate for documented employer need and distinctiveness from program certificates (200.4.4).

Policy 205 (Student Enrollment and Completion Reporting): Replaces duplication of definitions in Policy 200.4 with references to the definitions (205.7.1 and 205.7.2). Provides a minimum 60-hour threshold on Occupational Skills Certificates to be reported for Utah's certificate attainment goal (205.7.3). Rewrites the section on Data Submission for clarity (205.11). Eliminates the "Interim Follow-Up Submission", which was found to be immaterial and unnecessarily burdensome (205.11.1.2). Streamlines the process for campus certification of updated placement data by providing for submission directly to the UCAT President and Board of Trustees for timely final approval (renumbered 205.11.2).

FISCAL IMPACT
None.

RECOMMENDATIONS
UCAT Administration recommends that the Board of Trustees approve the proposed revisions, as shown in the attachments, to Policy 200 (Program/Course Approval and Reporting) and Policy 205 (Student Enrollment and Completion Reporting).

Attachments:
Policy 200 revisions (Program/Course Approval and Reporting); Policy 205 revisions (Student Enrollment and Completion Reporting)

Subject:	Program/Course Approval and Reporting

200.1 Purpose

To establish processes and criteria for all UCAT campus programs and courses to be approved by and reported to the UCAT Board of Trustees, in accordance with UCA 53B-2a-104(2)(g), balancing appropriate oversight and quality control with timely market-driven campus responsiveness to regional employer needs.

200.2 Approval

UCAT Board of Trustees: January 4, 2006; Revised/replaced June 18, 2009; Revised April 10, 2014; June 12, 2014; June 11, 2015 (pending).
Effective Date: July 1, 2014

200.3 References

UCA 53B-2a-104(2)(g) Utah College of Applied Technology Board of Trustees –Powers and duties
UCAT Policy 100 (UCAT Mission Statement)
UCAT Policy 204 (Tuition and Fees)

200.4   Definitions

4.1 **Program:** A combination of courses and related activities (e.g. laboratory activities and/or work-based activities), approved in accordance with this policy and by the Council on Occupational Education, that is offered by a campus to develop the competencies needed for entry into a specific occupation or set of related occupations.

4.2 **Course:** A set of pre-determined, related competencies grouped into a logical sequence.

4.3 **Program Certificate:** An official credential issued to a student by a campus registrar documenting that the student has completed a program or a predefined subset of a program. Each program certificate within a program shall be defined and approved as part of the program, shall fully prepare a student for entry into specified employment related to the full program, and shall be included in the campus catalog.

4.4 **Occupational Skills Certificate:** An official credential issued to a student by a campus registrar documenting that the student has completed a pre-defined course or set of courses approved as an occupational skills certificate by the campus board of directors in accordance with this policy. An occupational skills certificate shall provide mastery of a set of competencies that are documented as needed by one or more Utah employers as specified in 200.6.6, and that are not already provided as a or substantially similar to an approved campus program certificate defined in 200.4.3.

4.5 **Substantive Change:** A change in the objectives, length, content, or other revisions equaling or exceeding 25% of an existing educational program.

Subject:	Student Enrollment and Completion Reporting

205.1 Purpose

To specify criteria, definitions, processes, data collection, and reporting for student enrollment and completion at UCAT campuses and for the UCAT system.

205.2 Approval

UCAT Board of Trustees: April 10, 2014. Revised: June 12, 2014; June 11, 2015 (pending)
Effective Date: July 1, 2014.

205.7 Credentials

A UCAT campus shall document and report the following credentials awarded to students who qualify as specified. For students issued more than one credential, each award shall be reported for the qualifying student. For reported counts of *total credentials awarded*, the number shall include all of the awards issued to students. For reported counts of *students who received awards*, the number shall include only the number of distinct students who received any award and shall not reflect multiple certificates for a student.

7.1 Program Certificate: ~~A credential defined in Policy 200.4.3 documenting that a student has completed a program or predefined subset.~~ A Program Certificate as defined in Policy 200.4.3 may be issued to any student in any enrollment category specified in 205.5 who qualifies for the certificate. For students issued more than one Program Certificate, each award shall be reported for the qualifying student. A credential awarded for a program that has been approved in accordance with 200.4.1 and is reported as an occupational upgrade program for accreditation purposes is considered a Program Certificate.

7.2 Occupational Skills Certificate: ~~A credential defined in Policy 200.4.4 documenting that a student has completed a pre-defined course or set of courses approved by the campus board of directors that are needed by one or more employers and are not provided as a program certificate.~~ An Occupational Skills Certificate as defined in Policy 200.4.4 may be issued to any Secondary, Occupational Upgrade, or Other Post-Secondary student who qualifies for the certificate.

7.3 Utah Certificate Attainment Reporting: Program Certificates, and Occupational Skills Certificates 60 hours or more in length, shall each be identified and reported for the Utah goal set forth in Senate Concurrent Resolution 5 (SCR-5), 2013 General Legislative Session, that 66% of Utah's adults will hold a postsecondary degree or certificate by the year 2020.

205.11 Campus Data Submission and Certification

A UCAT campus shall submit data to the Office of the UCAT President from its student information system in accordance with the UCAT Data Dictionary or as required by the Office of the UCAT President. Following the conclusion of each fiscal year, a campus shall have a final ~~fiscal year-end~~ data submissions certified and formally approved as specified in this section, and as shall be detailed in the UCAT Data Dictionary.

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POLICIES

Number: 205

Date: ~~June 12, 2014~~
June 2, 2015
(DRAFT)

Page: 2 of 4

Subject:	Student Enrollment and Completion Reporting

11.1   Annual Data Submission and Certification Schedule

11.1.1 Enrollment/Completion Year-End Data Submission:

Reporting Period: Complete fiscal year (July 1 through June 30).
Data Submission Deadline: July 31 (31 days after fiscal year end).
Data Content: enrollment (headcount and membership hour), completion, and placement data for all students enrolled during the reporting period.
Data Use: enrollment and completion (except Non-Graduate Completion) shall be considered final for UCAT Annual Report and other fiscal year reports. Placement data (including Non-Graduate Completion) will be noted as preliminary and pending final follow-up submission.
Campus Certification/Campus Board Approval Deadline: September 15.
UCAT Board of Trustees Approval: September 30.

11.1.2 Placement/Completion Interim Follow-Up Submission:
Reporting Period: Complete fiscal year (July 1 through June 30).
Data Submission Deadline: September 30.
Data Content: placement data for Certificate-Seeking students enrolled during the reporting period, updated as of September 30.
Data Use: Updated placement data only (including Non-Graduate Completion) shall be updated to the Enrollment/Completion Year-End Data Submission and included in the UCAT Annual Report, and shall be footnoted as preliminary and pending final follow-up submission.
Campus Certification/Campus Board Approval Deadline: Interim data – final certification not required.
UCAT Board of Trustees Approval: Interim data – final approval not required.

11.1. 3 Placement/Completion Final Follow-Up Submission:
Reporting Period: Complete fiscal year (July 1 through June 30).
Data Submission Deadline: Five business days after the COE annual report deadline in December.
Data Content: placement data for Certificate-Seeking students enrolled during the reporting period, updated as of the COE annual report deadline in December.
Data Use: Updated placement data only (including Non-Graduate Completion) shall be updated to the Enrollment/Completion Year-End Data Submission, shall be considered final for all fiscal year reports, and shall be published as a supplement to the UCAT Annual Report.
Campus Certification/Campus Board Approval Deadline: December 31.
UCAT Board of Trustees Approval: January 15.

11.2   Annual Data Certification Process

11.2.1 Campus Review and Certification: Each campus president shall, in conjunction with the campus instructional and student services officers, conduct a thorough review of each campus data submission, and shall provide written

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POLICIES

Number: 205

Date: ~~June 12, 2014~~
June 2, 2015
(DRAFT)

Page: 3 of 4

Subject:	Student Enrollment and Completion Reporting

~~certification that the campus data comply with the criteria outlined in Utah Code 53B-2a-102, UCAT Policies 200, 201, and 205, and any local campus policy(s).~~

~~**11.2.2 Campus Board of Directors Approval:** The campus board of directors shall be presented the campus president's data review and certification in an official board meeting and approve the campus president's review and certification as an action item. The campus president shall submit a letter to the UCAT President indicating that the review, certification and board approval have been accomplished.~~

~~**11.2.3 UCAT Board of Trustees Approval:** The Office of the UCAT President shall review each campus certification and campus board approval, and the UCAT President shall report UCAT administration acceptance and approval to the UCAT Board of Trustees. Upon acceptance and approval of the campus data submission and certification by the Board of Trustees, the approved information shall be designated the official data to be published in reports pertaining to the fiscal year.~~

11.1 Year-End Data Submission: The campus Year-End Data Submission shall include enrollment (headcount and membership hour), completion, and placement data for all students enrolled during the complete fiscal year reporting period of July 1 through June 30, and shall be submitted by July 31 (31 calendar days after the fiscal year end).

11.1.1 Campus President Review and Certification: Each campus president shall, in conjunction with the campus instructional and student services officers, conduct a thorough review of the campus Year-End Data submission, and shall provide written certification that the campus data: (a) are complete and accurate, and in agreement with UCAT summaries of the data; and (b) comply with the criteria outlined in Utah Code 53B-2a-102, UCAT Policies 200, 201, and 205, and any local campus policy(s).

11.1.2 Campus Board of Directors Approval: The campus president's data review and certification of the Year-End Data Submission shall be presented to the campus board of directors in an official board meeting as an action item for approval. The campus president shall submit a letter to the UCAT President by September 15 indicating that the review, certification and board approval have been accomplished.

11.1.3 UCAT Board of Trustees Approval: The Office of the UCAT President shall review each campus president certification and campus board approval of the Year-End Data Submission, and the UCAT President shall report UCAT administration acceptance and approval to the UCAT Board of Trustees in an official board meeting by September 30.

11.1.4 Data Use and Publication: Upon approval of the campus Year-End Data Submission and certification by the Board of Trustees, the data shall be designated as official for publication in reports pertaining to the fiscal year. Enrollment and completion elements of the Year-End Data (except Non-

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POLICIES

Number: 205

Date: ~~June 12, 2014~~
June 2, 2015
(DRAFT)

Page: 4 of 4

Subject:	Student Enrollment and Completion Reporting

Graduate Completion) shall be considered final for the fiscal year. Placement data (including Non-Graduate Completion) shall be noted as preliminary and pending the Placement Update Submission (205.11.2)

11.2 **Placement Update Submission:** The campus Placement Update Submission shall include only updated placement data for Certificate-Seeking students that appeared in the certified Year-End Data Submission (205.11.1) as of the COE annual report deadline in December, and shall be submitted five business days after the COE annual report deadline in December.

11.2.1 **Campus President Review and Certification:** Each campus president shall, in conjunction with the campus instructional and student services officers, conduct a thorough review of the campus Placement Update submission, and shall provide written certification to the UCAT President at least one week prior to the January UCAT Board of Trustees meeting that the Year-End Data certified in 205.11.1. with the Placement Updates described in this section: (a) are complete and accurate, and in agreement with UCAT summaries of the data; and (b) comply with the criteria outlined in Utah Code 53B-2a-102, UCAT Policies 200, 201, and 205, and any local campus policy(s).

11.2.2 **UCAT Board of Trustees Approval:** The Office of the UCAT President shall review each campus president certification, and the UCAT President shall report UCAT administration acceptance and approval to the UCAT Board of Trustees in an official board meeting in January.

11.2.3 **Campus Board of Directors Notification:** The campus president's data review and certification of the Year-End Data with Placement Updates shall be presented as an information item that does not require campus board approval in the next scheduled board meeting after the certification is completed.

11.2.4 **Data Use and Publication:** Upon approval of the certified campus Year-End Data with Placement Updates by the Board of Trustees, the data shall be designated as official for publication in reports pertaining to the fiscal year. Updated placement data only (including Non-Graduate Completion) shall be incorporated into the preliminary Year-End Data reported in 205.11.1.4, shall be considered final for all fiscal year reports, and shall be published as a supplement to preliminary reports.

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: II.I

TOPIC: FY 2016 Data Dictionary

BACKGROUND

The UCAT Data Dictionary is maintained by the Office of the UCAT President as a guiding document to the campuses in the data collection and reporting processes. Updates are approved annually by the Board of Trustees to provide oversight to the campuses in assuring that data definitions are current and consistently applied. Under the leadership of Zachary Barrus, UCAT Director of Institutional Data and Research, the campus data representatives have recommended Data Dictionary revisions for FY 2016. Upon approval by the Board, the changes will be effective July 1, 2015.

FISCAL IMPACT

None

RECOMMENDATIONS

UCAT Administration recommends the Board approve the UCAT Data Dictionary for FY 2016 with the revisions summarized in the "UCAT Data Dictionary FY 2016 – Summary of Recommended Revisions".

Attachments: UCAT Data Dictionary FY 2016 Summary of Recommended Revisions.
Complete FY 2016 Data Dictionary as amended available at: http://www.ucat.edu/ucat/board-of-trustees/meetings/.

UCAT

UCAT DATA DICTIONARY 2016
SUMMARY OF RECOMMENDED REVISIONS
June 8, 2015

This document summarizes revisions to the UCAT Data Dictionary that have been recommended by the UCAT campus data representatives and UCAT administration. Upon approval by the UCAT Board of Trustees, the changes will be effective July 1, 2015. The complete data dictionary draft is available upon request.

1. The Data Dictionary was amended to clarify which fields allow for blank values and which fields are required for all students. These clarifications bring the Dictionary in line with current campus practice and establish rules for which fields are absolutely required. Blank fields are explicitly allowed for the following:

   a. Middle Initial (U-09)
   b. Suffix (U-10)
   c. Maiden Name (U-11)
   d. County of Origin (U-17)
   e. State of Origin (U-18)
   f. High School Code (U-20)
   g. COE Reportable (U-22; formerly called "Matriculation")
   h. Entry Date (U-24)
   i. Entry Action (U-25)
   j. Exit Code (U-28)
   k. Exit Date (U-29)
   l. Licensure Status (U-30)
   m. Verified Outcome Status (U-31)
   n. Verification Date (U-32)
   o. Class Number (U-35)

2. (Change) **Social Security Number (U-05)**: Added data validity checks to the Data Dictionary to ensure accuracy of student Social Security numbers. Checks are from the Social Security Administration and are as follows:

   a. First three digits shall not be "000", "666", or "900-999"
   b. Middle two digits shall not be "00"
   c. Last four digits shall not be "0000"

3. (Change) **Ethnic Identity (U-14)**: Renamed fields for clarity. Hispanic is now called an "ethnicity" while Asian, Black/African American, American Indian/Alaska Native, Pacific Islander, and White are called "racial categories." Renamed the category denoting non-resident aliens "residence status."

   (New) Also included a multiracial identifier for ease in IPEDS reporting. A student is considered multiracial if he/she is not Hispanic, not a non-resident alien, and identifies as belonging to more than one of the five racial categories mentioned above. This definition is consistent with that used by the National Center for Education Statistics.

4. (Change) **Student's Age (U-15)**: Modified to show the student's age as of September 1 of the reporting year (currently this field shows the student's age as of the date of the data report's generation; this causes confusion when generating new reports of old data).

5. (Change) **High School Code (U-20)**: Updated the list of secondary schools throughout Utah, including new schools and updating school codes as necessary.

6. (Change) **COE Reportable (U-22; formerly called "Matriculation")**: Redefined as "A student who has met the necessary campus requirements to be tracked and reported to the Council on Occupational Education (COE) for accreditation purposes. This status is determined at each campus based upon institutional definitions of 'matriculated,' 'accountably enrolled,' etc. For those campuses that do not have institutional policies allowing for COE reporting exclusions, this field is allowed to be blank." This change is designed to facilitate campuses in their COE reporting, and to facilitate UCAT as it understands how campuses arrive at their reporting cohorts.

7. (Change) **Full/Part Time Status (U-23)**: Added three-quarter time status and clarified attendance requirements for "less than part time" students. This change brings the Data Dictionary into alignment with IPEDS reporting standards.

8. (Change) **Exit Code (U-28)**: Removed "Pending" as an acceptable value. This value was included in the past due to old software constraints which are no longer a problem.

9. (Change) **Verified Outcome Status (U-31)**: Updated matrix of acceptable enrollment objective, exit code, and outcome status combinations. Inserted a table of combinations which is easier to understand than what was included in the past. This table is included at the end of this document.

10. (Change) **Program, Area of Delivery, and CIP Major Codes (U-33)**: Updated the list of UCAT-approved CIP codes available for campus use. New codes included this year are:
    a. 12.0501   Baking and Pastry Arts/Bakery/Pastry Chef
    b. 15.0406   Automation Engineer Technology
    c. 15.0607   Plastics Engineering Technology
    d. 15.0701   Occupational Safety and Health Technology
    e. 43.0302   Crisis/Emergency/Disaster Management
    f. 52.0205   Operations Management and Supervision
    g. Other CIP codes approved by the UCAT Office of the President during the fiscal year

11. (Change) **Site Type (U-40)**: Added additional campus locations for ease in COE reporting. New sites added include:
    a. B25   DATC Freeport East Building (Y16)
    b. B26   DATC Freeport West Building (D5)
    c. B29   SWATC ??? [1]
    d. B30   SWATC Extension Campus (Auto)
    e. B34   DXATC Emergency Response Training Center
    f. B35   DXATC Dixie Commons
    g. C50   SWATC Beaver HS Instructional Service Center
    h. C51   SWATC Bryce Valley HS Instructional Service Center
    i. C52   SWATC Escalante HS Instructional Service Center
    j. C53   SWATC Milford HS Instructional Service Center
    k. C54   SWATC Panguitch HS Instructional Service Center
    l. C55   SWATC Parowan HS Instructional Service Center

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[1] This code references the building that SWATC currently calls its main campus, located at 510 West 800 South in Cedar City. Upon completion of SWATC's new building in Fall 2015, the new building will be designated SWATC's main campus (A01) and the current building will assume code B29. The name for this building is not available as of this document's publishing. It will be inserted into the Dictionary as soon as it becomes available.

      m. C56   SWATC Valley HS Instructional Service Center

      n. E09   Davis County Jail

12. (New) **Program Category Type (U-43)**: The type of program or set of courses in which a student is enrolled. This field is included in an effort to facilitate and standardize IPEDS reporting and is already used by the campuses, though it has not been previously reported to UCAT. Field values include:

      a. COE Approved Program

      b. Occupational Skills Certificate Program

      c. Campus Approved Program

      d. Non-program Courses

13. (Change) **Award Type (U-44; formerly U-43)**: Removes Occupational Skills Certificate from the list of acceptable values. All other values are based upon the length of the certificate program. By including the Program Category Type (U-43), Occupational Skills certificates are clearly identified and the award type can again revert to being based solely on the length of the program.

14. (New) **Hours Enrolled for Certificate (U-46)**: The number of membership hours accrued in pursuit of a certificate. Hours required for a certificate is already collected by the campuses. Hours accrued will help UCAT and the campuses to analyze program lengths and how much time students require in completing them. This data is already collected by the campuses; here the Dictionary standardizes the data and establishes a UCAT collection routine.

15. (New) **Training Start Date (U-50)**: The date on which coursework required for a specified certificate was begun. This field will enhance UCAT and the campuses' abilities to analyze how much time students are taking to complete specific programs. This data is already collected by the campuses; here the Dictionary standardizes the data and establishes a UCAT collection routine.

16. (New) **Training Duration (U-51)**: The number of weeks between the Training Start Date (U-50) and the Program Completion Date (U-47).   This data is already collected by the campuses; here the Dictionary standardizes the data and establishes a UCAT collection routine.

17. (New) **Age upon Certificate Conferral (U-52)**: The age of the student upon conferral of the specified certificate. This data is already collected by the campuses; here the Dictionary standardizes the data and establishes a UCAT collection routine. This data is required for IPEDS reporting; inclusion in the Data Dictionary will help the campuses as they complete IPEDS surveys.

18. (Change) **Perkins Approved Industry Certification List**: This list is updated to include industry examinations that have been approved for reporting by the Perkins Executive Committee within the last twelve months. New certifications include:

      a. ASE T2 M/H Truck: Diesel Engines

      b. ASE T3 M/H Truck: Drive Train

      c. ASE T4 M/H Truck: Brakes

      d. ASE T5 M/H Truck: Suspension & Steering

      e. ASE T6 M/H Truck: Electrical/Electronic Systems

      f. ASE T7 M/H Truck: Heating, Ventilation & A/C

      g. ASE T8 M/H Truck: Preventive Maintenance & Inspection

h. NCCT – Certified Phlebotomy Technician
i. Cisco – Certified Network Associate
j. Cisco - Interconnecting Cisco Networking Devices, Part 1
k. Cisco - Interconnecting Cisco Networking Devices, Part 2
l. CompTia Linux+ LX0-101
m. CompTia Linux+ LX0-101
n. Other industry examinations approved during the fiscal year by the Perkins Executive Committee

Verified Outcome Matrix

Note: cells below indicate color fill (green/orange/red/yellow/blue) or "n/a". Colored cells appear as their color name.

Enrollment Objective (U-21)	Exit Code	R	M	U	D	E	I	S	V	K	F	W	C	A	B	X	Z
1 - Certificate Seeker	P	green	green	green	green	green	green	green	green	green	green	green	n/a	n/a	n/a	green	green
	N	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	n/a	n/a	n/a	orange	orange
	W	red	red	red	red	red	red	red	red	red	red	red	n/a	red	n/a	red	red
	H	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	blue	n/a	n/a	blue	n/a	n/a
2 - Occupational Upgrade	P	green	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	green	n/a	n/a	n/a	green	green
	C	yellow	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	yellow	n/a	n/a	n/a	n/a	n/a
	W	red	n/a	n/a	n/a	n/a	n/a	n/a	red	n/a	n/a	n/a	red	n/a	red	n/a	n/a
	H	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	blue	n/a	n/a	blue	n/a	n/a
3 - Senior Citizen	C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	yellow	n/a	n/a	n/a	n/a
	W	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	red	red	n/a	n/a	n/a
	H	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	blue	n/a	n/a	blue	n/a	n/a
4 - Campus Credential Seeker	P	green	green	green	green	green	green	green	green	green	green	green	n/a	n/a	n/a	green	green
	N	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	orange	n/a	n/a	n/a	orange	orange
	W	n/a	n/a	n/a	n/a	n/a	n/a	n/a	red	n/a	n/a	n/a	red	red	n/a	n/a	n/a
	H	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	blue	n/a	n/a	blue	n/a	n/a
5 - No longer used																	
6 - Basic Skills	C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	yellow	yellow	n/a	n/a	n/a	n/a
	W	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	red	red	n/a	n/a	n/a
	H	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	blue	n/a	n/a	blue	n/a	n/a
7 - Personal Interest	P	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	green	n/a	n/a	n/a	n/a	n/a
	C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	yellow	yellow	n/a	n/a	n/a	n/a
	W	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	red	red	n/a	n/a	n/a
	H	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	blue	n/a	n/a	blue	n/a	n/a
8 - Assessment																	
9 - No longer used																	
I - Incarcerated	P	n/a	n/a	n/a	n/a	n/a	n/a	n/a	green	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	W	n/a	n/a	n/a	n/a	n/a	n/a	n/a	red	n/a	n/a	n/a	red	red	n/a	n/a	n/a
	H	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	blue	n/a	n/a	blue	n/a	n/a
J - Job Re-entry	P	green	green	green	green	green	green	green	green	green	green	green	n/a	n/a	n/a	green	green
	C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	yellow	yellow	n/a	n/a	n/a	n/a
	W	n/a	n/a	n/a	n/a	n/a	n/a	n/a	red	n/a	n/a	n/a	red	red	n/a	n/a	n/a
	H	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	blue	n/a	n/a	blue	n/a	n/a
S - Secondary	P	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	green	n/a	n/a	n/a	n/a	n/a
	C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	yellow	yellow	n/a	n/a	n/a	n/a
	W	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	red	red	n/a	n/a	n/a
	H	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	blue	n/a	n/a	blue	n/a	n/a

Key:

Exit Code (U-28)
- P - Program Completer
- N - Non Finisher
- W - Withdrawal
- C - Completer
- H - Schedule Change

Verified Outcome Status (U-31)
- R - Related Employment
- M - Related Military
- U - Unrelated Employment
- D - Unrelated Military
- E - Continued Education (External)
- I - Continued Education (Internal) [Another COE approved program]
- S - Seeking Employment
- V - Unavailable [Allowable reasons]
- K - Unknown Employment Status
- F - Refused Employment
- W - Needs Verification
- C - Completed Objective
- A - Not Applicable
- B - Re-enrolled
- X - Refused Follow Up
- Z - Verification Complete

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: II.J

TOPIC: Capital Development Priorities FY 2017

BACKGROUND
DXATC is working on an answer to the legislative intent language requiring the Building Board to certify the availability of non-state funds prior to DFCM expending funds appropriated for capital development projects. President Brems and President Stephens signed a letter to the Building Board explaining DXATC's intent to utilize local government bonds, scope reduction and value engineering to bridge the current funding gap. After some discussion, the Building Board passed a motion *"… to approve the expenditure of up to $400,000 from the DFCM Design/Program Fund to be used for re-programming and/or design of the DXATC Permanent Campus and which will be reimbursed upon release of funding for the project. The Board requires DXATC to return with the following information in order to obtain funding certification: 1) a revised budget (after programming and design are determined) showing changes to the scope of the project from its original intent, 2) evidence of any additional funds raised from the community via donations, 3) a letter from local government supporting the bond and the amount."* (Quotation from unofficial minutes from the 6/3/2015 Building Board meeting)

Six remaining campus capital development projects have previously received priority rankings from the Board of Trustees. During and after the General Session, UCAT Administration received feedback indicating that too many UCAT campus projects were being brought forward together for consideration. It was suggested by various elected and appointed leaders that UCAT consider presenting a shorter list to the Building Board and the Infrastructure and General Government Committee. The figures for square footage, project cost and operation and maintenance allocations will be refined and updated over the summer and presented to the Board of Trustees in September. The Board of Trustees approved priority list currently stands as follows:

1) MATC, Thanksgiving Point Technology Building, Orem
2) BATC, Health Science and Technology Building, Logan
3) DATC, Allied Health Building, Kaysville
4) OWATC, BDO Campus – Bay 2 Build Out, Ogden
5) DATC, Educational and Instructional Service Building, Kaysville
6) OWATC, Instructional/Student Services Building, Ogden

Five campuses also have land banking requests for funding consideration:

1) BATC, Logan Campus Expansion
2) DATC, Morgan Education/Economic Development Center

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3) MATC, Orem @Geneva Development
4) DXATC, St. George Ridgetop Land Bank
5) TATC, Economic Development Center

RECOMMENDATIONS
UCAT administration recommends the Board of Trustees approve the capital development projects (1-6) and authorizing projects 1-4 to be presented by UCAT and Campus Administration to the Building Board and Legislature for funding consideration. Administration also recommends the Board approve the land banking priority lists as indicated above.

Attachments:
Letter to Utah State Building Board
DXATC Capital Budget Estimate
Legislative Intent Language (lines 389 – 398)
Draft Capital Development list
Draft Land Banking Priority list

**Dixie
Applied
Technology
College**

1506 Silicon Way
St. George, UT 84770

P: 435.674.8400
F: 435.674.8615

dxatc.edu

June 3, 2015

Ned Carnahan, Chairman
Utah State Building Board
State Office Building Room 4110
PO Box 141160
Salt Lake City, UT 84114

Subject: Dixie ATC Permanent Campus

Dear Chairman Carnahan,

During the 2015 General Session, the Legislature appropriated
$31,900,000 from state funds for the Dixie Applied Technology College
permanent campus. The total project scope was $44,900,000 with the
difference coming from non-state sources.

The Dixie ATC warrants that the $13,000,000 difference will be obtained
from the following sources: up to $8,000,000 in local government
bonding, with project scope reduction and value engineering for the
balance. Another $100,000 is currently available in private funds.

With this letter I respectfully request release of the $31,900,000 so that
we may begin the project.

Sincerely,

Kelle Stephens, President
DXATC

Rob Brems, President
UCAT

Capital Development Projects

Capital Budget Estimate (CBE)

Project Name:	New Permanent Campus Building			
Agency/Institution:	DXATC			
Project Manager:	Kurt Baxter			

Cost Summary		$ Amount	Cost Per SF	Notes
Facility Cost	$	35,190,058	$198.81	
Utility Fee Cost	$	114,186	$0.65	
Additional Construction Cost	$	-	$0.00	
Site Cost	$	311,416	$1.76	
High Performance Building	$	534,235	$3.02	
Total Construction Cost	$	36,149,895	$204.24	
Soft Costs:				
Hazardous Materials	$	10,300		
Pre-Design/Planning	$	370,000		
Design	$	2,600,118		
Property Acquisition	$	-		
Furnishings & Equipment	$	2,500,000		
Information Technology:	$	500,000		
Utah Art (1% of Construction Budget)	$	299,115		
Testing & Inspection	$	285,000		
Contingency	$	1,641,761		
Moving/Occupancy	$	50,000		
Builder's Risk Insurance (0.15% of Construction Budget)	$	54,225		
Legal Services (0.05% of Construction Budget)	$	18,075		
DFCM Management	$	-		
User Fees	$	-		
Commissioning	$	365,000		
Other Costs	$	65,000		
Total Soft Costs	$	8,758,594	$49.48	
TOTAL PROJECT COST	$	44,908,489	$253.72	
Previous Funding	$	-		
Other Funding Sources (Identify in note)	$	13,000,000		
REQUEST FOR STATE FUNDING		$31,908,489		

Project Information

Gross Square Feet	177,000	Base Cost Date	25-Aug-14
Net Square Feet	119,000	Estimated Bid Date	1-Dec-15
Net/Gross Ratio	67%	Est. Completion Date	1-Jul-17
		Last Modified Date	17-Sep-14
		Print Date	6/2/2015

DFCM Form Date 8/09/05

368		Judicial Conduct Commission	4,900	
369	ITEM 42	To Department of Administrative Services - Purchasing		
370		From General Fund		12,600
371		Schedule of Programs:		
372		Purchasing and General Services	12,600	
373	DEPARTMENT OF TECHNOLOGY SERVICES			
374	ITEM 43	To Department of Technology Services - Chief Information Officer		
375		From General Fund		10,500
376		Schedule of Programs:		
377		Chief Information Officer	10,500	
378	ITEM 44	To Department of Technology Services - Integrated Technology		
379	Division			
380		From General Fund		15,700
381		Schedule of Programs:		
382		Automated Geographic Reference Center	15,700	
383	CAPITAL BUDGET			
384	ITEM 45	To Capital Budget - Capital Development Fund		
385				

386   The Legislature intends that Utah Valley University use

387   donated or institutional funds for planning and design of the

388   proposed Fine/Performing Arts Building.

389   The Legislature intends that no General or Education Fund

390   appropriations made by the Legislature for state-funded capital

391   developments approved during the 2015 General Session may

392   be expended by the Division of Facilities Construction and

393   Management until the State Building Board has certified that:

394   (1) the board has received credible evidence that any other

395   funding sources for a building as presented to the State

396   Building Board and the Legislature during their prioritization

397   processes are actually available, and (2) until the State Building

398   Board votes to certify that such funds are available.

399   The Legislature intends that Utah State University transfer

400                    $350,000 from its Contingency Reserve Fund from

401   state-funded projects to its Project Reserve Fund.

402	ITEM 46	To Capital Budget - Capital Development - Higher Education		
403		From Education Fund, One-time		105,337,000
404		Schedule of Programs:		

UCAT FY 2017 Capital Facilities Funding Priorities
DRAFT - Based on prior year's request

1)   *Mountainland Applied Technology College, Thanksgiving Point Technology Building*

Project Cost:	$20,765,000 *
Square Footage:	80,000 *
O&M:	$617,600 *

2)   *Bridgerland Applied Technology College, Health Science and Technology Building*

Project Cost:	$25,800,000 *
Square Footage:	91,500 *
O&M:	$706,400 *

Prioritized by the UCAT Board of Trustees and presented to the Building Board and Infrastructure and General Government Legislative Subcommittee for funding

3)   *Davis Applied Technology College, Allied Health Building*

Project Cost:	$22,500,000 *
Square Footage:	75,000 *
O&M:	$579,000 *

4)   *Ogden-Weber Applied Technology College, Business Depot Ogden Buildout*

Project Cost:	$7,211,732 *
Square Footage:	43,605 *
O&M:	$276,455 *

5)   *Davis Applied Technology College, Educational and Instructional Service Building*

Project Cost:	19,500,000 *
Square Footage:	65,000 *
O&M:	$501,800 *

Prioritized by the UCAT Board of Trustees for future consideration by the

6)   *Ogden-Weber Applied Technology College, Instructional/Student Services Building*

Project Cost:	$18,750,000 *
Square Footage:	75,000 *
O&M:	$579,000 *

* Based on FY 2016 request information - may be updated

UTAH COLLEGE
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UCAT FY 2017 Land Banking Priorities
DRAFT - Based on prior year's request

1)   ***Bridgerland Applied Technology College, Parcels adjacent to main campus***
        Estimated Cost: $6,675,000 *
        Acreage   44.50 *

2)   ***Davis Applied Technology College, Morgan Education/Economic Development Center***
        Estimated Cost: $575,000 *
        Acreage   9.88 *

3)   ***Mountainland Applied Technology College, Orem @Geneva Development***
        Estimated Cost: $3,593,700 *
        Acreage   15.00 *

4)   ***Dixie Applied Technology College, Ridgetop Land Bank***
        Estimated Cost: $1,250,000 *
        Acreage   10.00 *

* Based on FY 2016 request information - may be updated

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UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: II.K

TOPIC: Performance-Based Funding Model

BACKGROUND
The Higher Education Appropriations Subcommittee is moving a portion of higher education funding to a performance-based category. The USHE institutions have been developing a performance-based funding model and have received some appropriated funds for performance. During one of the last committee meetings of the 2015 session, the committee chairs indicated that UCAT would be expected to present a performance-based model as part of its FY 2017 budget request.

To answer this charge, President Brems organized a committee with representation from each campus and the UCAT office to draft a model. The committee met several times and ultimately presented a draft model to the President's Cabinet for further refinement. The current version of the performance-based funding recognizes certificate production, job placement, occupational upgrade training, secondary student completion, membership hours and other metrics. Each campus will set goals for improvement and compete against itself for a share of the performance-based funding.

RECOMMENDATIONS
UCAT administration recommends the Board of Trustees approve the Performance-Based Funding Model conceptually for use in developing the overall funding request which will be submitted for approval in the September meeting.

Attachments:
Sample draft performance-based funding scenarios
Guiding principles used in developing the model

UCAT

Guiding Principles in Developing a UCAT Performance-Based Funding Model

The discussion group felt that any performance-based funding model should:

➢ Be focused on student success
➢ Foster broad-based cooperation and teamwork among campuses
➢ Promote campus-based efforts focused on things we can control
➢ Consider that outcomes may vary irrespective of resource expenditure (i.e. not all courses/programs are equal in terms of cost, capacity, etc.)
➢ Measure quality as defined by the end users (Students and Industry)
➢ Align with existing policies and reporting mechanisms
➢ Be simple, understandable and easy to explain
➢ Align with UCAT and campus core mission (i.e. drive us to do what we <u>should</u> do rather than look for what we <u>could</u> do to just to look better on paper)
➢ Be sustainable
➢ Reflect positively toward our mission
➢ Measure all instruction (e.g. certificate, secondary, occupational upgrade, etc.)

Sample ATC

	FY 2014			FY 2015		
Completions	Campus Count	Points Per Unit	Campus Score	Campus Count	Points Per Unit	Campus Score
Program Certificates						
≤ 299 Hours	481	1.00	481	490	1.00	490
300 - 599 Hours	95	2.00	191	100	2.00	200
600 - 899 Hours	97	3.00	291	100	3.00	300
900 - 1199 Hours	109	4.00	435	120	4.00	480
≥ 1200 Hours	89	5.00	447	100	5.00	500
Additional Completions						
Occupational Skills Certificates ≥ 60 Hours	500	0.25	125	550	0.25	138
Occupational Upgrades ≥ 60 Hours	100	0.20	20	110	0.20	22
Occupational Upgrades < 60 Hours	1,000	0.10	100	1,100	0.10	110
Other Post-Secondary (Less Seniors & Personal interest)	384	0.25	96	400	0.25	100
Secondary	804	0.25	201	850	0.25	213
Placement						
Total Placements	412	1.00	412	500	1.00	500
Placements from Underserved Segments (at risk?)	112	0.50	56	120	0.50	60
Placements from High-Impact/High-Cost Programs	121	0.50	61	130	0.50	65
Membership hours						
Per 1,000 Hours	704	78%	547	820	80%	656
Average Certificate Length:	437			440		
		Campus Score:	3,462		Campus Score:	3,833

Change:	371
Percent Change:	10.7%
Goal:	10.0%
Funding available:	$ 125,000
Funding awarded:	$ 125,000

Sample ATC

	FY 2014			FY 2015		
Completions	Campus Count	Points Per Unit	Campus Score	Campus Count	Points Per Unit	Campus Score
Program Certificates						
≤ 299 Hours	481	1.00	481	490	1.00	490
300 - 599 Hours	95	2.00	191	100	2.00	200
600 - 899 Hours	97	3.00	291	90	3.00	270
900 - 1199 Hours	109	4.00	435	120	4.00	480
≥ 1200 Hours	89	5.00	447	100	5.00	500
Additional Completions						
Occupational Skills Certificates ≥ 60 Hours	500	0.25	125	500	0.25	125
Occupational Upgrades ≥ 60 Hours	100	0.20	20	100	0.20	20
Occupational Upgrades < 60 Hours	1,000	0.10	100	1,000	0.10	100
Other Post-Secondary (Less Seniors & Personal interest)	384	0.25	96	380	0.25	95
Secondary	804	0.25	201	850	0.25	213
Placement						
Total Placements	412	1.00	412	500	1.00	500
Placements from Underserved Segments (at risk?)	112	0.50	56	100	0.50	50
Placements from High-Impact/High-Cost Programs	121	0.50	61	120	0.50	60
Membership hours						
Per 1,000 Hours	704	78%	547	800	80%	640
Average Certificate Length:	437			440		
		Campus Score:	3,462		Campus Score:	3,743

Change:	280
Percent Change:	8.1%
Goal:	10.0%
Funding available:	$ 125,000
Funding awarded:	$ 101,276

Sample ATC

	FY 2014			FY 2015		
Completions	Campus Count	Points Per Unit	Campus Score	Campus Count	Points Per Unit	Campus Score
Program Certificates						
≤ 299 Hours	481	1.00	481	470	1.00	470
300 - 599 Hours	95	2.00	191	90	2.00	180
600 - 899 Hours	97	3.00	291	90	3.00	270
900 - 1199 Hours	109	4.00	435	100	4.00	400
≥ 1200 Hours	89	5.00	447	88	5.00	440
Additional Completions						
Occupational Skills Certificates ≥ 60 Hours	500	0.25	125	490	0.25	123
Occupational Upgrades ≥ 60 Hours	100	0.20	20	100	0.20	20
Occupational Upgrades < 60 Hours	1,000	0.10	100	900	0.10	90
Other Post-Secondary (Less Seniors & Personal interest)	384	0.25	96	380	0.25	95
Secondary	804	0.25	201	800	0.25	200
Placement						
Total Placements	412	1.00	412	400	1.00	400
Placements from Underserved Segments (at risk?)	112	0.50	56	100	0.50	50
Placements from High-Impact/High-Cost Programs	121	0.50	61	120	0.50	60
Membership hours						
Per 1,000 Hours	704	78%	547	800	80%	640
Average Certificate Length:	437			440		
		Campus Score:	3,462		Campus Score:	3,438

Change:	-25
Percent Change:	-0.7%
Goal:	10.0%
Funding available:	$ 125,000
Funding awarded:	$ -

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: II. N

TOPIC: Office of the UCAT President FY 2016 Budget

BACKGROUND

The Office of the UCAT President is primarily funded by funded by tax dollars appropriated by the State Legislature. Per UCAT Policy 555.3.3, *"After review and approval by the UCAT President, the proposed budget shall be submitted to the UCAT Board of Trustees for final approval in the regular Board Meeting in June of each year."* The attached spreadsheet is administration's plan for the disposition of funds appropriated to The Office of the UCAT President for the fiscal year ending June 30, 2016.

RECOMMENDATIONS

UCAT Administration recommends the Board of Trustees approve the budget as attached.

Attachments:

FY 2016 Budget – Office of the UCAT President

Utah College of Applied Technology
Office of the President
Fiscal Year 2016 DRAFT Office Budget

Revenue

UCAT Administration Ongoing Appropriation	1,868,900
Equipment Appropriation	561,100
Custom Fit Appropriation	3,159,200
Perkins Leadership Fund for Professional Development	30,000
Campus Support for Northstar	170,000
Equipment Flow Through to Campuses	(551,500)
Custom Fit Flow Through to Campuses	(3,150,000)
Admin Line Item to Campuses	(400,000)
Total State Budget for President's Office	1,687,700

Expenditures

Salaries, Payroll Tax & Benefits	1,239,619
Building Occupancy Costs	135,000
Internal Auditing	30,000
Professional Development Conference	50,000
Equipment Purchases	10,000
Employee Travel	15,000
Board Meetings	9,000
UCAT System Meetings	12,500
Marketing	84,000
Automobile Expenses	13,000
Annual Report	7,500
Supplies & Misc. Expenses	50,740
Memberships	13,000
Unallocated/(Covered by Reserves)	18,341
Total Expenditures	1,687,700

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: II.O

TOPIC: Appointment of Acting UCAT President January 18, 2016 through January 17, 2017

BACKGROUND

In the May 26, 2015 meeting of the Board of Trustees, an unpaid leave of absence was approved for UCAT President Rob Brems during the period of January 18, 2016 through January 17, 2017. A motion to approve former UCAT President Darrell K. White as acting UCAT president during that period was tabled with a request to learn if any campus president(s) or UCAT vice president(s) may wish to be considered.

Chair Bingham instructed President Brems to inquire of campus and vice presidents (see attached email) regarding their interest to serve as acting UCAT President during that period.

RECOMMENDATIONS

It is recommended that the Board of Trustees take action to appoint an acting UCAT President during the period of January 18, 2016 to January 17, 2017.

UCAT

Confidential Request

Brems, Robert <rbrems@ucat.edu>   Thu, May 28, 2015 at 10:13 AM
Bcc: Richard Maughan <rmaughan@batc.edu>, Collette Mercier <mercierc@owatc.edu>, Mike Bouwhuis
<MJB@datc.edu>, Clay Christensen <cchristensen@mlatc.edu>, Brennan Wood <bwood@swatc.edu>, Kelle
Stephens <kstephens@dxatc.edu>, Scott Snelson <ssnelson@tatc.edu>, Aaron Weight <aaronw@ubatc.edu>,
Jared Haines <jhaines@ucat.edu>, Tyler Brinkerhoff <tbrinkerhoff@ucat.edu>, Tom <tom@umaweb.org>

Presidents

In their meeting on Tuesday, May 26th, the UCAT Board of Trustees approved a one-year, unpaid leave of
absence for me during the period of January 18, 2016 to January 17, 2017, pending additional approval of
Governor Herbert and any necessary legislative approvals.

A second motion to approve former UCAT President Darrell K. White as Acting UCAT President during the
period of January 18, 2016 to January 17, 2017 pending approval of Governor Herbert and any necessary
legislative approvals was tabled with some Trustees indicating they did not know former President White, and
others wondering if there might be interest from any of the campus presidents or UCAT administrative staff in
serving as acting president during that time.

I was asked to contact each of you to learn if you have interest in serving as acting UCAT president during that
period.

Please send me a reply by end of the day Wednesday, June 4th if you are interested. It is not necessary to
send me a reply if you are not.

I will be confidentially communicating this feedback to Chair Bingham prior to the June 11th meeting.

Rob

--
Robert O. Brems, President
Utah College of Applied Technology

2801 Ashton Boulevard
Lehi, Utah 84043

801-341-6001 office
801-361-0762 mobile

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: III.P

TOPIC: Programs Approved: OWATC, MATC, UBATC

BACKGROUND

The UCAT Board of Trustees, as provided in UCAT Policy 200.5.2.3, directs and authorizes the UCAT president to approve campus programs that are 900 hours or longer or are seeking federal financial aid eligibility, and substantive changes thereto, if the president concurs that the proposals meet the agreed-upon UCAT criteria established by the Board in Policy 200.6. The president's approval is considered final, and program documentation is to be submitted to the Board in its next regularly scheduled meeting as an information item. Accordingly, the President's Office has reviewed requests for approval of the following certificate programs and concurred that the proposals satisfy the agreed-upon criteria, and President Brems has approved the programs:

Campus	Program Title	Length (hours)	Approval Date
OWATC	Culinary Arts – Baking and Pastry	950	4/15/2015
OWATC	Pharmacy Technician (Substantive Change)	600 (previously 420)	4/15/2015
MATC	Surgical Technician	1,314	4/30/2015
OWATC	Business (previously Business Technology)(Substantive Change/Online)	1,160 (previously 1,110)	5/7/2015
UBATC	Office Professional	900	5/22/2015

Documentation for the approved programs is attached for the information of the Board.

RECOMMENDATIONS
None - information only.

Attachments: Program descriptions and outlines for the programs approved

UCAT

MEMORANDUM

TO: MEMBERS OF THE BOARD

FROM: Collette R. Mercier
                    President

DATE: March 10, 2015

RE: Culinary Arts - Baking and Pastry Certificate

Background

The college currently offers a 990-hour culinary arts certificate composed of courses designed to provide a broad base of classical and contemporary cooking knowledge and skills needed to be successful in the food service and hospitality industry. Instruction in preparing desserts and baked goods is part of the program, but it's brief and insufficient to effectively prepare students to work as bakers specializing in bake shop production. Over the past few years, the college has enhanced its baking capability and added a bakery chef to the instructional staff. The culinary arts program is now in a good position to offer a separate certificate specifically for bakery and pastry cooks, while continuing to offer and enhance the current program for savory cooks.

Program Description

The new 950-hour Culinary Arts - Baking and Pastry certificate consists of coursework that contains quantitative, technical and work habits competencies for an entry-level job as a baker. Support courses include Culinary Math and Introduction to Computers. Students will complete a very basic culinary section before delving into baking and pastry training which includes a variety of baked goods such as muffins, biscuits, croissants, breads, pastries, and cakes. Using the text, "Baking and Pastry, Mastering the Art and Craft," students will begin with a comprehensive exploration and critical tasting of ingredients to learn how flavors and textures combine and progress through development of dough-based products. Students will advance with the creation of pies, tarts and cakes, the world of chocolate, and the art of decorating cakes and desserts.

Role and Mission Fit

The Utah College of Applied Technology's mission "is to provide…market-driven career and technical education…which meets the demand by Utah employers for technically skilled workers…through competency-based education and training programs." The development of the above described certificate falls squarely within this mission. A need for this training has been identified and supported by area employers.

Faculty

Instructors are required to have a minimum of six years of a combination of education and industry experience in a related field. The instructors in the Culinary Arts - Baking and Pastry program exceed the minimum requirements.

Program Need/Market Demand

The demand for this program comes from employers who need entry-level bakers and pastry cooks. Examples of such local employers include Kneaders, Corner Bakery and Café, Harmons Grocery, Sprouts Farmers Market, Smith's Marketplace, and ski resorts like Snowbasin and Deer Valley. The Culinary Arts Employer Advisory Team evaluated and approved this certificate outline on March 25, 2015.

According to O*NET OnLine, an occupational data and career exploration website, the projected growth in employment for bakery chefs in Utah is 18% by 2022, with an estimated 100 annual job openings. The median hourly wage for bakery chefs in Northern Utah is $11.27.

Student Demand

Students in the current culinary arts program have been successfully completing and gaining employment. In FY14, 71 students were enrolled in the culinary arts program and 12 completed their training during the year and found related employment. Students have expressed interest in being able to specialize and receive more in-depth training in baking and the pastry arts. We expect strong student demand for the baking and pastry program due to this interest and the growth of Utah's hospitality industry.

Budget Requirements

This program will be funded from existing college budgets.

Resource Availability

All necessary resources are available to offer this certificate.

Similar Programs Already Offered in the USHE

Other UCAT campuses offer Culinary Arts programs to serve the needs of residents in their areas. None offer a certificate specializing in Baking and Pastry, although MATC has an Upgrade Certificate in Artisan Baking and Pastry. Salt Lake Community College and Utah Valley University offer Associate of Applied Science degrees in Culinary Arts.

The certificate outline is attached. Board approval of this certificate is requested.

/jrt

OGDEN-WEBER TECH COLLEGE

200 N. Washington Blvd.
Ogden, UT 84404

801-627-8300
www.owatc.edu

WINNER
BEST OF STATE
UTAH 2014

MEMORANDUM

TO: MEMBERS OF THE BOARD

FROM: Collette R. Mercier
              President

DATE: March 10, 2015

RE: Pharmacy Technician Certificate – Substantive Change Request

Background

The OWATC has been offering a 420-hour pharmacy technician certificate for over fifteen years. This certificate is approved by the Utah State Board of Pharmacy and the Utah Division of Occupational and Professional Licensing (DOPL). This approval permits graduates to sit for national certification exams in order to be licensed as a pharmacy technician in Utah.

Due to changes in administrative rules by the Utah State Board of Pharmacy, all Utah pharmacy technician programs must become accredited by the American Society of Health-System Pharmacists (ASHP). In order to achieve accreditation, the program length will need to increase to 600 hours. Although this is not required until 2019, the college wants to make the change in FY16 in order to teach out the current certificate and work through any issues with the new program prior to seeking programmatic accreditation by ASHP.

Program Description

The 600-hour pharmacy technician certificate is a comprehensive program with coursework that contains quantitative, technical and work habits competencies for an entry-level job as a licensed pharmacy technician. The program helps student obtain the knowledge, skills and abilities required for the occupation, including:

- Legal aspects of pharmacy practice
- Hygiene and aseptic technique
- Pharmaceutical calculations
- Identification of drugs by trade and generic names and therapeutic classifications
- Filling of orders and prescriptions including packaging and labeling
- Ordering, restocking, and maintaining drug inventory
- Computer applications in the pharmacy

Individuals completing the OWATC pharmacy technician program who are high school graduates or equivalent and at least 18 years of age are eligible to sit for the national

Pharmacy Technician Certification Exam (PTCE) or the ExCPT certification exam. Successful completion of the training program and these examinations meets the requirements for Utah licensure as a pharmacy technician.

Role and Mission Fit

The Utah College of Applied Technology's mission "is to provide…market-driven career and technical education…which meets the demand by Utah employers for technically skilled workers…through competency-based education and training programs." The change to the OWATC pharmacy technician certificate falls squarely within this mission. A need for this training has been identified and supported by area employers.

Faculty

Instructors are required to have a minimum of six years of a combination of education and industry experience in a related field. OWATC pharmacy technician instructors exceed the minimum requirements.

Program Need/Market Demand

The demand for this certificate program comes from employers who hire entry-level workers.

O*NET OnLine, an occupational data and career exploration website, projects a bright outlook for pharmacy technicians with 30% employment growth in Utah by 2022, which equates to an estimated 130 job openings annually. The median hourly wage listed on the site for pharmacy technicians in the Ogden-Clearfield area is $16.20.

Student Demand

Student demand for the pharmacy technician program continues to be strong. In FY14, 144   students were enrolled in the pharmacy technician program. We expect continued strong student demand due to the industry growth and high wages.

Employer Validation and Support

The Pharmacy Technician Employer Advisory Team evaluated and approved this certificate outline on March 13, 2014. Team members present included:

Cole Brinkerhoff	Smith's Pharmacy
Ashley Dowdy	Harmon's Pharmcay (Ogden and Roy)
Trace Hellstrom	IHC Clinic – North Ogden
Amanda Jensen	Walgreen's North Ogden
Jenny Saunders	IHC Clinic - North Ogden
Jerrad Smedley	Shopko Pharmacy
Cody Saunders	Fresh Market Pharmacy

Budget Requirements

This program will be funded from existing college budgets.

Resource Availability

All necessary resources are available to offer this certificate.

Similar Programs Already Offered in the USHE

Other UCAT campuses offer similar programs to serve the needs of residents in their areas.

The certificate outline is attached. Board approval of this certificate is requested.

/jrt

MATC

MOUNTAINLAND APPLIED TECHNOLOGY COLLEGE

Instructional Department ♦ *www.mlatc.edu*

Thanksgiving Point Campus – 2301 West Ashton Blvd. Lehi, UT 84043

Phone: 801.753-4126 ♦ Fax: 801.753.4121 ♦ *hpeterson@mlatc.edu*

UCAT Program Approval Application

Program Title: Surgical Technician

Program Length: 1314 Hours (Financial Aid Eligible)

Approvals:

- **Campus Instructional Officer:** 12/10/2014 Holly Peterson, VP Instruction
- **Board Approved:** March 18, 2015
- **UCAT President:** Pending

Program CIP Code: 51.0909

Program Description:

Surgical technologists are members of the operating room teams, which include the surgeon(s), anesthesiologist and circulating nurse. They primarily fulfill the first scrub role and help to prepare the operating room by setting up sterile surgical instruments, equipment and supplies, such as drapes, gowns, gloves, suction tubing, and receiving solutions and medications from the circulator. Surgical technologists assemble the sterile equipment, check to ensure it is all working properly and make adjustments as necessary. They assist the surgeon with putting on his/her gown and gloves and assist in placing the sterile drapes on the patient to create the sterile field. During the surgical procedure, the surgical technologist is responsible for anticipating the needs of the surgeon by passing instruments and providing needed supplies such as sponges, performing counts of the instruments and the sharps, receiving tissue specimens to be passed off to the circulator and ensuring there are no breaks in sterile technique.

The State of Utah is a leader in providing patients with high-quality medical centers. Due to expansion of their facilities, there has been an increase in the need for surgical technicians. To gain employment as a surgical technician, it is necessary to complete an accredited Surgical Technology Program.

To attain certification in the State of Utah, you must complete a certification program and become certified by one of the two certification institutions – the National Center for Competency Testing or National Board of Surgical Technology. These institutions issue a license once the student completes a certification program. MATC will be working with the National Board of Surgical Technology.

Certificate Titles & Lengths:

- Program Certificate: *Surgical Technician*
- There are no exit points below the program certificate for this program.

UTAH COLLEGE
— of —
APPLIED TECHNOLOGY

Course Descriptions: See Attached Program Sheet

Program Outline: See Attached Program Sheet

Market Demand/Need:

- Employer Advisory Minutes Attached
- Ameritech in Provo, Utah has been offering the only Surgical Technician Program in Utah County. They have been training two full cohorts of 12 at one time, and charging $20,468.00 per student. Ameritech is downsizing to run only Medical Assisting and Nursing . Utah Valley Regional Medical Center has expressed concern about having to go out of the county for qualified employees.
- Note from Gina Olson Wright at IHC/UVRMC:
  - My HR Director would like the contact info of the person at MATC who is heading up the surgical tech program. We would love to have a rep on the board/council. We need surgical techs soo bad. Do you know when the program is starting up?

    Gina Olson Wright
    Recruiter Manager, Human Resources
    Intermountain Healthcare | UVRMC
    Office: 801.357.3560 | Cell: 801.669.2587

Program Duplication:

Currently, no schools in Utah County are teaching this program. It is not offered at the high schools or at Utah Valley University. In Utah, it is only offered at Salt Lake Community College and Dixie State University. There appears to be enough demand in the local economy to fill the program at Thanksgiving Point.

Employer Advisory Committee:

The Surgical Technology Advisory Board is currently meeting to establish the new program. The committee is comprised of employers from local hospitals. The committee roster is attached, as well as minutes where the program was reviewed and approved.

![Ogden-Weber Tech College logo]

OGDEN-WEBER
TECH COLLEGE

200 N. Washington Blvd.
Ogden, UT 84404

801-627-8300
www.owatc.edu

WINNER
BEST OF STATE

UTAH 2015

MEMORANDUM

TO: MEMBERS OF THE BOARD

FROM: Collette Mercier
            President

DATE: April 10, 2015

RE: Business Technology Certificate – Additional Mode of Delivery, Program Name, and Length Change

Background

The OWATC currently has an 1110-hour Business Technology certificate which offers coursework in a number of areas; leadership, customer service, workplace skills, accounting, sales, marketing, presentations, social marketing, and courses and certification in the Microsoft Suite, (Work, Excel, PowerPoint, and Access). In FY16, the certificate will increase slightly to 1160 hours in length due to the addition of two courses (Math I and MS Outlook) and some reductions in the lengths of a few other courses. The program will also drop the term "Technology" from the name to become the Business certificate.

Since much of this coursework is done on computers in the classrooms, the training materials lend themselves well to being provided online. Over the past year, the business faculty have made a concerted effort to create courses and use e-textbooks in the college's learning management system (Canvas) designed for online instructional delivery. Although current students are enrolled in traditional classrooms on campus, many have expressed interest in taking the courses online in order to work from home or at their time of choosing and not be marked absent from class.

To provide enhanced service to students, the business program would like to offer students the ability to take the program online beginning in FY16, while continuing to offer all the courses on campus as well for those who prefer the current traditional mode of delivery.

Program Description

The Business Technology certificate is a comprehensive program with coursework that contains quantitative, technical and work habits competencies for an entry-level job in the areas of business software applications, sales, marketing, and customer service. All

of the program's content (except for internships) is available on the Canvas learning management system and students access their coursework by logging in on computers in the classroom. Internships require students to perform work at employer settings where supervisors report students' performance to instructors. Since Internships are completed outside of the classroom, the same course model applies to both the on-campus and online delivery modes, and online students may work with instructors to arrange and coordinate internships without having to come on campus.

By offering an online scheduling model, students who choose to will be able to complete the same coursework at times and locations of their choosing, without being tied to a class roll or schedule on campus. Online students will still have course schedules which define the time allotted to complete coursework and online students must meet the same expectations for progress and attendance as on-campus students (online attendance will be tracked by online time and activity). The online system, along with add-on applications such as videoconferencing and desktop sharing, will track and document substantive and timely interactions between instructors and students. Online students will be given the same support and access to services (orientation, counseling, enrollment, etc.) as on-campus students. Information on policies and procedures and how to access services will be outlined in course materials. Online courses will meet all the same accreditation standards as on-campus courses in addition to the standards specific to distance education. By offering both traditional and online courses for every course in the program, students may choose to take some courses online and some on-campus or switch from the online model to the traditional model (and vice versa) at any time.

Role and Mission Fit

The Utah College of Applied Technology's mission "is to provide…market-driven career and technical education…which meets the demand by Utah employers for technically skilled workers…through competency-based education and training programs." The change to the OWATC Business Technology certificate falls squarely within this mission. A need for this training has been identified and supported by area employers.

Faculty

Instructors are required to have a minimum of six years of a combination of education and industry experience in a related field. Business Technology instructors exceed the minimum requirements. All Business Technology instructors have completed training in the use of the Canvas learning management system, and all of the salaried faculty have either already attended an annual Canvas conference or plan to attend this summer.

Student Demand

Students see the benefit and added flexibility of online courses. Some students have already been doing coursework outside of class, thereby completing sooner with less time spent in class. That's a positive outcome although it reduces membership hours and tuition revenue in a traditional open-entry/open-exit scheduling model. The online

delivery model enables the college to effectively align the student's enrollment, tuition, and instructional cost.

Employer Validation and Support

On January 28, 2015, the Business Technology Employer Advisory Team evaluated and approved this certificate outline and the plan to offer online courses. Team members present included:

Bricklie Bertagnolli – Vernon Company
Michael Fischio – Associated Food Stores
Maureen Green – IRS
Rick Kendell – Myer's Mortuary
Michael Medsker – Bank of Utah
Shelly Smith – Wayfair

Budget Requirements

This program will be funded from existing college budgets.

Resource Availability

All necessary resources are available to offer this certificate.

Similar Programs Already Offered in the USHE

Other UCAT campuses offer similar programs to serve the needs of residents in their areas, but no other UCAT campus currently offers such programs 100% online.

Attached is the certificate outline listing each course twice (once for the traditional schedule and once for the online schedule) with the exception of the Internships. Board approval to add the online (distance education) mode of delivery and change the name and length of this certificate is requested.

/jrt

H:BOARD:MEMO:2015:APPROVAL OF BUSINESS TECH CERTIFICATE

Uintah Basin Applied Technology College
Office Professional Certificate

Entrance Requirements:
Math	8.0
Language	8.0
Keyboarding	30 wpm

Program Hours: **900**   CIP:52.0401

Class Code	Class Hours	Cluster Hours	Skill Area
		Core Clusters (360 Hours Required)	
		180	**Communication & Customer Service**
BTEC 1522	60		Business Communication I
BTEC 1526	60		Business Communication II
BTEC 1531	60		Customer Service
		180	**Office Skills**
BTEC 1131	60		MS Word
BTEC 1141	60		MS Excel
BTEC 1041	60		Records Management
		Elective Clusters (540 Hours Required)	
		180	**Accounting**
ACCT 1330	60		Accounting I
ACCT 1340	60		Accounting II
ACCT 2311	60		Quickbooks
		180	**Account Mangement**
ACCT 1401	60		Tax Preparation
ACCT 1406	60		Credit Collection
ACCT 2321	60		Payroll
		180	**Graphic Design**
MDTC 1021	60		Illustrator
MDTC 1026	60		InDesign
MDTC 1031	60		Photoshop
		180	**Social Media Marketing**
MDTC 2101	60		Web Site Creation
MDTC 2201	60		Social Media and Analytics
MDTC 2531	60		Video
		180	**Apps/Cloud Computing**
BTEC 1601	60		Mobile Devices
BTEC 1606	60		Cloud Computing
BTEC 1611	60		Google Tools/Apps

Office Professional Certificate

The Office Professional program provides the skills needed to work in an office or business environment. The training combines both technical skills and the necessary soft skills to succeed as an office professional. The core of this program was designed using input from local industry across various fields.

Once a student has completed the core 360 hours, it would be up to the student, working closely with the instructor, to choose a minimum of three area clusters from the remaining 180-hour clusters to complete a 900-hour certificate.

The 180-hour clusters allow already employed individuals to receive training certification in specifically targeted areas.

This program would be taught face-to-face allowing students to progress more evenly for optimal success.

Course Descriptions

CORE

Communication and Customer Service (180 Hours)

BTEC 1522 Business Communication I (60 Hours)
Business Communication I will target basic professional communication skills. The course encompasses hard skills such as grammar, spelling, word choice, proofreading, editing, and document formatting. It will involve the more subjective aspect of actually composing documents given different circumstances, target audiences, and modes of communication. Also covered in this course are listening skills, telephone techniques, and short oral presentations.

BTEC 1526 Business Communication II (60 Hours)
Business Communication II will introduce the production of formal and informal reports and proposals. It will guide students toward implementing professionalism, becoming a team player, and conducting productive meetings. Students will also learn to create and deliver powerful presentations. This course

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: III.Q

TOPIC: Policy 206 Development – Placement Reporting

BACKGROUND

The standardization and reporting of student enrollment and completion for UCAT and its campuses have made significant progress since the Board of Trustees approved Policy 205 in June 2014. The metrics established in the policy are being used for internal evaluation and planning and for legislative accountability, and are being considered in the development of performance-based funding models and other reporting.

With the improvements in enrollment and completion reporting, and with placement now being considered as an element for performance-based funding and other reporting, a need has been identified to provide similar standardization in placement reporting. Campuses have been reporting positive placement outcomes for their certificate programs in their annual accreditation reporting to the Council on Occupational Education (COE) for many years. System-wide placement reporting standards would improve consistency between campuses' application of COE placement provisions and would consider placement-related outcomes for other students in addition to those enrolled in accredited certificate programs.

The Office of the UCAT President is undertaking development of a new placement reporting policy similar to what Policy 205 provided for enrollment and completion reporting. The new policy, to be numbered Policy 206, will be developed in consultation with the campus presidents and their administrative staffs, and will be targeted for approval by the Board of Trustees in its September 2015 meeting to be effective for the full Fiscal Year 2016.

FISCAL IMPACT
None.

RECOMMENDATIONS
Information/discussion only.

Attachments:
Policy 206 Considerations for Development (Placement Reporting)

Utah College of Applied Technology
Considerations for Policy Development
Policy 206 – Placement Reporting

Purpose: To specify criteria, definitions, processes, data collection, and reporting for student placement outcomes at UCAT campuses and for the UCAT system.

Target Approval Date: September 2015 Board of Trustees Meeting.

Effective Date: to be effective July 1, 2015, for full fiscal year. Most placement occurs later in the fiscal year, and any follow-up tracking needed beyond normal COE tracking for the first 2-3 months can be accomplished after the policy is approved.

Elements for Consideration

1. Council on Occupational Education (COE) placement definitions and reporting requirements.

2. Possible/appropriate placement outcomes to be considered for certificate-seeking students: employment, additional education, military, voluntary service, other; part-time/full-time, relatedness, retention; etc.

3. Accounting for students considered "not available for placement" in the COE process.

4. Possible placement outcomes for occupational upgrade students: documentation of employment status upon enrollment, assumption or documentation of employment after completion, skill attainment.

5. Possible relevant outcomes for "other postsecondary" students (Job Re-entry, Campus-Credential-Seeking, Basic Skills, Senior Citizen Audit, Personal Interest, Incarcerated): identify as excluded from placement rates, or identify appropriate outcomes for each group and how to document.

6. Possible relevant outcomes for secondary students: high school graduation, employment (part-time, full-time, related?), UCAT certificate attainment, additional education, military, voluntary service, etc.

7. Methods and cost/benefit of documenting various placement outcomes (documentation of each student vs. sampling, etc.).

8. Calculation of placement rates: what to include, exclude, identify for different enrollment or outcome categories.

9. Other considerations to be identified.

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: III.R

TOPIC: Developing Joint Education Meeting, September 2015

BACKGROUND

A recent meeting was held between Legislature and Education leaders to discuss a possible Joint Education Meeting in September. As indicated in the accompanying email from Benjamin Leishman of the Legislative Fiscal Analyst Office, this is an effort to re-schedule the Joint Education Meeting that was canceled last fall.

Current dates being considered are September 2-4 (W,Th,F) or September 24-25 (Th,F) in Cedar City.

UCAT's September meeting is scheduled for the 17th in Lehi. As the Joint Education Meeting information becomes more finalized, it is possible that the Trustees might consider holding the currently scheduled September 17th meeting at SWATC on a date that coordinates with the Joint Education meeting.

Information Only

Attachment:

Email from Benjamin Leishman, Joint Education Planning

Joint Education Meeting Planning

Benjamin Leishman <bleishman@le.utah.gov>   Tue, Jun 2, 2015 at 8:49 AM
To: Allyson Goldstein <agoldstein@le.utah.gov>, Ann Millner <amillner@le.utah.gov>, Benjamin Leishman <bleishman@le.utah.gov>, Brad Last <blast@le.utah.gov>, "Brems, Robert" <rbrems@ucat.edu>, Dave Crandall <crandall@xmission.com>, Dave Buhler <dbuhler@ushe.edu>, Howard Stephenson <hstephenson@le.utah.gov>, Jennifer Johnson <jj@jenniferajohnson.com>, Jon Stanard <jstanard@le.utah.gov>, Keith Grover <keithgrover@le.utah.gov>, Mike Kennedy <mikekennedy@le.utah.gov>, "sjenkins@ushe.edu" <sjenkins@ushe.edu>, "Smith, Brad C." <Brad.Smith@schools.utah.gov>, "Spencer C. Pratt" <spratt@le.utah.gov>, Steve Eliason <seliason@le.utah.gov>, Steve Urquhart <surquhart@le.utah.gov>, Sydnee Dickson <sydnee.dickson@schools.utah.gov>, Tami Pyfer <tpyfer@utah.gov>, "Thomas, David" <dthomas@summitcounty.org>, Tiffany Stanley <tiffanystanley@le.utah.gov>, "Tom Bingham (tom@umaweb.org)" <tom@umaweb.org>, "V. Lowry Snow (vlsnow@le.utah.gov)" <IMCEAEX-_o=ExchangeLabs_ou=Exchange+20Administrative+20Group+20+28FYDIBOHF23SPDLT+29_cn=Recipients_cn=36fbb466980d4bf78b212e8effbe2e1f-vlsnow@namprd07.prod.outlook.com>, Victoria Ashby <victoriaashby@le.utah.gov>

Good Morning,

Many were not able to attend the first planning session for the Joint Education Meeting held on May 20, 2015. This is an effort to re-schedule the joint education meeting canceled last fall. The following is a summary of this meeting and some information on how we will proceed in the planning process.

Members in attendance selected two potential date ranges for the meeting: September 2-4 (Wed/Thurs/Fri) or September 24-25 (Thurs/Fri). The preferred meeting location is at SUU in Cedar City but we still need to confirm availability with SUU.

The meeting will be held over two days, with potentially 3-4 segments:

1. Legislative Committees & State Board of Education

2. Legislative Committees & State Board of Regents

3. Legislative Committees & UCAT Board of Trustees

4. Joint Meeting of All Groups

The following concepts for the meeting were discussed:

- There was general understanding that this joint meeting should focus on finding solutions to issue, not developing them. There was interest in using preceding Education Interim, Charter School Taskforce, and Appropriation Subcommittee meetings to develop issues prior to this meeting.

- During the combined session, generally over lunch, Senator Stephenson recommended two potential keynote speakers:

    o Marc Tucker – National Center on Education & the Economy — Since 1988, NCEE has been researching the world's best performing education systems to unlock their secrets. We focus on their standards, instructional systems and assessment designs. We look at the way they govern, finance and organize their systems. We use this information to provide groundbreaking designs for high performance education systems at the national, state and local levels. For much better student performance. For all of our students.

    Marc as done extensive work evaluating the education systems of high performing countries on the PISA. He created the Commission on the Skills of the American Workforce and co-authored its report, America's Choice: high skills or low wages!, which called for a new high school leaving a certificate based on standards; currently has an appointment as a Visiting Distinguished Fellow at the Harvard Graduate School of Education. He is willing to work with Utah in developing a "Gap Analysis" of our education system strengths and weaknesses and develop a plan for elevating education outcomes based on the data.

    o Tom Vander Ark – author of Getting Smart: How Digital Learning is Changing the World and Smart Cities That Work for Everyone: 7 Keys to Education & Employment. He is CEO of Getting Smart, an education advocacy firm and a partner in Learn Capital, an education venture capital firm investing in edtech startups. Previously he served as the first Executive Director of Education for the Bill & Melinda Gates Foundation. Tom served as a public school superintendent in Washington State and has extensive private sector experience

As an expert in education reform Tom is aware of Utah's leadership in Digital Learning and would like to assist in our pioneering efforts to transition from SAGE high-stakes end-of-level testing to a competency-based education model. (The group preferred this option)

- Other potential discussion topics:

    o Straighter Line – Competency-based education model for general education courses in higher education. Provide content only. Requires institutions to acknowledge competencies with credit.

    o Post-secondary Preparation

    o Teacher Preparation – Have a more active role of K-12 education in the design of teacher preparation programs, ability to have do-not hire lists for non-conforming programs, etc.

    o UCAT Items (Brems) – Mastery Learning, enhancing the ability for students going to charter schools, home schools, and private schools to participate in programs, developing more early or late programs to attract high school students, Board of Regents policy change and articulation agreements, Newmont University model.

    o Legislature/School Board Relationship (Kennedy) – How do we work better with the State School Board? How do we make it easier to interact?

    o Topics should focus on the integration of the entire education system. (Last)

    o Strategic Planning (Karras) – Discuss preliminary efforts in developing a statewide strategic plan for education. Hear progress reports from the three systems.

    o Higher Education Issues (Urquhart) – Performance-based funding update, engineering programs, how to fund buildings in higher education, math competency (Sen. Millner's bill).

- Others?

We are looking into ways to start an online discussion forum as a way to continue planning. Once we find the best method to do this, you will be invited by e-mail to join the forum.

Please let me know if you have any questions or suggestions.

Thanks,

Ben

R. Benjamin Leishman

Fiscal Analyst, Public Education

Office of the Legislative Fiscal Analyst

House Building, Suite W310

Salt Lake City, Utah 84114

Phone: (801) 538-1034

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: III.S

TOPIC: Utah Statewide Education Plan Development Strategy

BACKGROUND

President Brems and MATC Campus President Clay Christensen serve on Governor Herbert's Education Excellence Commission where a new statewide education strategic planning effort is developing. The new Plan will update the previous Vision Utah Plan which established the 66% by 2020 goal.

The vision statement for the new plan is:

> **"Utah invests in the long-term prosperity of our residents, our health and well-being, and our economic future through education. Utah promotes a stable and sustainable system of education from early childhood through adulthood to enrich the life experiences, civic engagement, and opportunities of all Utahns."**

While the emphasis on reaching 66% by 2020 will be continued, the new plan will focus on eight strategic plan framework "anchors" (see attached documentation.) UCAT and the eight campuses through their respective boards have been asked to develop complementary strategic plans that will utilize the eight anchors to increase student achievement, access and completion. Educator, administrator and staff effectiveness will also be addressed along with assessment of funding and resource needs necessary to maximize identified outcomes.

UCAT will have the opportunity to articulate how we respond to state and local economic needs, supply necessary workers and meet changing requirements for a skilled workforce. UCAT will also be asked to establish or enhance partnerships with other education agencies, non-profit organizations, communities, business and industry, and families with a report of outcomes to all stakeholders.

A preliminary discussion has been held in the UCAT President's Cabinet and work is beginning at the campus and system levels.

RECOMMENDATIONS

Information Only for the benefit of the Board of Trustees

UCAT and campus boards of directors will need to take action to begin development of individual plans that will be included in Governor Herbert's Utah Statewide Education Plan.
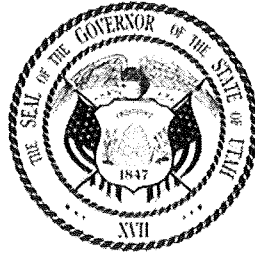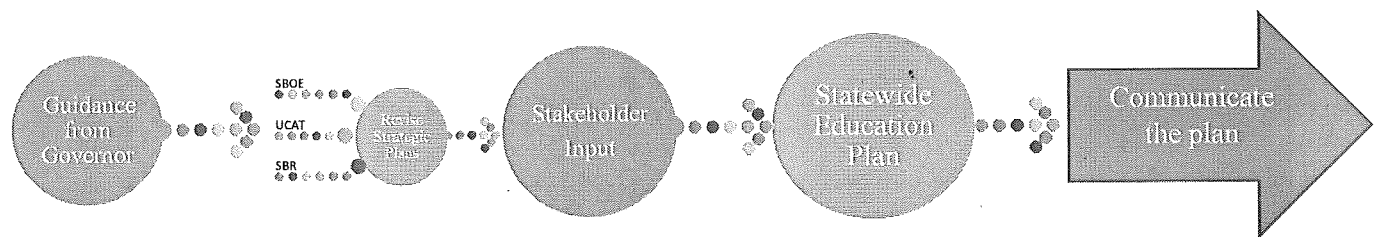
UCAT

UTAH STATEWIDE EDUCATION PLAN DEVELOPMENT STRATEGY

Introduction

Utah recognizes the need for a strong education system. In particular, Utah understands that education, from early childhood through adulthood, is a critical component of a prosperous state and a robust economy. Following the work of the Governor's Education Excellence Commission and the valuable work of other interested stakeholders and groups who have focused attention on education, the Governor now seeks to facilitate the collaboration and further unite efforts between the State Board of Education (SBOE) with the Utah State Office of Education (USOE), the Utah College of Applied Technology (UCAT) Board of Trustees and Presidents, and the State Board of Regents (SBR) with the Utah System of Higher Education (USHE), and other stakeholders to create a statewide education plan[i].

This document provides information from Governor Herbert regarding a) a vision statement for education in the state, and b) guiding principles and a strategic framework for plans aimed at enhancing education in Utah (See Figure 2). Figure 1 illustrates a proposed process for informing the Statewide Education Plan as well as communicating and building support for the plan once it is drafted.

Figure 1: Process for the Statewide Education Plan

Each of the agencies and their Boards will address and incorporate each of the eight anchors into their strategic plans. The Governor will proceed with the creation of the Statewide Education Plan. Each of the revised or new plans will function independently, and the plans will also function interdependently. The Statewide Education Plan will include input from other entities such as GOMB, executive branch agencies, or other interested groups to inform the plan. This strategy will ensure coverage of each anchor, provide some degrees of freedom and flexibility for each entity (i.e., state agency and Governor), demonstrate responsiveness on part of the Governor's office to those who are either identified as responsible parties, stakeholders, or have other reasons to be engaged, and ensure momentum and movement forward with each group completing their particular part.

The statewide plan will encompass issues from pre-kindergarten through graduate education, with an important place for every student equally. Increasing the knowledge, skills, diplomas, certificates, and degrees for every student benefits those individuals as well as the state.

Figure 2. Vision, Guiding Principles, and Strategic Plan Framework

Vision Statement

Utah invests in the long-term prosperity of our residents, our health and well-being, and our economic future through education. Utah promotes a stable and sustainable system of education from early childhood through adulthood to enrich the life experiences, civic engagement, and opportunities of all Utahns.

Guiding Principles

- Provide Actionable Strategies and Tactics
- Provide Measureable and Achievable Outcomes
- Provide Accountability and Transparency
- Ensure and Maximize Adequate Resources
- Ensure Opportunities for Every Student, - Including Underserved Students
- Seamlessly Align Pre-K-16+
- Build Support for Education

Strategic Plan Framework

Anchors

Anchor 1: Increase Content Proficiency and Achievement for all Students

Anchor 2: Expand Access, Participation, and Completion

Anchor 3: Enhance Educator Preparation and Professional Practice

Anchor 4: Identify and Target Resources to Maximize Outcomes

Anchor 5: Meet Critical Economic and Employer Needs

Anchor 6: Enhance Partnerships

Anchor 7: Adopt Innovative and Evidence-Based Practices

Anchor 8: Enhance Outcome Reporting

Vision

Utah invests in the long-term prosperity of our residents, our health and well-being, and our economic future through education. Utah promotes a stable and sustainable system of education from early childhood through adulthood to enrich the life experiences, civic engagement, and opportunities of all Utahns.

Guiding Principles

The following principles are provided to guide the planning, development, and implementation of the state education plan and each education entity's strategic plan.

- Provide Actionable Strategies and Tactics
- Provide Measurable and Achievable Outcomes (Short- and Long-Term)
- Provide Accountability and Transparency
- Ensure and Maximize Adequate Resources
- Ensure Opportunities for Every Student, Including Underserved Students
- Seamlessly Align Pre-K-16+
- Build Support for Education

Education Strategic Plan Framework

Education leaders and stakeholders across Utah have engaged in many valuable efforts that resulted in multiple existing plans. Many of these plans articulate goals, visions, and strategies to improve education for Utahns, including addressing areas from early childhood through adulthood. In an analysis of these existing education plans, many themes emerged.

The following Strategic Plan Framework was informed by analysis of the previous plans and consideration of the vision to achieve a prosperous Utah through education. The Strategic Framework provides eight elements. These elements serve as anchors for the State's Education Plan and are intended to guide how Utah focuses its efforts to support education. Also, these anchors are intended to guide revisions of state agency strategic plans.

Anchor 1: Increase Content Proficiency and Achievement for Every Student

To meaningfully progress through the education system, it is imperative that students are proficient in the academic content before advancing to the next level. Education stakeholders should ensure that elementary, secondary, and postsecondary students are learning and mastering content. There is intent to ensure that individuals are ready for postsecondary education and careers. This is frequently measured by proficiency in reading during the early grades, proficiency in fundamentals of mathematics, achieving benchmarks on standardized tests, obtaining licensure or certifications for occupations, or earning a degree.

Articulate how your Board will increase student achievement and content proficiency.

Anchor 2: Expand Access, Participation, and Completion

Utah needs to expand access, participation, and completion in public and postsecondary education to reach education goals, particularly to populations that have been underserved in the past. This need exists across the entire education pipeline from enrolling in high-quality pre-

school and kindergarten programs, encouraging students through high school graduation, and emphasizing postsecondary enrollment, to supporting postsecondary completion.

Articulate how your Board will expand opportunities for access, participation, and completion from early childhood through postsecondary education.

Anchor 3: Enhance Educator Preparation and Professional Practice

Students can succeed when teachers, professors, administrators, and other education leaders are adequately trained and effective in their profession, complete timely and relevant professional development, are adequately compensated, and sufficiently evaluated. Across the system, stakeholders need to support professional development opportunities including professional learning communities, teacher endorsements, performance rewards, research support, and competitive compensation that create opportunities to develop better teachers, administrators, scholars, and researchers.

Articulate how your Board will increase the effectiveness of educators, administrators, and staff who support education.

Anchor 4: Identify and Target Resources to Maximize Outcomes

Stakeholders agree that Utah should address funding in both public and postsecondary education. With limited resources available, it is important to accurately identify where resources are needed most. Consistently there are calls to use resources in efficient ways that ensure a return on investment. By identifying high-priority funding needs and other resource needs such as human capital, facilities, equipment, and other infrastructure necessary to impact educational progress, education entities demonstrate that there is a thoughtful plan for using existing resources as well as any additional resources. There are opportunities to consider new and alternative ways of increasing resources, including increasing efficiencies and redirecting resources. It is important for any increased funding to education to be shown to be a prudent use of resources, including that funding may be tied specifically to performance measures or outcomes.

Articulate your boards' funding and resource needs, how these funding needs may be met, and how your Board will target and efficiently use resources to maximize identified outcomes.

Anchor 5: Meet Critical Economic and Employer Needs

The public education system has a critical role to play in preparing students to succeed in postsecondary education, their careers and the workplace, and in their communities. Part of the mission of postsecondary institutions and the mission of career and technical education programs at all levels is to offer academic and technical programs that respond to local and state economic needs. Engaging with local business and industry leaders to identify current and future workforce needs is essential to creating an education system that serves the entire state, but also local communities.

Articulate how your Board will respond to state and local economic needs, supply necessary workers, and meet changing requirements of a skilled workforce.

Anchor 6: Enhance Partnerships

Building effective partnerships is essential to building a successful education system in Utah. Expanding partnerships with parents, communities, business and industry leaders, community-based organizations, and especially among education agencies in Utah should be a high priority for education stakeholders in Utah. Partnerships are often created and maintained to achieve goals that are important to all of the partners involved.

Articulate how your Board will establish or enhance partnerships with other education agencies, non-profit organizations, communities, business and industry, and families.

Anchor 7: Adopt Innovative and Evidence-Based Practices

The twenty-first century has opened new opportunities and technologies for innovative education practices, some with positive results demonstrated through research. It is clear to Utah education stakeholders that schools and campuses need to engage in innovative practices to deliver education and rely on research and evidence-based practices to ensure that resources are used most efficiently. Computer technology is frequently identified as a potential innovative practice, but other practices may include flipped classrooms, top-notch academic advising, and employer-supported training programs.

Articulate how your board will adopt innovative and evidence-based practices.

Anchor 8: Enhance Outcome Reporting

It is essential to monitor the progress of educational achievements so that stakeholders may identify potential opportunities for improvement. It is equally important to share this information widely with students, parents, teachers and faculty, campus leaders and staff, policymakers and the public. Articulating clear, measurable goals and reporting progress towards them in way that is easy to understand and access may include the use of websites, frequent reporting at fixed times, and transparency in detail of data.

Articulate how your board will report outcomes to all stakeholders.

UTAH EDUCATION
POLICY CENTER
THE UNIVERSITY OF UTAH

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[i] This document was prepared by the Utah Education Policy Center under the direction of the Governor's Office and an Executive Committee of the Governor's Education Excellence Commission. The Utah Education Policy Center (UEPC) is an independent, non-partisan University of Utah research center in the College of Education that bridges research, policy, and practice for Utah public schools and higher education. The UEPC seeks to inform and influence educational policy in Utah and the region to increase educational equity, excellence, access, and opportunities for all children and adults in Utah.

UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: III.U

TOPIC: Dr. James Franklin Allen Donation

<u>BACKGROUND</u>

Dr. James Allen, husband of former UCAT Board of Trustees member Dixie Allen passed away on May 9, 2015. In lieu of flowers, the Allen family requested donations to the James Franklin Allen scholarship fund through America First Credit Union.

UCAT Administration on behalf of the UCAT Board of Trustees, administration and the eight campuses made a $100 donation to that fund.

Former Trustee Allen thanks everyone for their expressions of support and sympathy during this difficult time.

Attachments:
Dr. James Allen Obituary and photo

UCAT

BLACKBURN
VERNAL MORTUARY
& CREMATION

435.789.2611

HOME   HELPFUL LINKS   CASKETS   FORMS   CONTACT US

Dr. James Allen
February 26, 1943 ~ May 9, 2015

Dearest Friends, Family and Community Members: It is with great sadness that we announce the passing of Dr. James Franklin Allen. He ultimately lost his battle with cancer on May 9th, 2015 after fighting bravely for a year. "Doc" was bigger than life, one of a kind....a truly brilliant man. He was a wonderful husband to his wife "Dixie Lee" and a loving father to his four children Cassie, Brandi, Cricket and KayDee. "Doc" was a very involved community member and gave much of his life to his patients in the way of being an amazing surgeon and caretaker. He was a true cowboy and lived his life to the fullest. No one will ever be able to fill his boots. He is survived by wife Dixie, his children and 11 grandchildren. In addition, he is survived by his siblings Charles Allen, John Allen and Margaret Allen. "Doc" was born in Parker, Arizona in 1943 to Mabel and Charles F. Allen. He later moved to Prescott with his family and then on to Ft. Duchesne when he was in high school. He graduated from Union High and met his lovely wife while working as a life guard at the Roosevelt public pool. Dixie and "Doc"moved to Logan where he attended college as a pre-med student. He later did his residency at Virginia Mason Hospital in Seattle, Washington where he brought his first daughter, Cassie, into the world. He graduated from University of Utah Medical School in 1969. Jim and Dixie later moved back to Ft. Duchesne in 1970 where their second daughter, Brandi, was born. He worked there as the Ute tribal physician until they moved to Vernal and set up his private practice in 1973. His son Cricket was born in 1974 and his last daughter KayDee was born in 1978. He worked as a very talented physician and surgeon for 40 years until his retirement in 2009. Dr. Allen was involved in many community organizations including the Vernal Area Chamber of Commerce, the Vernal Rotary, the Dinosaur Roundup Rodeo Committee, the rural education committee along with countless other endeavors. He received so many awards in his lifetime, there are too many to name. In addition, he played an integral part in the evolution of the local hospital. The staff, doctors and nurses all respected and loved Dr. Allen very much. "Doc" was known for delivering babies with boots on and many other antics like x-raying a horse at the local hospital. His endless energy bled out into the community in many ways. His great love and pass time was ranching, however. He will always be the eternal cowboy. He spent countless hours working cows, breaking horses, nursing sick animals, roping and rodeoing. The number of rodeo trips and rodeo hamburgers his kids endured were never-ending. It was a family affair and eventually all of his trips became known as "Winnie the Pooh" adventures; we would start on a journey in the morning but never knew where we would end up that night. His other pass times were reading and watching a good movie (usually a western). Even as a young child, Roy Rogers was one of his idols on the silver screen. His aspirations to be "Roy Rogers" led Jim on many adventures in his lifetime. Many were dangerous and risky. In the end, he left with less fingers, steel parts in his body and too many broken bones to count. He used up his nine lives a million times over, but he knew how to live!!! We hope you will join us for an open house memorial in honor of his amazing life. It will be held at the Western Park on Wednesday the 13th of May from 2 to 4pm. In lieu of flowers, we ask that you donate to a scholarship fund in his name at Mountain America Credit Union. We thank all who gave such kind words and support through this trying time. A beautiful life for a beautiful man.. Arrangements are under the direction of Blackburn Vernal Mortuary. www.blackburnvernalmortuary.com

COMMENT

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UTAH COLLEGE OF APPLIED TECHNOLOGY

AGENDA ITEM

UCAT BOARD OF TRUSTEES
11 June 2015

ITEM: III. V

TOPIC: Office of the UCAT President Budget Report

BACKGROUND

Per UCAT policy 555.3.6, *"A report, detailing revenue and expenditures for all budget categories, shall be presented to the Board of Trustees in all regular meetings of the Board."* The attachments include a report detailing appropriated revenues and expenditures by category for the Office of the President for the current fiscal year through May 31, 2014 as well as check and credit card registers for Mar - May 2015.

RECOMMENDATIONS

Information/discussion only

Attachments:
Check/Disbursement register
Budget progress report

UCAT

Utah College of Applied Technology
Check Register
March through May 2015

Type	Date	Num	Name	Amount
EFT	03/03/2015	EFT	Wells Fargo Card - Kristin	-3,615.65
EFT	03/03/2015	EFT	Wells Fargo Card - Tyler	-4,307.22
EFT	03/03/2015	EFT	Wells Fargo Card - Rob	-11,743.23
Check	03/05/2015	10839	AMPCO System Parking	-4.00
Check	03/05/2015	10840	Apple Spice Junction	-565.34
Check	03/05/2015	10841	Automated Business Products	-251.84
Check	03/05/2015	10842	Brian Florang	-139.00
Check	03/05/2015	10843	Fuelman	-391.79
Check	03/05/2015	10844	IC Group	-5,037.00
Check	03/05/2015	10845	Jordan Rushton	-192.15
Check	03/05/2015	10846	Kristin Smith	-43.05
Check	03/05/2015	10847	Law Office of Susan Gao	-1,500.00
Check	03/05/2015	10848	Michael Madsen	-125.00
Check	03/05/2015	10849	Mike Angus	-251.60
Check	03/05/2015	10850	Mindi Ward	-157.20
Check	03/05/2015	10851	Rory Wallwork	-3,104.50
Check	03/05/2015	10852	Steve Moore	-57.00
Check	03/05/2015	10853	Tyler Brinkerhoff	-148.00
Check	03/05/2015	10854	Utah Dept of Admin Services	-227.88
Check	03/05/2015	10855	Woodever-U-Want	-3,656.00
Check	03/05/2015	10856	Zachary Barrus	-39.00
Check	03/12/2015	10857	Ken Garff Ford	-39,249.34
EFT	03/31/2015	EFT	Wells Fargo Card - Kristin	-1,881.83
EFT	03/31/2015	EFT	Wells Fargo Card - Tyler	-378.35
EFT	03/31/2015	EFT	Wells Fargo Card - Rob	-265.50
EFT	03/31/2015	EFT	Wells Fargo Card - Jared	-119.20
Check	04/03/2015	10858	Barbara Corry	-228.00
Check	04/03/2015	10859	BATC	-1,453.78
Check	04/03/2015	10860	DATC	-1,262.50
Check	04/03/2015	10861	Fluid Studio	-50,000.00
Check	04/03/2015	10862	Fuelman	-431.01
Check	04/03/2015	10863	IC Group	-311.00
Check	04/03/2015	10864	MATC	-232,116.65
Check	04/03/2015	10865	Michael Madsen	-147.00
Check	04/03/2015	10866	OWATC	-1,262.50
Check	04/03/2015	10867	Steve Moore	-80.60
Check	04/03/2015	10868	SWATC	-1,262.50
Check	04/03/2015	10869	Tom Bingham	-19.20
Check	04/03/2015	10870	Utah Dept of Admin Services	-23,886.09
Check	04/03/2015	10871	Utah Labor Community Services	-500.00
Check	04/03/2015	10872	Utah Manufacturers Association	-306.25
Check	04/24/2015	10873	Automated Business Products	-99.04

Utah College of Applied Technology
Check Register
March through May 2015

Type	Date	Num	Name	Amount
Check	04/24/2015	10874	BATC	-141,000.00
Check	04/24/2015	10875	DATC	-143,025.00
Check	04/24/2015	10876	DXATC	-113,131.01
Check	04/24/2015	10877	Fuelman	-208.69
Check	04/24/2015	10878	MATC	-155,194.35
Check	04/24/2015	10879	OWATC	-144,825.00
Check	04/24/2015	10880	Snow College	-62,500.00
Check	04/24/2015	10881	SWATC	-90,234.89
Check	04/24/2015	10882	TATC	-69,075.00
Check	04/24/2015	10883	Tyler Brinkerhoff	-31.95
Check	04/24/2015	10884	UBATC	-144,786.25
Check	04/24/2015	10885	USU Eastern	-56,250.00
Check	04/27/2015	10886	Le Bus	-1,035.00
EFT	04/30/2015	EFT	Wells Fargo Card - Kristin	-2,183.11
EFT	04/30/2015	EFT	Wells Fargo Card - Tyler	-2,055.44
EFT	04/30/2015	EFT	Wells Fargo Card - Rob	-824.18
Check	05/27/2015	10887	Automated Business Products	-60.17
Check	05/27/2015	10888	BATC	-60,693.45
Check	05/27/2015	10889	Eide Bailly	-7,000.00
Check	05/27/2015	10890	Fluid Studio	-900.00
Check	05/27/2015	10891	Fuelman	-448.51
Check	05/27/2015	10892	Glen Ricks Photography Inc	-185.00
Check	05/27/2015	10893	Hansen Landscaping, LLC	-18,841.00
Check	05/27/2015	10894	Quill Corporation	-102.95
Check	05/27/2015	10895	Sam Rogers, MEG	-60.00
Check	05/27/2015	10896	Utah Business Magazine	-2,500.00
Check	05/27/2015	10897	Wilkins Bus Lines. Inc.	-1,100.00

Utah College of Applied Technology
Office of the President
Fiscal Year 2015 Office Budget as of 5/31/15

Revenue

	Budgeted	Year to Date	%
UCAT Administration Ongoing Appropriation	1,841,500	1,841,500	100.0%
Equipment Appropriation	561,100	561,100	100.0%
Custom Fit Appropriation	3,159,200	3,159,200	100.0%
One-time Marketing/Messaging Fund	200,000	200,000	100.0%
One-time Disabled Scholarship Fund	100,000	100,000	100.0%
Perkins Leadership Fund for Professional Development	25,000	25,000	100.0%
Campus Support for Northstar	170,000	170,000	100.0%
Equipment Flow Through to Campuses	(551,500)	(551,500)	100.0%
Custom Fit Flow Through to Campuses	(3,150,000)	(3,150,000)	100.0%
Admin Line Item to Campuses	(400,000)	(400,000)	100.0%
Total State Budget for President's Office	1,955,300	1,955,300	100.0%

Expenditures

Salaries, Payroll Tax & Benefits	1,259,790	1,051,021	83.4%
Building Occupancy Costs	135,000	104,539	77.4%
Internal Auditing	30,000	7,000	23.3%
Professional Development Conference	40,000	28,647	71.6%
Equipment Purchases	20,000	5,405	27.0%
Employee Travel	15,000	6,295	42.0%
Board Meetings	11,500	4,925	42.8%
UCAT System Meetings	12,500	8,724	69.8%
Marketing	220,000	199,915	90.9%
Automobile Expenses	13,000	6,960	53.5%
Annual Report	7,500	6,456	86.1%
Supplies & Misc. Expenses	48,200	38,763	80.4%
Memberships	13,000	12,200	93.8%
Scholarships for Disabled (one-time)	100,000	100,000	100.0%
Unallocated	29,810	-	0.0%
Total Expenditures	1,955,300	1,580,850	80.8%