BOARD OF TRUSTEES MEETING | AGENDA

October 30, 2018 | 8:00 am – 1:00 pm

Little America Hotel, Casper Room
500 South Main St., Salt Lake City, UT 84101
801-341-6000

8:31 a.m.	Welcome and call to order	Chair Evans
8:33 a.m.	Pledge of Allegiance	Trustee Jensen
8:34 a.m.	Roll Call	Chair Evans

CONSENT ITEMS:

A. Oath of Office for new appointed Board of Trustees Member — Chair Evans

B. Approval of Utah System of Technical Colleges FY2018 Annual Report ITEM B — Commissioner Bouwhuis

INFORMATION ITEM:

1. Reassignment Davis Technical College Board of Directors for Davis Technical College interviews for College President — Commissioner Bouwhuis

CLOSED SESSION:

Roll Call — Chair Evans

C. Review of Commissioner of Technical Education Final Candidates and discussion — Chair Evans

The Board may elect to go into closed session which will not be open to the public, pursuant to Utah Code Title 52, Chapter 4, Sections 204, 205 and 206.

OPEN SESSION:

D. Possible appointment of Commissioner of Technical Education (subject to Governor Approval and Senate consent) — Chair Evans

ADJOURNMENT:

Roll Call — Chair Evans

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 Trustees members only by prior arrangement with the Board secretary. The Utah System of Technical Colleges shall be the anchor location for public attendance.

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Utah System of Technical Colleges

2018 Annual Report

(October Release)

310 South Main Street, Suite 1250, Salt Lake City, UT 84101

Commissioner's Message

The Utah System of Technical Colleges is committed to serving Utah's employers, through supplying a skilled labor force or providing specific and customized training for employees. Engagement with industry partners is vital to all that we do. From our shortest programs lasting a few weeks to our longest spanning almost two years, every technical college program is guided by an occupational advisory committee that reviews outcomes, inspects equipment, and guides curricula to meet local employer needs. We are ever grateful to these professionals for their continuing support of our colleges and our students.

We are likewise committed to serving students. Through low-cost tuition for adults and no-cost tuition for secondary students, we are committed to helping *all* students grow professionally. Career and technical education (CTE) offers students an opportunity to follow their passions into highly demanded and well-paying careers. Our commitment to mission is to help all students succeed in assuring economic stability and prosperity for themselves and their families.

In late 2017 Governor Gary Herbert declared 2018 the "Year of Technical Education" in recognition of the critical role that CTE plays in Utah's economy. CTE provides nurses to staff our hospitals, craftsmen and women to build our homes and businesses, inspectors to assure the safety of our airplanes, software developers to support today's interconnected world, truck drivers to keep our store shelves stocked, and countless other positions that contribute daily to our quality of life. It is my hope that as you study this report, you too will understand the inestimable impact that CTE, and the Utah System of Technical Colleges in particular, have on Utah's economy.

Jared A. Haines
Interim Commissioner of Technical Education

Contents

Utah System of Technical Colleges FY 2018 Recap

The Utah System of Technical Colleges made significant progress in FY 2018, well positioning our system and each technical college for FY 2019 and beyond. The following sections describe major accomplishments.

Year of Technical Education

Governor Gary R. Herbert declared 2018 "the Year of Technical Education for Utah". The Utah System of Technical Colleges leads in joint efforts with the Governor's Office, Utah's education systems, Talent Ready Utah partners, and industry to roll out a year of regional "town hall" events and media messaging highlighting the opportunities and value of technical education throughout the education-to-career pathway statewide.

Regional events are drawing and engaging thousands of employers, high school students, parents, community members, and education providers. A statewide messaging campaign is expected to launch in November 2018, with funding provided by a Talent Ready Utah grant and from technical education partners. Project objectives are to increase enrollment in high-wage, high-demand programs, increase the trained workforce, enhance awareness about the importance and relevance of technical careers, improve perceptions of technical education, and enhance partnership between education stakeholders.

Governance Modifications

In the 2018 General Session, the Utah State Legislature passed House Bill 300, "Higher Education Modifications". For local technical college boards of directors, H.B. 300 clarified the roles of the local boards and the USTC Board of Trustees in relation to college presidents. It amended the membership of local boards with respect to business and industry representatives, provided for board appointments by the Governor with Senate consent, and set term limits of two four-year terms. Local college boards are implementing these changes, and the first local board appointments were confirmed by the Senate in October 2018.

H.B. 300 also created a Higher Education Strategic Planning Commission, charged with developing a strategic plan aimed at meeting the future challenges of the state system of higher education. USTC will play a key role in developing the strategic plan through its two trustees, Commissioner of Technical Education, and two technical college presidents appointed as members of the Commission. USTC will provide important information, advisement, and support to the Commission, particularly with respect to technical education. The Commission has engaged a consulting firm to research and provide data regarding the landscape of higher education and will provide a plan and recommendations to the state by November 2019.

FY 2019 Budget

The Utah State Legislature, in its 2018 General Session, provided significant support for the growth of technical colleges by appropriating $80.32 million in new funding for FY 2019. The funding includes buildings for Davis and Mountainland Technical Colleges, employer-driven program expansion, equipment, student support, performance-based funding, strategic workforce investments, and a new scholarship program.

Policy and Software Use Standardization

Beginning in early 2017, the Commissioner of Technical Education and the technical college presidents began work to align system policy with that of the colleges' accrediting body, to clarify data reporting procedures and summary results, and to ensure consistent utilization of policy definitions and student information system capabilities. This work resulted in numerous policy changes approved by the Board of Trustees in May 2017.

This initiative has continued over the past year, as additional areas of inconsistency have been identified and ameliorated. Differences in reporting to the Council on Occupational Education and data coding in student information systems have been examined, best practices determined, and necessary procedural changes adopted. In addition to this work, revisions to USTC policies have been approved and implemented. These continuous and ongoing improvements are enhancing the usefulness and integrity of college data systems and reporting.

UTech Scholarship

The Utah State Legislature, with passage of House Bill 437, "Career and Technical Education Scholarships", created a new scholarship program encouraging and assisting graduating high school students to earn high-demand certificates, and provided $800,000 in ongoing funds. The USTC Board of Trustees created Utah Administrative Rule R945-1 detailing the parameters of what was named the UTech Scholarship, and the technical colleges are developing and implementing procedures for awarding scholarships.

The new scholarship program will fund high school students who have progressed in career and technical education pathways during high school to receive technical college scholarships up to seven months beyond high school graduation in high-demand programs. While the statutory language currently restricts the scholarship to a very narrow set of programs, legislators are supporting efforts to consider broadening it during the 2019 General Session to include all jobs classified by the Department of Workforce Services as 4- and 5-star jobs. When fully operational and utilized, the program would benefit some 530 students each year.

Commissioner's Office Summary

FY 2018 was a banner year for system improvements, enhanced policies, and opportunities for critical growth with program investments and the construction of two new facilities in fiscal years 2019 and 2020. Technical college graduates have never been in higher demand in Utah's heated economy. We are truly grateful for the role we play in the economy and look forward to reaching the strong performance and quality standards we have established.

Jared A. Haines
Interim Commissioner of Technical Education

Tyler Brinkerhoff
Assistant Commissioner, Finance & Administration

Zachary Barrus
Assistant Commissioner, Institutional Research

Student Enrollment and Outcomes Reports

Student Enrollment and Outcomes Reports provide a snapshot of activities and outcomes occurring at each technical college in FY 2017. As several data elements herein differ from those reported in years past, the sections that follow provide insight into how student outcomes are represented.

Student Enrollment

Student Enrollment and Outcomes Reports classify students according to their learning objectives. Students are classified as:

1. Certificate Seekers – Adult students enrolling in a certificate program approved by the Council on Occupational Education (COE), with the intent to graduate with a postsecondary certificate. Technical colleges are accountable to accreditors for these students' completion, placement, and (where applicable) licensure status.

2. Short-term Occupational Trainees – Adult students who are employed in a related field and enroll in courses/programs for short periods of time, without the intent to graduate with a certificate. These students seek training to advance in the workplace ("Job Upgrade" students), or to maintain their current employment ("Continuing Occupational Education" students).

3. Students Enrolled in Other Training – Adult students who are not employed in a related field and who enroll in courses/programs without the intent to graduate with a certificate. These students enroll to: (1) review basic math or language arts concepts necessary for success in a certificate program; (2) refresh skills necessary to re-enter the labor market after a prolonged absence; (3) satisfy personal interests unrelated to a career; or (4) take advantage of audit waivers available to senior citizens under.

4. Secondary Students – Secondary students enrolling in courses/programs largely to earn high school CTE credit, though USTC policy is clear that secondary students who fulfill all required competencies may graduate with a full postsecondary certificate, even prior to completing high school. Courses taught to secondary students must provide at least partial fulfillment of competencies required for graduation from a certificate program.

A student's classification may change multiple times during a fiscal year. For example, a student may enroll in short-term training for a few weeks, then later return as a certificate-seeker. The reports that follow count students *distinctly within each enrollment category* described above. Hence, the example student will appear twice, once as a short-term occupational trainee, and once as a certificate-seeker.

Student Outcomes

Student Enrollment and Outcomes Reports show outcomes for certificate-seeking students only. Other training at technical colleges is typically short-term and provided to students for whom placement is inapplicable. (Short-term occupational trainees are, by definition, already employed; students enrolling in other training generally do so for personal interest or remedial education; and secondary students enroll largely to obtain high school credit rather than employment.)

To maintain accreditation through the Council on Occupational Education, technical colleges must maintain a 60% completion rate, a 70% placement rate, and (where applicable) a 70% licensure rate *for each program offered.* Additionally, colleges are accountable for distinct students *within each program*; if a student completes one program and enrolls in another during the same fiscal year, the student is reported twice in the reports that follow.

Rate Calculations

Student Enrollment and Outcomes Reports walk readers through four rate calculations. Whereas universities report similar rates based on student cohorts (e.g., freshmen entering in the fall) and temporal windows (e.g., six years to complete a bachelor's degree), these factors are not considered when analyzing outcomes at technical colleges due to the open-entry/open-exit nature of our institutions and the varying lengths of programs offered. All rate calculations examine only students who leave their certificate programs through graduation or withdrawal; students still enrolled at the end of the year are excluded, regardless of how long they have previously been enrolled. Rates presented in the Student Enrollment and Outcomes Reports are stratified by program length so as not to mix shorter programs (typically having high graduation rates) with longer programs.

1. Graduation Rates – Graduation rates divide the number of graduates by the number of students who have exited programs. Graduates are those who have mastered all competencies required for and have been awarded a postsecondary certificate. Graduation rates presented herein differ from those reported annually to COE. Accreditation policies instruct colleges to exclude students from graduation rates when they withdraw from one program and immediately enroll in another (excluded from only the first program's rates), or when they are unable to earn a certificate due to illness, incarceration, death, military unit mobilization, or an official church mission. USTC includes these students in graduation rates to account for *all* certificate-seekers, regardless of their reasons for exiting.

2. Completion Rates – Completion rates divide the number of completers by the number of students who have exited programs. Completers, under COE's definition, are students who graduate or who obtain employment related to their fields of instruction consequent to their studies ("non-graduate completers"). As USTC exists to meet the needs of Utah's employers for technically skilled workers, students who are hired early consequent to their studies are counted as positive outcomes.

3. Placement Rates – Placement rates examine only students identified as completers (graduate or non-graduate) and divide the number of placed students by the sum of placed and unplaced students. Successful placement is related employment, enlistment in military service, or enrollment in another postsecondary educational program. As before, COE instructs colleges to exclude students from placement rates when they are unavailable for placement for reasons of sickness, military mobilization, church missions, etc. Also excluded are students who refuse employment (i.e., fail to keep job interviews or receive but decline a job offer) or are awaiting state licensure before they can be employed.

4. Licensure Rates – Licensure rates are calculated for programs, the resultant occupations of which require state licensure (e.g., cosmetology, practical nursing, etc.). Rates are calculated by dividing the number of students who pass a required licensure exam by the number of students who took an exam.

Table 1: Utah System of Technical Colleges, System-wide Student Enrollment and Outcomes Report, FY 2018*

Certificate-seeking Students

	(Program Length)			
	0-599 Hours	600-899 hours	900+ hours	Total
Membership Hours	377,208	582,761	2,686,721	3,646,690
Headcount				12,168
Sum of Individual Program Headcounts *(allowing enrollment in multiple programs)* †	2,836	2,437	7,393	12,666
Still Enrolled	434	984	2,931	4,349
Graduates	2,015	740	1,926	4,681
Non-graduates	387	713	2,536	3,636
Graduation Rate	84%	51%	43%	56%
Non-graduate Completers *("Early Hires")* ‡	31	280	612	923
Allowable Subtractions	36	70	567	673
Withdrew and Enrolled in Another Program	*14*	*23*	*98*	*135*
Unavailable to Earn a Credential	*22*	*47*	*469*	*538*
Completion Rate *(utilizing COE standards)*	86%	74%	65%	73%
Placed Students *(includes Non-graduate Completers)*	1,030	700	1,872	3,602
Related Employment	*760*	*628*	*1,661*	*3,049*
Military Service	*0*	*3*	*8*	*11*
Continuing Education	*270*	*69*	*203*	*542*
Allowable Subtractions	428	43	261	732
Unavailable for Employment	*32*	*8*	*93*	*133*
Refused Employment	*11*	*6*	*17*	*34*
Awaiting Licensure	*385*	*29*	*151*	*565*
Unplaced Students	588	277	405	1,270
Placement Rate *(utilizing COE standards)*	64%	72%	82%	74%
Graduates who Took a Req'd Licensure Exam	708	152	431	1,291
Graduates who Passed a Req'd Licensure Exam	686	152	431	1,269
Licensure Rate *(utilizing COE standards)*	97%	100%	100%	98%
Weighted Average Certificate Length *(hours)*				564

Secondary Students

	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	1,494,150	382,722	243,972	2,120,844
Headcount	8,624	554	207	9,385
Secondary Graduates *(program length)*	1,157	170	109	1,436
% Secondary Students Earning Certificate				15%

Postsecondary Membership Hours	**4,256,809**	**Secondary Membership Hours**	**2,120,844**
Distinct Postsecondary Headcount	**24,437**	**Distinct Secondary Headcount**	**9,385**

Short-term Occupational Training §

Job Upgrade	
Membership Hours	48,540
Headcount	421
Continuing Occupational Education	
Membership Hours	381,759
Headcount	10,237
Average Length of Training *(hours)*	40

Students Enrolled in Other Training

Membership Hours	179,821
Headcount	2,973
Basic Skills Students	*1,273*
Personal Interest Students	*1,612*
Job Re-entry Students	*50*
Senior Citizens	*38*

* The Council on Occupational Education (COE) allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are preliminary and subject to change through December 2018, when annual accreditation reports will be finalized, and data summaries updated. Some totals herein may not equal the sum of their parts due to rounding error.

† Certificate-seeking students are counted once *for each accredited program* in which they enroll. Hence, a student completing one program and enrolling in a second in the same year (e.g., completing CNA and then enrolling in EMT) is counted twice.

‡ Non-graduate completers, under direction from COE, are students who exit a program without obtaining a credential, but who obtain employment in a field related to instruction consequent to the students' studies. This also includes students leaving a program unsuccessfully but articulating to another institution of higher education, allowing students' coursework to fulfill program requirements elsewhere.

§ Job Upgrade students are currently employed in a field related to instruction and enroll in only *part* of an accredited program, with the intent to advance in the workplace. Continuing Occupational Education students are also employed but enroll in stand-alone courses with the intent to maintain employment (e.g., regular re-licensure).

Table 2: Bridgerland Technical College Student Enrollment and Outcomes Report, FY 2018*

Certificate-seeking Students

	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	43,272	92,035	529,955	665,262
Headcount				1,852
Sum of Individual Program Headcounts *(allowing enrollment in multiple programs)* †	350	324	1,222	1,896
Still Enrolled	38	164	519	721
Graduates	274	99	358	731
Non-graduates	38	61	345	444
Graduation Rate	88%	62%	51%	62%
Non-graduate Completers *("Early Hires")* ‡	1	4	78	83
Allowable Subtractions	0	8	37	45
Withdrew and Enrolled in Another Program	*0*	*0*	*18*	*18*
Unavailable to Earn a Credential	*0*	*8*	*19*	*27*
Completion Rate *(utilizing COE standards)*	88%	68%	65%	72%
Placed Students *(includes Non-graduate Completers)*	190	72	321	583
Related Employment	*134*	*55*	*294*	*483*
Military Service	*0*	*0*	*0*	*0*
Continuing Education	*56*	*17*	*27*	*100*
Allowable Subtractions	34	4	22	60
Unavailable for Employment	*1*	*3*	*12*	*16*
Refused Employment	*1*	*1*	*4*	*6*
Awaiting Licensure	*32*	*0*	*6*	*38*
Unplaced Students	51	27	93	171
Placement Rate *(utilizing COE standards)*	79%	73%	78%	77%
Graduates who Took a Req'd Licensure Exam	174	30	34	238
Graduates who Passed a Req'd Licensure Exam	157	30	34	221
Licensure Rate *(utilizing COE standards)*	90%	100%	100%	93%
Weighted Average Certificate Length *(hours)*				654

Secondary Students

	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	376,666	32,082	13,278	422,026
Headcount	2,084	48	13	2,142
Secondary Graduates *(program length)*	45	0	9	54
% Secondary Students Earning Certificate				3%

Postsecondary Membership Hours	**781,812**	**Secondary Membership Hours**	**422,026**
Distinct Postsecondary Headcount	**3,938**	**Distinct Secondary Headcount**	**2,142**

Short-term Occupational Training §

Job Upgrade	
Membership Hours	555
Headcount	8
Continuing Occupational Education	
Membership Hours	78,796
Headcount	1,833
Average Length of Training *(hours)*	43

Students Enrolled in Other Training

Membership Hours	37,199
Headcount	785
Basic Skills Students	*571*
Personal Interest Students	*200*
Job Re-entry Students	*0*
Senior Citizens	*14*

* The Council on Occupational Education (COE) allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are preliminary and subject to change through December 2018, when annual accreditation reports will be finalized, and data summaries updated. Some totals herein may not equal the sum of their parts due to rounding error.

† Certificate-seeking students are counted once *for each accredited program* in which they enroll. Hence, a student completing one program and enrolling in a second in the same year (e.g., completing CNA and then enrolling in EMT) is counted twice.

‡ Non-graduate completers, under direction from COE, are students who exit a program without obtaining a credential, but who obtain employment in a field related to instruction consequent to the students' studies. This also includes students leaving a program unsuccessfully but articulating to another institution of higher education, allowing students' coursework to fulfill program requirements elsewhere.

§ Job Upgrade students are currently employed in a field related to instruction and enroll in only *part* of an accredited program, with the intent to advance in the workplace. Continuing Occupational Education students are also employed but enroll in stand-alone courses with the intent to maintain employment (e.g., regular re-licensure).

Table 3: Davis Technical College Student Enrollment and Outcomes Report, FY 2018*

Certificate-seeking Students

	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	75,325	117,664	833,490	1,026,479
Headcount				3,339
Sum of Individual Program Headcounts *(allowing enrollment in multiple programs)* †	579	529	2,383	3,491
Still Enrolled	76	314	852	1,242
Graduates	384	134	527	1,045
Non-graduates	119	81	1,004	1,204
Graduation Rate	76%	62%	34%	46%
Non-graduate Completers *("Early Hires")* ‡	6	25	224	255
Allowable Subtractions	2	2	313	317
Withdrew and Enrolled in Another Program	*1*	*2*	*7*	*10*
Unavailable to Earn a Credential	*1*	*0*	*306*	*307*
Completion Rate *(utilizing COE standards)*	78%	75%	62%	67%
Placed Students *(includes Non-graduate Completers)*	125	106	634	865
Related Employment	*95*	*97*	*530*	*722*
Military Service	*0*	*1*	*2*	*3*
Continuing Education	*30*	*8*	*102*	*140*
Allowable Subtractions	103	8	72	183
Unavailable for Employment	*2*	*0*	*58*	*60*
Refused Employment	*0*	*1*	*2*	*3*
Awaiting Licensure	*101*	*7*	*12*	*120*
Unplaced Students	162	45	45	252
Placement Rate *(utilizing COE standards)*	44%	70%	93%	77%
Graduates who Took a Req'd Licensure Exam	202	64	168	434
Graduates who Passed a Req'd Licensure Exam	202	64	168	434
Licensure Rate *(utilizing COE standards)*	100%	100%	100%	100%
Weighted Average Certificate Length *(hours)*				643

Secondary Students

	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	207,545	124,824	62,918	395,287
Headcount	1,081	177	55	1,313
Secondary Graduates *(program length)*	146	39	31	216
% Secondary Students Earning Certificate				16%

Postsecondary Membership Hours	**1,104,176**	**Secondary Membership Hours**	**395,287**
Distinct Postsecondary Headcount	**4,528**	**Distinct Secondary Headcount**	**1,313**

Short-term Occupational Training §

Job Upgrade	
Membership Hours	29,458
Headcount	171
Continuing Occupational Education	
Membership Hours	10,445
Headcount	715
Average Length of Training *(hours)*	45

Students Enrolled in Other Training

Membership Hours	37,794
Headcount	579
Basic Skills Students	*340*
Personal Interest Students	*233*
Job Re-entry Students	*0*
Senior Citizens	*6*

* The Council on Occupational Education (COE) allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are preliminary and subject to change through December 2018, when annual accreditation reports will be finalized, and data summaries updated. Some totals herein may not equal the sum of their parts due to rounding error.

† Certificate-seeking students are counted once *for each accredited program* in which they enroll. Hence, a student completing one program and enrolling in a second in the same year (e.g., completing CNA and then enrolling in EMT) is counted twice.

‡ Non-graduate completers, under direction from COE, are students who exit a program without obtaining a credential, but who obtain employment in a field related to instruction consequent to the students' studies. This also includes students leaving a program unsuccessfully but articulating to another institution of higher education, allowing students' coursework to fulfill program requirements elsewhere.

§ Job Upgrade students are currently employed in a field related to instruction and enroll in only *part* of an accredited program, with the intent to advance in the workplace. Continuing Occupational Education students are also employed but enroll in stand-alone courses with the intent to maintain employment (e.g., regular re-licensure).

Table 4: Dixie Technical College Student Enrollment and Outcomes Report, FY 2018*

Certificate-seeking Students				
	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	16,782	63,232	136,446	216,460
Headcount				746
Sum of Individual Program Headcounts *(allowing enrollment in multiple programs)* †	118	317	320	755
Still Enrolled	11	193	154	358
Graduates	90	51	102	243
Non-graduates	17	73	64	154
Graduation Rate	84%	41%	61%	61%
Non-graduate Completers *("Early Hires")* ‡	2	28	15	45
Allowable Subtractions	1	1	2	4
Withdrew and Enrolled in Another Program	*1*	*0*	*0*	*1*
Unavailable to Earn a Credential	*0*	*1*	*2*	*3*
Completion Rate *(utilizing COE standards)*	87%	64%	71%	73%
Placed Students *(includes Non-graduate Completers)*	52	70	91	213
Related Employment	*44*	*62*	*85*	*191*
Military Service	*0*	*0*	*1*	*1*
Continuing Education	*8*	*8*	*5*	*21*
Allowable Subtractions	2	3	3	8
Unavailable for Employment	*1*	*0*	*2*	*3*
Refused Employment	*1*	*0*	*1*	*2*
Awaiting Licensure	*0*	*3*	*0*	*3*
Unplaced Students	38	6	23	67
Placement Rate *(utilizing COE standards)*	58%	92%	80%	76%
Graduates who Took a Req'd Licensure Exam	0	20	0	20
Graduates who Passed a Req'd Licensure Exam	0	20	0	20
Licensure Rate *(utilizing COE standards)*	-	100%	-	100%
Weighted Average Certificate Length *(hours)*				599

Secondary Students				
	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	53,776	11,714	12,620	78,110
Headcount	265	17	12	294
Secondary Graduates *(program length)*	48	6	7	61
% Secondary Students Earning Certificate				21%

Postsecondary Membership Hours	**247,544**	**Secondary Membership Hours**	**78,110**
Distinct Postsecondary Headcount	**4,387**	**Distinct Secondary Headcount**	**294**

Short-term Occupational Training §	
Job Upgrade	
Membership Hours	1,279
Headcount	6
Continuing Occupational Education	
Membership Hours	29,755
Headcount	3,681
Average Length of Training *(hours)*	8

Students Enrolled in Other Training	
Membership Hours	50
Headcount	1
Basic Skills Students	0
Personal Interest Students	0
Job Re-entry Students	1
Senior Citizens	0

* The Council on Occupational Education (COE) allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are preliminary and subject to change through December 2018, when annual accreditation reports will be finalized, and data summaries updated. Some totals herein may not equal the sum of their parts due to rounding error.

† Certificate-seeking students are counted once *for each accredited program* in which they enroll. Hence, a student completing one program and enrolling in a second in the same year (e.g., completing CNA and then enrolling in EMT) is counted twice.

‡ Non-graduate completers, under direction from COE, are students who exit a program without obtaining a credential, but who obtain employment in a field related to instruction consequent to the students' studies. This also includes students leaving a program unsuccessfully but articulating to another institution of higher education, allowing students' coursework to fulfill program requirements elsewhere.

§ Job Upgrade students are currently employed in a field related to instruction and enroll in only *part* of an accredited program, with the intent to advance in the workplace. Continuing Occupational Education students are also employed but enroll in stand-alone courses with the intent to maintain employment (e.g., regular re-licensure).

Table 5: Mountainland Technical College Student Enrollment and Outcomes Report, FY 2018*

Certificate-seeking Students

	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	75,136	131,819	359,351	566,305
Headcount				2,037
Sum of Individual Program Headcounts *(allowing enrollment in multiple programs)* †	635	550	951	2,136
Still Enrolled	92	195	463	750
Graduates	492	251	366	1,109
Non-graduates	51	104	122	277
Graduation Rate	91%	71%	75%	80%
Non-graduate Completers *("Early Hires")* ‡	4	8	16	28
Allowable Subtractions	11	24	50	85
Withdrew and Enrolled in Another Program	*3*	*1*	*4*	*8*
Unavailable to Earn a Credential	*8*	*23*	*46*	*77*
Completion Rate *(utilizing COE standards)*	93%	78%	87%	87%
Placed Students *(includes Non-graduate Completers)*	194	84	181	459
Related Employment	*128*	*72*	*164*	*364*
Military Service	*0*	*0*	*0*	*0*
Continuing Education	*66*	*12*	*17*	*95*
Allowable Subtractions	177	22	128	327
Unavailable for Employment	*4*	*2*	*11*	*17*
Refused Employment	*2*	*1*	*2*	*5*
Awaiting Licensure	*171*	*19*	*115*	*305*
Unplaced Students	125	153	73	351
Placement Rate *(utilizing COE standards)*	61%	35%	71%	57%
Graduates who Took a Req'd Licensure Exam	94	25	112	231
Graduates who Passed a Req'd Licensure Exam	89	25	112	226
Licensure Rate *(utilizing COE standards)*	95%	100%	100%	98%
Weighted Average Certificate Length *(hours)*				479

Secondary Students

	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	300,033	118,278	105,882	524,193
Headcount	1,243	179	80	1,502
Secondary Graduates *(program length)*	576	91	32	699
% Secondary Students Earning Certificate				47%

Postsecondary Membership Hours	**664,712**	**Secondary Membership Hours**	**524,193**
Distinct Postsecondary Headcount	**2,913**	**Distinct Secondary Headcount**	**1,502**

Short-term Occupational Training §

Job Upgrade	
Membership Hours	0
Headcount	0
Continuing Occupational Education	
Membership Hours	84,489
Headcount	521
Average Length of Training *(hours)*	162

Students Enrolled in Other Training

Membership Hours	13,918
Headcount	476
Basic Skills Students	*63*
Personal Interest Students	*412*
Job Re-entry Students	*0*
Senior Citizens	*1*

* The Council on Occupational Education (COE) allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are preliminary and subject to change through December 2018, when annual accreditation reports will be finalized, and data summaries updated. Some totals herein may not equal the sum of their parts due to rounding error.

† Certificate-seeking students are counted once *for each accredited program* in which they enroll. Hence, a student completing one program and enrolling in a second in the same year (e.g., completing CNA and then enrolling in EMT) is counted twice.

‡ Non-graduate completers, under direction from COE, are students who exit a program without obtaining a credential, but who obtain employment in a field related to instruction consequent to the students' studies. This also includes students leaving a program unsuccessfully but articulating to another institution of higher education, allowing students' coursework to fulfill program requirements elsewhere.

§ Job Upgrade students are currently employed in a field related to instruction and enroll in only *part* of an accredited program, with the intent to advance in the workplace. Continuing Occupational Education students are also employed but enroll in stand-alone courses with the intent to maintain employment (e.g., regular re-licensure).

Table 6: Ogden-Weber Technical College Student Enrollment and Outcomes Report, FY 2018*

Certificate-seeking Students

	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	48,763	98,633	590,754	738,150
Headcount				2,752
Sum of Individual Program Headcounts *(allowing enrollment in multiple programs)* †	389	508	1,932	2,829
Still Enrolled	71	76	731	878
Graduates	245	95	367	707
Non-graduates	73	337	834	1,244
Graduation Rate	77%	22%	31%	36%
Non-graduate Completers *("Early Hires")* ‡	5	208	234	447
Allowable Subtractions	6	22	124	152
Withdrew and Enrolled in Another Program	*3*	*10*	*52*	*65*
Unavailable to Earn a Credential	*3*	*12*	*72*	*87*
Completion Rate *(utilizing COE standards)*	80%	74%	56%	64%
Placed Students *(includes Non-graduate Completers)*	155	279	452	886
Related Employment	*116*	*272*	*422*	*810*
Military Service	*0*	*2*	*4*	*6*
Continuing Education	*39*	*5*	*26*	*70*
Allowable Subtractions	43	1	26	70
Unavailable for Employment	*2*	*1*	*6*	*9*
Refused Employment	*2*	*0*	*6*	*8*
Awaiting Licensure	*39*	*0*	*14*	*53*
Unplaced Students	52	23	123	198
Placement Rate *(utilizing COE standards)*	75%	92%	79%	82%
Graduates who Took a Req'd Licensure Exam	47	13	75	135
Graduates who Passed a Req'd Licensure Exam	47	13	75	135
Licensure Rate *(utilizing COE standards)*	100%	100%	100%	100%
Weighted Average Certificate Length *(hours)*				661

Secondary Students

	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	209,397	69,850	41,879	321,126
Headcount	1,248	96	40	1,384
Secondary Graduates *(program length)*	119	6	22	147
% Secondary Students Earning Certificate				11%

Postsecondary Membership Hours	**905,374**	**Secondary Membership Hours**	**321,126**
Distinct Postsecondary Headcount	**4,257**	**Distinct Secondary Headcount**	**1,384**

Short-term Occupational Training §

Job Upgrade	
Membership Hours	10,702
Headcount	149
Continuing Occupational Education	
Membership Hours	113,675
Headcount	1,146
Average Length of Training *(hours)*	96

Students Enrolled in Other Training

Membership Hours	42,847
Headcount	345
Basic Skills Students	*167*
Personal Interest Students	*132*
Job Re-entry Students	*41*
Senior Citizens	*5*

* The Council on Occupational Education (COE) allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are preliminary and subject to change through December 2018, when annual accreditation reports will be finalized, and data summaries updated. Some totals herein may not equal the sum of their parts due to rounding error.

† Certificate-seeking students are counted once *for each accredited program* in which they enroll. Hence, a student completing one program and enrolling in a second in the same year (e.g., completing CNA and then enrolling in EMT) is counted twice.

‡ Non-graduate completers, under direction from COE, are students who exit a program without obtaining a credential, but who obtain employment in a field related to instruction consequent to the students' studies. This also includes students leaving a program unsuccessfully but articulating to another institution of higher education, allowing students' coursework to fulfill program requirements elsewhere.

§ Job Upgrade students are currently employed in a field related to instruction and enroll in only *part* of an accredited program, with the intent to advance in the workplace. Continuing Occupational Education students are also employed but enroll in stand-alone courses with the intent to maintain employment (e.g., regular re-licensure).

Table 7: Southwest Technical College Student Enrollment and Outcomes Report, FY 2018*

Certificate-seeking Students

	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	27,810	68,988	72,926	169,724
Headcount				491
Sum of Individual Program Headcounts *(allowing enrollment in multiple programs)* †	194	152	165	511
Still Enrolled	14	28	59	101
Graduates	164	87	62	313
Non-graduates	16	37	44	97
Graduation Rate	91%	70%	58%	76%
Non-graduate Completers *("Early Hires")* ‡	0	2	7	9
Allowable Subtractions	0	9	15	24
Withdrew and Enrolled in Another Program	*0*	*8*	*4*	*12*
Unavailable to Earn a Credential	*0*	*1*	*11*	*12*
Completion Rate *(utilizing COE standards)*	91%	77%	76%	83%
Placed Students *(includes Non-graduate Completers)*	70	66	54	190
Related Employment	*52*	*58*	*49*	*159*
Military Service	*0*	*0*	*0*	*0*
Continuing Education	*18*	*8*	*5*	*31*
Allowable Subtractions	34	2	2	38
Unavailable for Employment	*0*	*1*	*1*	*2*
Refused Employment	*1*	*1*	*1*	*3*
Awaiting Licensure	*33*	*0*	*0*	*33*
Unplaced Students	60	21	13	94
Placement Rate *(utilizing COE standards)*	54%	76%	81%	67%
Graduates who Took a Req'd Licensure Exam	90	0	0	90
Graduates who Passed a Req'd Licensure Exam	90	0	0	90
Licensure Rate *(utilizing COE standards)*	100%	-	-	100%
Weighted Average Certificate Length *(hours)*				433

Short-term Occupational Training §

Job Upgrade	
Membership Hours	0
Headcount	0
Continuing Occupational Education	
Membership Hours	13,799
Headcount	488
Average Length of Training *(hours)*	28

Students Enrolled in Other Training

Membership Hours	2,347
Headcount	343
Basic Skills Students	*0*
Personal Interest Students	*343*
Job Re-entry Students	*0*
Senior Citizens	*0*

* The Council on Occupational Education (COE) allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are preliminary and subject to change through December 2018, when annual accreditation reports will be finalized, and data summaries updated. Some totals herein may not equal the sum of their parts due to rounding error.

† Certificate-seeking students are counted once *for each accredited program* in which they enroll. Hence, a student completing one program and enrolling in a second in the same year (e.g., completing CNA and then enrolling in EMT) is counted twice.

‡ Non-graduate completers, under direction from COE, are students who exit a program without obtaining a credential, but who obtain employment in a field related to instruction consequent to the students' studies. This also includes students leaving a program unsuccessfully but articulating to another institution of higher education, allowing students' coursework to fulfill program requirements elsewhere.

§ Job Upgrade students are currently employed in a field related to instruction and enroll in only *part* of an accredited program, with the intent to advance in the workplace. Continuing Occupational Education students are also employed but enroll in stand-alone courses with the intent to maintain employment (e.g., regular re-licensure).

Secondary Students

	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	94,403	5,298	0	99,701
Headcount	892	8	0	900
Secondary Graduates *(program length)*	58	0	0	58
% Secondary Students Earning Certificate				6%

Postsecondary Membership Hours	**185,870**	**Secondary Membership Hours**	**99,701**
Distinct Postsecondary Headcount	**1,243**	**Distinct Secondary Headcount**	**900**

Table 8: Tooele Technical College Student Enrollment and Outcomes Report, FY 2018*

Certificate-seeking Students				
	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	33,737	5,926	91,880	131,543
Headcount				477
Sum of Individual Program Headcounts *(allowing enrollment in multiple programs)* †	228	44	280	552
Still Enrolled	75	11	124	210
Graduates	94	18	67	179
Non-graduates	59	15	89	163
Graduation Rate	61%	55%	43%	52%
Non-graduate Completers *("Early Hires")* ‡	11	4	31	46
Allowable Subtractions	14	3	15	32
Withdrew and Enrolled in Another Program	*6*	*2*	*5*	*13*
Unavailable to Earn a Credential	*8*	*1*	*10*	*19*
Completion Rate *(utilizing COE standards)*	76%	73%	70%	73%
Placed Students *(includes Non-graduate Completers)*	98	18	94	210
Related Employment	*50*	*7*	*77*	*134*
Military Service	*0*	*0*	*1*	*1*
Continuing Education	*48*	*11*	*16*	*75*
Allowable Subtractions	5	3	4	12
Unavailable for Employment	*2*	*1*	*3*	*6*
Refused Employment	*3*	*2*	*0*	*5*
Awaiting Licensure	*0*	*0*	*1*	*1*
Unplaced Students	2	1	0	3
Placement Rate *(utilizing COE standards)*	98%	95%	100%	99%
Graduates who Took a Req'd Licensure Exam	35	0	23	58
Graduates who Passed a Req'd Licensure Exam	35	0	23	58
Licensure Rate *(utilizing COE standards)*	100%	-	100%	100%
Weighted Average Certificate Length *(hours)*				599

Secondary Students				
	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	12,959	4,415	3,915	21,289
Headcount	137	6	4	147
Secondary Graduates *(program length)*	12	0	2	14
% Secondary Students Earning Certificate				10%

Postsecondary Membership Hours	151,734	**Secondary Membership Hours**	21,289
Distinct Postsecondary Headcount	721	**Distinct Secondary Headcount**	147

Short-term Occupational Training §	
Job Upgrade	
Membership Hours	4,416
Headcount	73
Continuing Occupational Education	
Membership Hours	1,941
Headcount	33
Average Length of Training *(hours)*	60

Students Enrolled in Other Training	
Membership Hours	13,834
Headcount	199
Basic Skills Students	*106*
Personal Interest Students	*82*
Job Re-entry Students	*2*
Senior Citizens	*9*

* The Council on Occupational Education (COE) allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are preliminary and subject to change through December 2018, when annual accreditation reports will be finalized, and data summaries updated. Some totals herein may not equal the sum of their parts due to rounding error.

† Certificate-seeking students are counted once *for each accredited program* in which they enroll. Hence, a student completing one program and enrolling in a second in the same year (e.g., completing CNA and then enrolling in EMT) is counted twice.

‡ Non-graduate completers, under direction from COE, are students who exit a program without obtaining a credential, but who obtain employment in a field related to instruction consequent to the students' studies. This also includes students leaving a program unsuccessfully but articulating to another institution of higher education, allowing students' coursework to fulfill program requirements elsewhere.

§ Job Upgrade students are currently employed in a field related to instruction and enroll in only *part* of an accredited program, with the intent to advance in the workplace. Continuing Occupational Education students are also employed but enroll in stand-alone courses with the intent to maintain employment (e.g., regular re-licensure).

Table 9: Uintah Basin Technical College Student Enrollment and Outcomes Report, FY 2018*

Certificate-seeking Students

	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	56,383	4,464	71,920	132,767
Headcount				474
Sum of Individual Program Headcounts *(allowing enrollment in multiple programs)* †	343	13	140	496
Still Enrolled	57	3	29	89
Graduates	272	5	77	354
Non-graduates	14	5	34	53
Graduation Rate	95%	50%	69%	87%
Non-graduate Completers *("Early Hires")* ‡	2	1	7	10
Allowable Subtractions	2	1	11	14
Withdrew and Enrolled in Another Program	*0*	*0*	*8*	*8*
Unavailable to Earn a Credential	*2*	*1*	*3*	*6*
Completion Rate *(utilizing COE standards)*	96%	67%	84%	93%
Placed Students *(includes Non-graduate Completers)*	146	5	45	196
Related Employment	*141*	*5*	*40*	*186*
Military Service	*0*	*0*	*0*	*0*
Continuing Education	*5*	*0*	*5*	*10*
Allowable Subtractions	30	0	4	34
Unavailable for Employment	*20*	*0*	*0*	*20*
Refused Employment	*1*	*0*	*1*	*2*
Awaiting Licensure	*9*	*0*	*3*	*12*
Unplaced Students	98	1	35	134
Placement Rate *(utilizing COE standards)*	60%	83%	56%	59%
Graduates who Took a Req'd Licensure Exam	66	0	19	85
Graduates who Passed a Req'd Licensure Exam	66	0	19	85
Licensure Rate *(utilizing COE standards)*	100%	-	100%	100%
Weighted Average Certificate Length *(hours)*				374

Secondary Students

	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	239,372	16,262	3,480	259,114
Headcount	1,677	23	3	1,703
Secondary Graduates *(program length)* ‖	153	28	6	187
% Secondary Students Earning Certificate				11%

Postsecondary Membership Hours	**215,587**	**Secondary Membership Hours**	**259,114**
Distinct Postsecondary Headcount	**2,450**	**Distinct Secondary Headcount**	**1,703**

Short-term Occupational Training §

Job Upgrade	
Membership Hours	2,130
Headcount	14
Continuing Occupational Education	
Membership Hours	48,859
Headcount	1,820
Average Length of Training *(hours)*	28

Students Enrolled in Other Training

Membership Hours	31,831
Headcount	245
Basic Skills Students	*26*
Personal Interest Students	*210*
Job Re-entry Students	*6*
Senior Citizens	*3*

* The Council on Occupational Education (COE) allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are preliminary and subject to change through December 2018, when annual accreditation reports will be finalized, and data summaries updated. Some totals herein may not equal the sum of their parts due to rounding error.

† Certificate-seeking students are counted once *for each accredited program* in which they enroll. Hence, a student completing one program and enrolling in a second in the same year (e.g., completing CNA and then enrolling in EMT) is counted twice.

‡ Non-graduate completers, under direction from COE, are students who exit a program without obtaining a credential, but who obtain employment in a field related to instruction consequent to the students' studies. This also includes students leaving a program unsuccessfully but articulating to another institution of higher education, allowing students' coursework to fulfill program requirements elsewhere.

§ Job Upgrade students are currently employed in a field related to instruction and enroll in only part of an accredited program, with the intent to advance in the workplace. Continuing Occupational Education students are also employed but enroll in stand-alone courses with the intent to maintain employment (e.g., regular re-licensure).

‖ Secondary *headcounts* are stratified by the hours accrued by students within FY 2018. Secondary *certificate awardees* are stratified by program length, irrespective of when a student began programs and accrued hours in FY 2017 but completed their certificates in FY 2018. Hence, secondary certificate awardees in a program length stratification may be greater than the headcount of students completing the specified number of hours during FY 2018.

Performance-based Funding Metrics and Attainment

UCA 53B-7-7 charges the USTC Board of Trustees with establishing a model for evaluating a technical college's performance and obligates the Board to report thereon annually. The USTC performance-based funding model scores technical colleges in five categories tied to USTC's mission, with funding apportioned based upon relative weights assigned to each category. 30% is awarded based on a college's performance in its certificate programs, 10% in short-term occupational training, 15% in secondary student completion, 25% in placement, and 20% in college efficiencies. Within each performance category are metrics with point values assigned, the sum of which total to the category score. Further information on each category is provided below.

Certificate Programs

A college's score in the certificate programs category is driven primarily by its number of graduates. Graduates are counted once for each distinct program completed. Hence, if a student completes a Certified Nursing Assistant and an Emergency Medical Technician program in the same year, the student is counted twice. More points are awarded for graduates of longer programs than shorter ones.

Colleges also receive bonus points for graduates of high-demand programs, or programs, the graduates of which can obtain employment in specific high-demand industries identified by the Utah Department of Workforce Services (DWS). These programs include:

- Computer and Information Sciences
- Computer Programming
- Web Page, Digital/Multimedia, and Information Resources Design
- Computer Systems Networking and Telecommunications
- Information Systems Security
- Telecommunications Technology
- Environmental Engineering Technology
- Occupational Safety and Health Technology
- CAD/CADD Drafting and/or Design
- Legal Assistant/Paralegal
- Fire Science/Fire-fighting
- Industrial Electronics
- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance

- Industrial Mechanics and Maintenance
- Automobile/Automotive Mechanics
- Aircraft Powerplant Technology
- Aeronautics/Aviation/Aerospace Science and Technology
- Truck and Bus Driver/Commercial Vehicle Operator and Instructor
- Interior Design
- Dental Assisting
- Clinical/Medical Laboratory Assistant
- Medical Radiologic Technology/Science
- Licensed Practical/Vocational Nurse
- Accounting Technology/Bookkeeping
- HR Management/Personnel Administration
- Marketing/Marketing Management

Short-term Occupational Training

Technical colleges provide significant short-term training to individuals already employed and seeking to maintain or advance in their careers. This category awards points for students who successfully complete short-term training courses not leading to a program certificate. Students are counted distinctly, with points awarded based on the number of hours these students successfully

complete during the year. For example, if one student successfully completes four courses of 20 hours each, the student is counted once as having completed 80 hours.

Secondary Completion

Within the secondary completion category, additional points are awarded for secondary students who graduate from a certificate programs while still in high school (points were already awarded for these graduates in the certificate programs category above).

While most secondary students enroll in technical colleges to earn high school credit, USTC desires every secondary student to earn a postsecondary certificate, even prior to high school graduation. For those unable to finish before completing high school, colleges hope to retain students so they earn their awards within one year after high school graduation. These goals are emphasized in the performance-based funding model, wherein we identify each technical college student belonging to a high school graduating class, regardless of when the student enrolled at a college. For example, if a student enrolled at a college as a high school junior in FY 2017, or as a sophomore in FY 2016, he/she is included in the class of 2018. The percentage of college enrollees from each graduating class who earned a certificate prior to high school graduation (regardless of whether the award was given in a prior year) is calculated and multiplied by 200. We also awards points for the proportion of students from the prior year's graduating class who earned a certificate prior to or within one year after high school graduation (i.e., within the next fiscal year), multiplying this rate by 100.

Placement

One point is awarded to technical colleges for each certificate-seeking student who has obtained placement (related employment, military service, or continuing education in another certificate program or at another college/university). In addition, a college's overall placement rate is multiplied by 100, with the product being added to the category total. Points are also awarded for each placement from high-demand programs identified by DWS. Lastly, points are awarded for each placement from under-served student populations, or those of ethnic/racial minority status, students receiving Pell Grants or who are sponsored by the Bureau of Indian Affairs or DWS, students with a disability, or those identified as single parents, displaced homemakers, economically disadvantaged, or of limited English proficiency.

Efficiencies

Efficiency is operationalized using student graduation rates, stratified by program length. Each rate is multiplied by a factor that increases as the program length increases, resulting in more points accrued for higher graduation rates in the longest programs. In addition, a college's certificate-seeking graduates per full-time equivalent (1 FTE = 900 hours) is multiplied by 50 and added to the category total.

	Weighting per Unit	Multiplier	Bridgerland Technical College				Davis Technical College			
			2017 Attainment	2017 Score	2018 Attainment	2018 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		464	464	319	319	644	644	530	530
600 – 899 Hours	3.00		88	264	99	297	179	537	173	519
≥ 900 Hours	5.00		295	1,475	367	1,835	580	2,900	558	2,790
Additional Points for Graduates from High Demand/High Impact Programs	1.00		198	198	264	264	243	243	236	236
Category Total				**2,401**		**2,715**		**4,324**		**4,075**
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		190	38	188	38	107	21	144	29
< 60 Hours	0.10		1,526	153	1,244	124	637	64	688	69
Category Total				**191**		**162**		**85**		**98**
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		4	1	45	11	209	52	146	37
600 – 899 Hours	0.50		-	-	-	-	24	12	39	20
≥ 900 Hours	1.00		4	4	9	9	20	20	31	31
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	1%	1	2%	4	24%	47	24%	47
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	3%	3	5%	5	42%	42	38%	38
Category Total				**10**		**30**		**174**		**173**
Placement (25%)										
Total Placements	1.00		723	723	583	583	982	982	865	865
Related Employment			553		483		773		722	
Military Service			1		-		6		3	
Continuing Education			169		100		203		140	
Additional Points for Under-served/At-risk Student Placements	0.50		254	127	56	28	388	194	170	85
Additional Points for Placements from High Demand/High Impact Programs	1.00		223	223	210	210	282	282	280	280
Placement Rate (includes Graduates and Early Hires)		100	81%	81	77%	77	82%	82	77%	77
Category Total				**1,154**		**898**		**1,540**		**1,307**
Efficiency (20%)										
Graduation Rates (program lengths)										
≤ 599 Hours		50	93%	47	88%	44	78%	39	76%	38
600 – 899 Hours		75	67%	50	62%	46	57%	43	62%	47
≥ 900 Hours		100	50%	50	51%	51	43%	43	34%	34
Certificate-seeking Graduates per FTE		50	1.22	61	0.99	49	1.09	54	0.92	46
Certificate-seeking Graduates			839		731		1,150		1,045	
Certificate-seeking Membership Hours			616,982		665,262		953,826		1,026,479	
Category Total				**208**		**191**		**179**		**165**

* The Council on Occupational Education allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are *preliminary* and subject to change through December 2018, when annual accreditation reports will be finalized and updated data pertaining to the fiscal year submitted. This report will be revised to reflect the colleges' *final* numbers at that time. Please note that category scores may not equal the sum of their parts due to rounding error.

	Weighting per Unit	Multiplier	Dixie Technical College				Mountainland Technical College			
			2017 Attainment	2017 Score	2018 Attainment	2018 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		140	140	139	138	961	961	1,068	1,068
600 – 899 Hours	3.00		50	150	57	171	261	783	342	1,026
≥ 900 Hours	5.00		102	510	109	545	703	3,515	398	1,990
Additional Points for Graduates from High Demand/High Impact Programs	1.00		28	28	54	54	464	464	352	352
Category Total				**828**		**908**		**5,723**		**4,436**
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		40	8	18	4	441	88	480	96
< 60 Hours	0.10		3,608	361	3,644	364	3	0	4	0
Category Total				**369**		**368**		**89**		**96**
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		62	16	48	12	572	143	576	144
600 – 899 Hours	0.50		4	2	6	3	83	42	91	46
≥ 900 Hours	1.00		11	11	7	7	113	113	32	32
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	8%	16	6%	12	58%	116	52%	104
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	12%	12	11%	11	70%	70	72%	72
Category Total				**57**		**45**		**484**		**398**
Placement (25%)										
Total Placements	1.00		243	243	213	213	999	999	459	459
Related Employment			221		191		845		364	
Military Service			-		1		1		-	
Continuing Education			22		21		153		95	
Additional Points for Under-served/At-risk Student Placements	0.50		93	47	40	20	290	145	79	40
Additional Points for Placements from High Demand/High Impact Programs	1.00		42	42	52	52	361	361	119	119
Placement Rate (includes Graduates and Early Hires)		100	94%	94	76%	76	88%	88	57%	57
Category Total				**426**		**361**		**1,593**		**674**
Efficiency (20%)										
Graduation Rates (program lengths)										
≤ 599 Hours		50	91%	45	84%	42	91%	46	91%	45
600 – 899 Hours		75	44%	33	41%	31	75%	56	71%	53
≥ 900 Hours		100	56%	56	61%	61	78%	78	75%	75
Certificate-seeking Graduates per FTE		50	1.02	51	1.01	51	1.83	91	1.76	88
Certificate-seeking Graduates			215		243		1,157		1,109	
Certificate-seeking Membership Hours			189,808		216,460		569,099		566,305	
Category Total				**185**		**185**		**271**		**261**

* The Council on Occupational Education allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are *preliminary* and subject to change through December 2018, when annual accreditation reports will be finalized and updated data pertaining to the fiscal year submitted. This report will be revised to reflect the colleges' *final* numbers at that time. Please note that category scores may not equal the sum of their parts due to rounding error.

	Weighting per Unit	Multiplier	Ogden-Weber Technical College				Southwest Technical College			
			2017 Attainment	2017 Score	2018 Attainment	2018 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		369	369	364	364	223	223	222	222
600 – 899 Hours	3.00		133	399	101	303	48	144	87	261
≥ 900 Hours	5.00		389	1,945	389	1,945	48	240	62	310
Additional Points for Graduates from High Demand/High Impact Programs	1.00		140	140	156	156	59	59	91	91
Category Total				**2,853**		**2,768**		**666**		**884**
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		622	124	565	113	70	14	69	14
< 60 Hours	0.10		511	51	464	46	619	62	407	41
Category Total				**176**		**159**		**76**		**55**
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		104	26	119	30	59	15	58	15
600 – 899 Hours	0.50		9	5	6	3	-	-	-	-
≥ 900 Hours	1.00		20	20	22	22	1	1	-	-
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	13%	26	14%	27	14%	29	12%	24
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	24%	24	20%	20	16%	16	17%	17
Category Total				**100**		**103**		**60**		**56**
Placement (25%)										
Total Placements	1.00		855	855	886	886	219	219	190	190
Related Employment			729		810		175		159	
Military Service			9		6		1		-	
Continuing Education			117		70		43		31	
Additional Points for Under-served/At-risk Student Placements	0.50		378	189	194	97	110	55	56	28
Additional Points for Placements from High Demand/High Impact Programs	1.00		211	211	204	204	54	54	52	52
Placement Rate (includes Graduates and Early Hires)		100	82%	82	82%	82	87%	87	67%	67
Category Total				**1,347**		**1,269**		**415**		**337**
Efficiency (20%)										
Graduation Rates (program lengths)										
≤ 599 Hours		50	83%	42	77%	39	94%	47	91%	46
600 – 899 Hours		75	41%	31	21%	16	63%	47	70%	53
≥ 900 Hours		100	38%	38	31%	31	47%	47	58%	58
Certificate-seeking Graduates per FTE		50	1.01	51	0.86	43	1.62	81	1.66	83
Certificate-seeking Graduates			758		707		259		313	
Certificate-seeking Membership Hours			673,846		738,150		143,500		169,724	
Category Total				**161**		**129**		**222**		**240**

* The Council on Occupational Education allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are *preliminary* and subject to change through December 2018, when annual accreditation reports will be finalized and updated data pertaining to the fiscal year submitted. This report will be revised to reflect the colleges' *final* numbers at that time. Please note that category scores may not equal the sum of their parts due to rounding error.

	Weighting per Unit	Multiplier	Tooele Technical College				Uintah Basin Technical College			
			2017 Attainment	2017 Score	2018 Attainment	2018 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		147	147	106	106	399	399	425	425
600 – 899 Hours	3.00		18	54	18	54	46	138	33	99
≥ 900 Hours	5.00		56	280	69	345	77	385	83	415
Additional Points for Graduates from High Demand/High Impact Programs	1.00		63	63	81	81	136	136	134	134
Category Total				544		586		1,058		1,073
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		25	5	16	3	45	9	31	6
< 60 Hours	0.10		33	3	54	5	1,595	160	1,771	177
Category Total				8		9		169		183
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		14	4	12	3	122	31	153	38
600 – 899 Hours	0.50		-	-	-	-	32	16	28	14
≥ 900 Hours	1.00		-	-	2	2	3	3	6	6
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	9%	19	12%	24	20%	40	22%	43
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	26%	26	24%	24	20%	20	22%	22
Category Total				48		53		110		124
Placement (25%)										
Total Placements	1.00		228	228	210	210	319	319	196	196
Related Employment			138		134		288		186	
Military Service			-		1		-		-	
Continuing Education			90		75		31		10	
Additional Points for Under-served/At-risk Student Placements	0.50		115	58	40	20	102	51	20	10
Additional Points for Placements from High Demand/High Impact Programs	1.00		75	75	90	90	104	104	42	42
Placement Rate (includes Graduates and Early Hires)		100	97%	97	99%	99	91%	91	59%	59
Category Total				458		419		565		307
Efficiency (20%)										
Graduation Rates (program lengths)										
≤ 599 Hours		50	60%	30	61%	31	87%	44	95%	48
600 – 899 Hours		75	62%	47	55%	41	56%	42	50%	38
≥ 900 Hours		100	40%	40	43%	43	46%	46	69%	69
Certificate-seeking Graduates per FTE		50	1.57	78	1.22	61	1.96	98	2.40	120
Certificate-seeking Graduates			207		179		365		354	
Certificate-seeking Membership Hours			118,875		131,543		167,246		132,767	
Category Total				195		176		230		274

* The Council on Occupational Education allows colleges five months to follow up with students, ascertaining placement statuses. All data presented here are *preliminary* and subject to change through December 2018, when annual accreditation reports will be finalized and updated data pertaining to the fiscal year submitted. This report will be revised to reflect the colleges' *final* numbers at that time. Please note that category scores may not equal the sum of their parts due to rounding error.

Utah System of Technical Colleges 10-year Goals

In late 2017 the Utah System of Technical Colleges Board of Trustees established the following 10-year goals and associated metrics to assess system-wide performance, using 2017 as the baseline for all future improvements. In the graphics that follow, previously established goals are shown using dotted lines, while actual performance is denoted with solid.

Please note that USTC Policy 205, Student Enrollment and Outcome Reporting, underwent major revisions during FY 2017 in preparation for reporting college and system-wide student data. Revisions included definitional and operational changes, resulting in numbers that may not be comparable to data reported in years past. Where data prior to 2017 are not comparable thereafter, care has been taken to explain why. Also note that the Council on Occupational Education allows colleges approx. five months to close out the fiscal year, following up with students to ascertain placement statuses. All data presented here are considered preliminary and subject to change through December 2017, when updated data are submitted. This report will be revised at that time.

Goal #1: Provide every student the opportunity to obtain quality career and technical education resulting in a postsecondary credential

- **Metric 1A:** Increase the number of postsecondary students graduating with a Board-approved technical college postsecondary certificate by 75% by 2028.

Figure 1: USTC Postsecondary Graduates, FY 2014 - FY 2018
with Desired FY 2019 - FY 2028 Growth
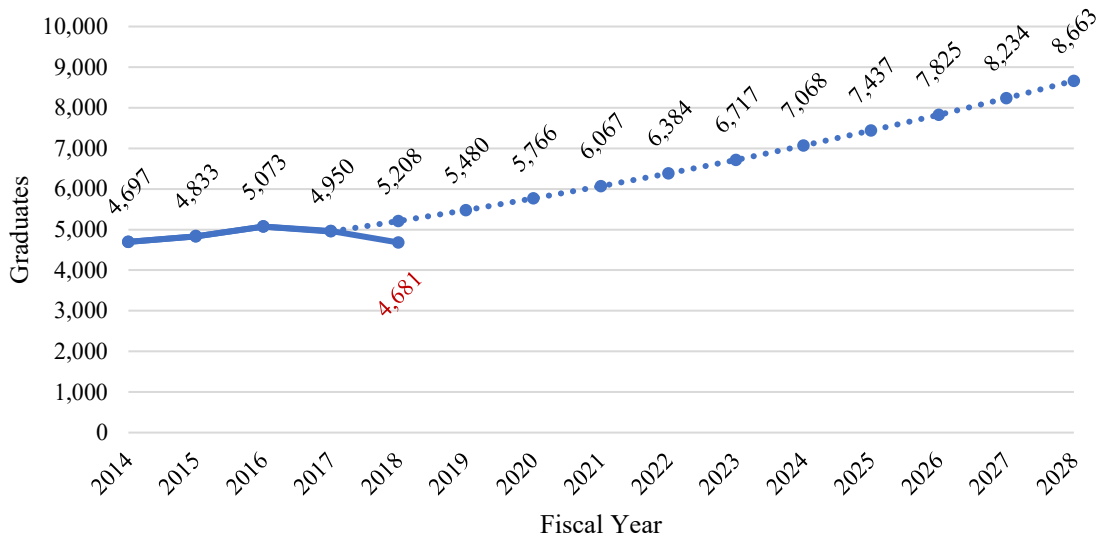
Postsecondary graduates from FY 2014-16 were reported in prior reports published by the Board of Trustees. Under old policy, students were classified as completers upon receipt of a postsecondary certificate, regardless of some students' statuses as being still enrolled. Now, students are classified as graduates or non-graduates only upon exiting their programs. This change results in a decline in graduates from FY 2016-17. The further decline from FY 2017-18 is believed to be consequent to the colleges discontinuing short-term programs in favor of longer programs. In fact, the system's

weighted average program length increased from 508 to 564 hours from FY 2017-18, an increase of 11%. Increased certificate-seeking membership hours and headcounts (up 6% and 5%, respectively) in longer programs indicate that students are in the pipeline; it is anticipated that graduates will increase in FY 2019.

- **Metric 1B:** Increase the proportion of enrolled secondary students graduating with a postsecondary certificate prior to high school completion to 33% by 2028.

- **Metric 1C:** Increase the proportion of enrolled secondary students graduating with a postsecondary certificate prior to or within one year following high school completion to 50% by 2028.

Figure 2: USTC Secondary Graduation Rates, FY 2014 - FY 2018
with Desired FY 2019 - FY 2028 Growth
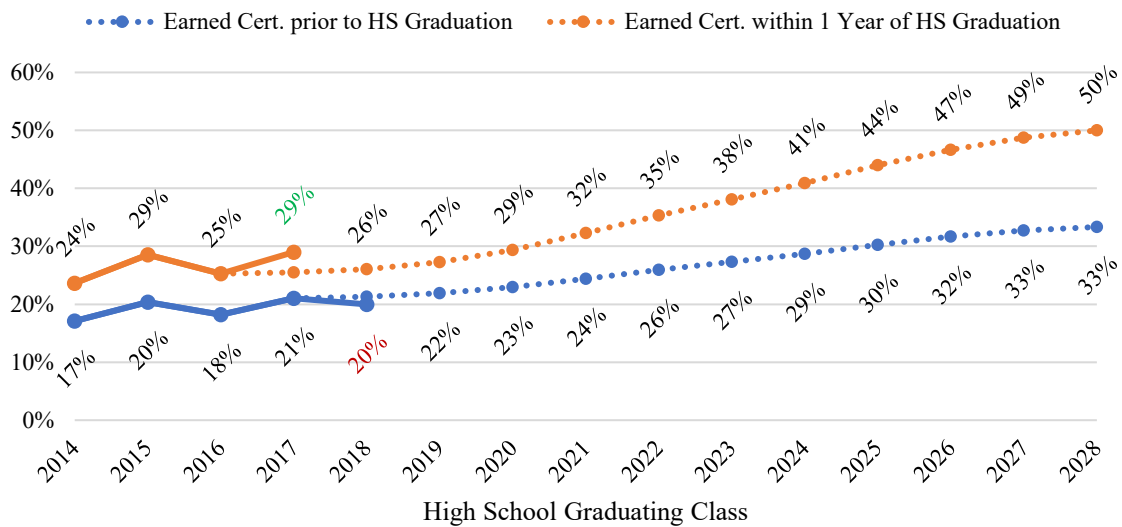
Among technical college students belonging to the high school graduating class of 2018, 20% earned a postsecondary certificate prior to high school graduation. To identify this cohort, technical colleges' prior years' data were analyzed to identify high school freshmen enrolling in FY 2015, sophomores in FY 2016, juniors in FY 2017, and seniors in FY 2018. This way, if a student attends a technical college as a sophomore but does not return in subsequent years, the student's outcome (for better or worse) is still captured in the graph above.

To calculate the percentage of students earning a certificate prior to or within one year of high school graduation, we look at the members of a high school graduating cohort that enrolled at a technical college, checking to see if they received an award in the year after grade 12. Note that while some students may fail to graduate from high school on time, USTC is limited in reclassifying them in a different high school graduation cohort. Rate calculations are based on USTC data only, independent of the actions or decisions of local education authorities. While 21% of technical college students from the class of 2017 earned a certificate prior to high school graduation, an additional 8% earned an award in the year following high school completion.

In FY 2018 the graduation rate for high school students declined slightly from the prior year. Again, this is believed to be a function of the colleges' increasing program lengths. However, the technical colleges surpassed their goal for graduating students one year after high school completion. 29% of secondary enrollees from the class of 2017 have earned an accredited postsecondary award.

- **Metric 1D:** Increase the percentage of economically disadvantaged students graduating with a technical college certificate to 75% by 2028

Figure 3: USTC Under-served Student Graduation Rates, FY 2014 - FY 2018 with Desired FY 2019 - FY 2028 Growth
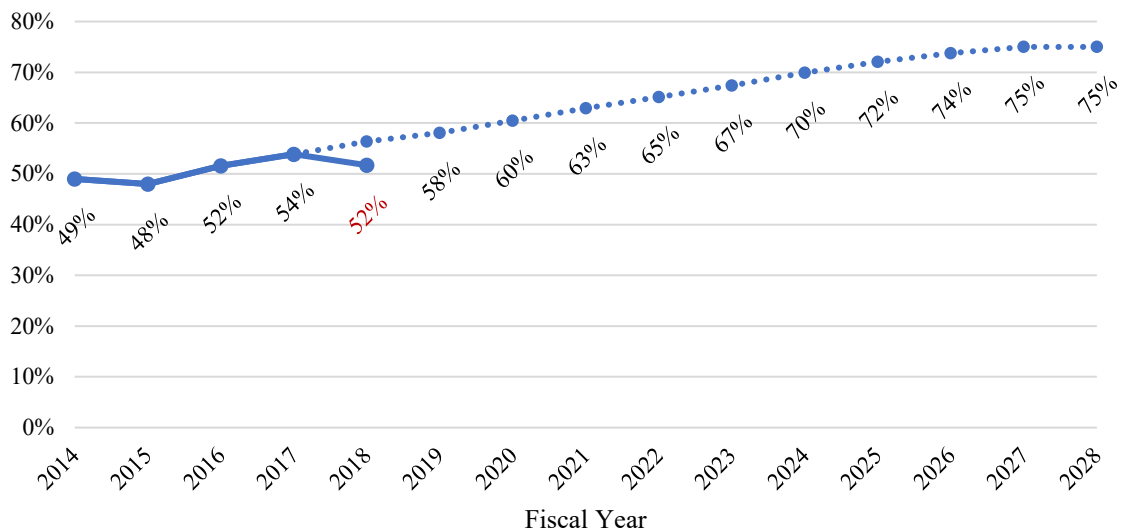
Under-served students are those of ethnic/racial minority status, students receiving Pell Grants or who are sponsored by the Bureau of Indian Affairs or the Utah Department of Workforce Services, students with a disability, or those identified as single parents, displaced homemakers, economically disadvantaged, or of limited English proficiency.

Technical colleges failed to meet their goal of graduating 56% of under-served students in FY 2018, coming in at just under 52%.

Goal #2: Meet critical economic and employer needs

- **Metric 2A:** Continue to achieve placement rates for completers of certificate programs that meet or exceed accreditation standards by 10-20% annually. (Placement is defined as related employment, military service, or continuing education.)

Figure 4: USTC Placement Rates, FY 2014 - FY 2018
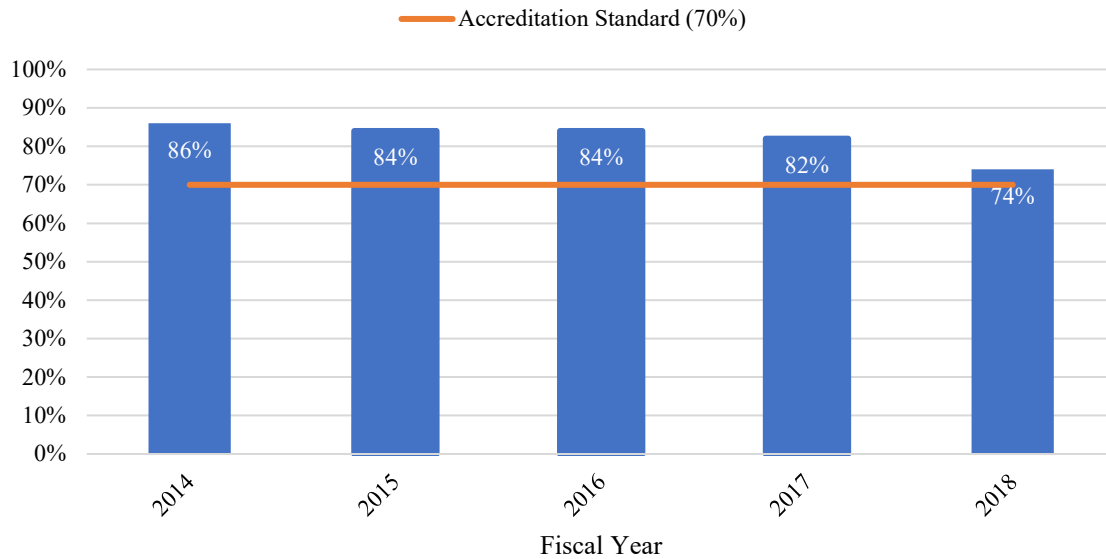
One measure of the extent to which technical colleges meet the needs of Utah employers for technically skilled workers is their placement rate. The colleges, to maintain accreditation by the Council on Occupational Education (COE), must maintain a 70% placement rate *for each program*. If a program fails to meet this standard, the college must submit a plan for improvement, detailing concrete steps to bring placement rates up to the minimum standard. If rates continue to fall below this threshold, the colleges must discontinue underperforming programs or risk losing accreditation. Placement, as defined by COE, includes students who receive employment in a field related to instruction, serve in the military, or continue their education in another program or at another college/university.

The USTC Board of Trustees has set a goal that the technical colleges continue to maintain placement rates 10-20% above COE's minimum standard. From FY 2014 through FY 2017, system-wide placement rates hovered around 85%, 15% above accreditation requirements. FY 2018's placement rate sits at 74% as of the end of the fiscal year. However, COE allows member institutions five months to collect students' placement and licensure statuses after the end of the fiscal year. Data presented here will be updated in December 2018 after annual accreditation reports are completed. Until then, all data are considered preliminary and subject to change.

- **Metric 2B:** Increase the numbers of incumbent workers receiving short-term job upgrade or continuing occupational education training in proportion to overall program enrollment by 25% by 2028.

**Figure 5: Short-term Occupational Enrollees, FY 2014 - FY 2018
with Desired FY 2019 - FY 2028 Growth**
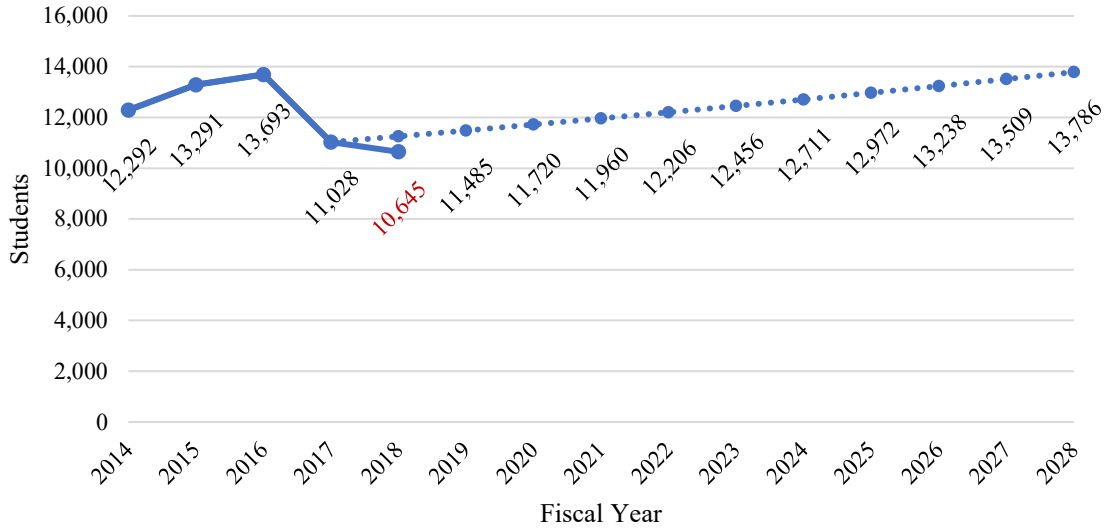
Recent revisions to USTC policies clarified that certain types of courses previously taught at the technical colleges will no longer factor into membership hour or student headcount totals. These revisions resulted in a 21% decline in the system-wide number of distinct students enrolled in short-term occupational training from FY 2016-17. While college activities have largely remained unchanged, numbers reported look drastically different from years past.

The Board of Trustees desires to increase the number of job upgrade or continuing occupational education enrollees by 25% over the next ten years while maintaining a similar ratio of short-term trainees to certificate-seeking and secondary students. Annual growth of 2.05% is necessary to achieve this goal.

In FY 2018 USTC's number of short-term occupational trainees fell by 3%, even as certificate-seeking and secondary headcounts increased.

- **Metric 2C:** Increase the amount of customized workforce training provided to Utah employers through the Custom Fit program by 25% by 2028.

Figure 6: Custom Fit Instructional Hours, FY 2014 - FY 2018 with Desired FY 2019 - FY 2028 Growth
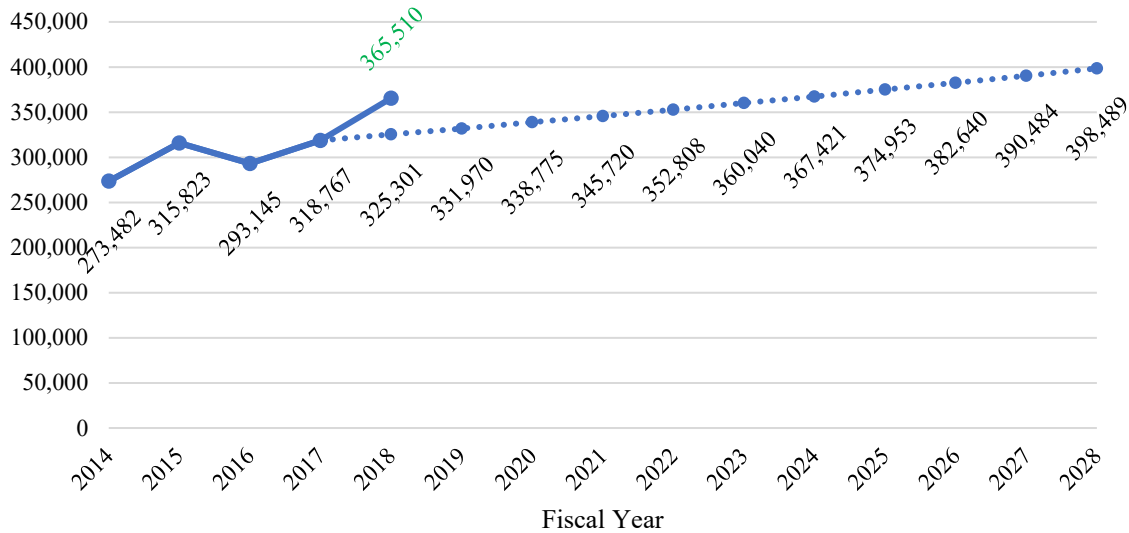
In FY 2017 the Utah System of Technical Colleges received an additional $800,000 in state appropriations for the Custom Fit program intended to bolster the number of training opportunities to local companies, resulting in further economic development of the state. After a year of acclimation to increased budgets, technical colleges and our partners at Snow College and Utah State University Eastern have surpassed their goal for FY 2018 by approx. 40,000 hours. In FY 2018 the colleges provide more Custom Fit training than at any other time since oversight of the program was given to the Utah College of Applied Technology in 2001.

Goal #3: Improve internal efficiencies

- **Metric 3A:** Increase the percentage of enrolled certificate-seeking students who graduate with a technical college certificate to 80% for shorter programs (less than 600 hours), 70% for medium-length programs (600 hours or greater, but less than 900 hours), and 60% for longer programs (900 hours or greater) by 2028.

Graduation rates as reported by Utah's technical colleges are stratified by program length. As would be expected, graduation rates for the longest programs are lower than those observed among the shortest programs; students are more likely to complete a program requiring three or four months of than a program requiring 18 to 24. Addressing this disparity, the USTC Board of Trustees has established the goal that by 2028, graduation rates should reach 80% for programs lasting less than 600 hours in length, 70% for programs lasting 600-899 hours, and 60% for programs of 900 hours or more.

Figure 7: USTC Graduation Rates by Program Length,
FY 2017 - FY 2018 with Desired FY 2019 - FY 2028 Growth
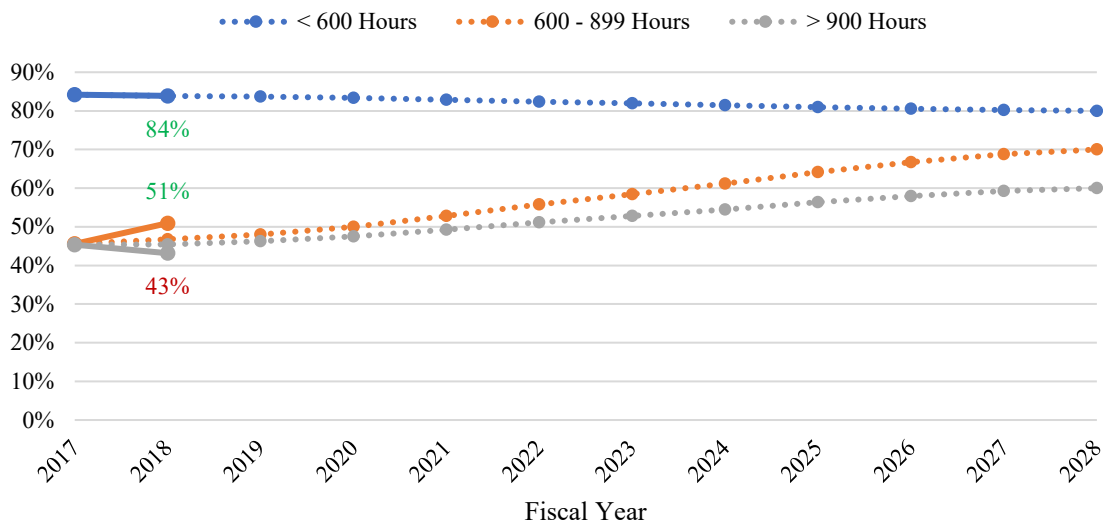
The graduation rate for the shortest of programs in FY 2018 is already at 84%. As we move forward, the Board of Trustees expects graduation rates for programs of less than 600 hours to continue to exceed the 80% mark. Medium-length and longer programs graduation rates are at 51% and 43%, higher and lower than goals established last year, respectively. Target graduation rates for intervening years between now and 2028 allow time for colleges to implement practices designed to spur improvement before aggressive growth is expected. Though colleges came in under the target for the longest programs in FY 2018, colleges are removing barriers and streamlining processes to increase graduation rates. And though graduation rates are lower than targeted, COE completion rates are above minimum thresholds; many students are leaving school early with job offers in hand.

- **Metric 3B:** Increase the percentage of enrolled certificate-seeking students in identified high-wage/high-demand programs who graduate with a Board-approved technical college postsecondary certificate to 80% for shorter programs (less than 600 hours), 70% for medium-length programs (600 hours or greater, but less than 900 hours), and 60% for longer programs (900 hours or greater) by 2028.

The Board of Trustees has set the goal that graduation rates for high-demand/high-impact programs mirror the graduation rates of other programs at the colleges. In other words, by 2028, USTC hopes to achieve an 80% graduation rate for programs of less than 600 hours in length, a 70% rate for programs of 600-899 hours, and a 60% rate for programs of 900 hours or more.

In FY 2018, high-demand program headcounts declined by almost 600 students. Graduation rates for the shortest programs identified as high-demand declined to 44%, and for the mid-length programs to 51%. Reasons for this occurrence are yet unknown.

Figure 8: USTC High-Demand Graduation Rates by Program Length, FY 2017 - FY 2018 with Desired FY 2019 - FY 2028 Growth
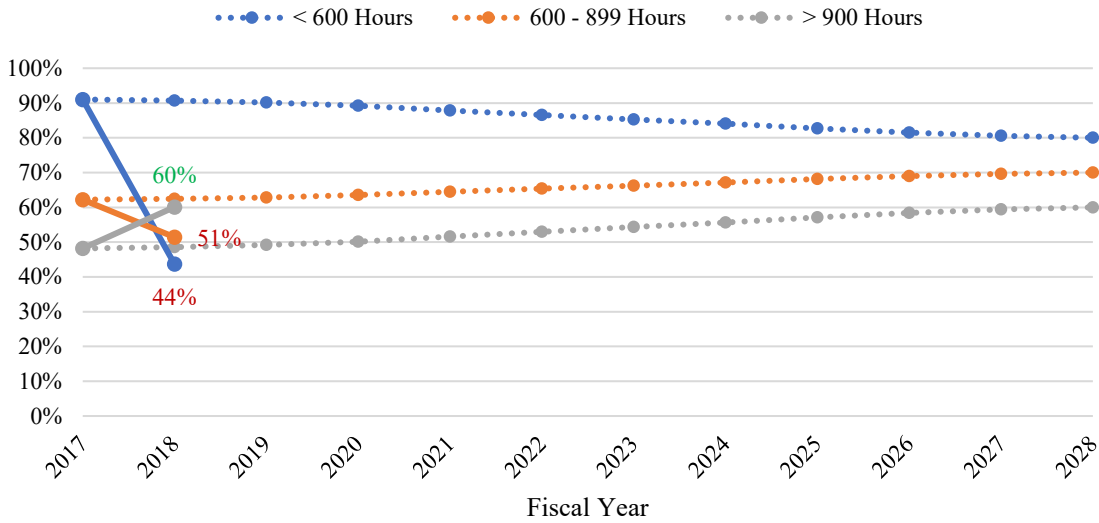
- **Metric 3C:** Achieve 90% of the ideal annual number of awards per certificate-seeking full-time-equivalent (FTE) student based on employer-demanded program lengths.

Figure 9: USTC Graduates per Certificate-seeking FTE, FY 2014 - FY 2018
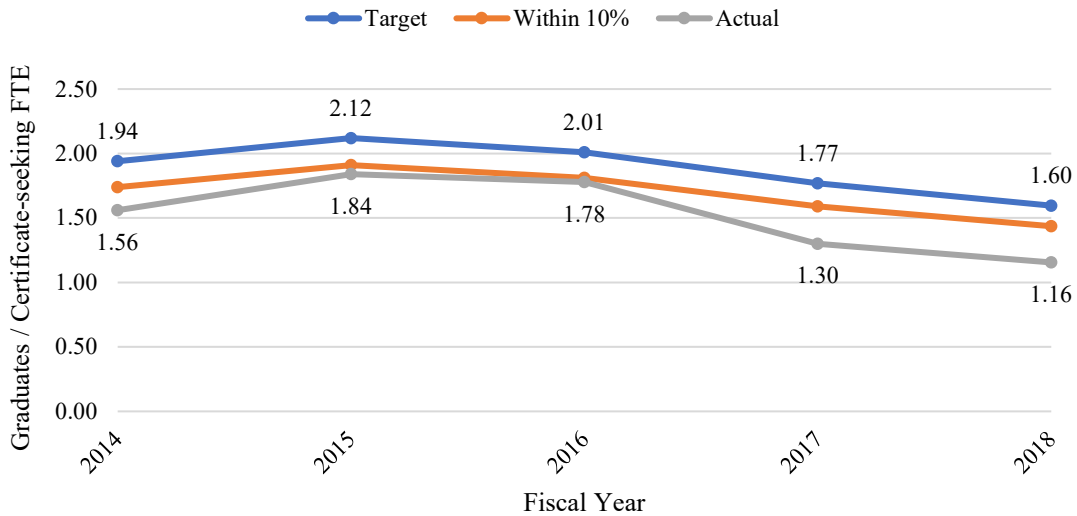
While awards per full-time equivalent (FTE) is a good measure of efficiency for traditional institutions of higher education, applying the metric to Utah's technical college system proves difficult due to the variable lengths of programs offered. Colleges offer programs as short as 60 hours in length (e.g., commercial truck driving) or as long as 1,600 hours (cosmetology). Even within the same program, lengths vary widely from college to college and from year to year as

colleges respond to employers' needs for skilled workers. Furthermore, not every student at a technical college is seeking a credential; a large number enroll for short-term training that goes uncredentialed. Because of these considerations, USTC calculates its certificate-seeking graduates per FTE, excluding short-term or other students not enrolled with the intent to earn a certificate. Here we divide membership hours accrued by certificate-seekers by 900 to derive a full-time equivalent headcount. The number of certificate-seeking graduates is then divided by the resulting quotient.

Due to the variable lengths of programs offered at technical colleges, USTC calculates an "ideal" graduates per FTE. This number is derived by dividing 900 hours by the weighted average length of certificates awarded. In theory, if every student completed his or her program in 100% of expected time, certificate-seeking graduates per FTE would equal this ideal. The USTC Board of Trustees has established a goal that annually, the system-wide certificate-seeking graduates per FTE should be within 10% of the ideal calculation.

In FY 2018 the ideal certificate-seeking graduates per FTE dropped significantly from prior years to 1.60. This is a function of significantly longer programs. Technical colleges did not meet their standard, coming in at 1.16 graduates per certificate-seeking FTE. Of note is the significant divergence between the colleges' targets and performance in FY 2017-18 compared to FY 2014-16. As the technical college system revised reporting policies in early 2017 to eliminate sub-certificates, the number of graduates has declined substantially resulting in large differences between targets and actual performance unseen in prior years. Whereas in earlier years the colleges were close to meeting the Board of Trustees' goal, in later years the standard has been increasingly difficult to achieve.

Tuition and Fees

Utah statute requires that institutions within the Utah System of Technical Colleges provide training opportunities to students at little to no cost. Secondary students are not assessed tuition, and colleges strive to minimize secondary students' costs associated with textbooks and other fees. Postsecondary tuition is assessed based on a student's scheduled hours of instruction. Tuition rates for FY 2017 and FY 2018 are displayed below and are assessed per membership hour.

Table 14: Technical College Tuition per Membership Hour, FY 2017 – FY 2018

College	FY 2017 Tuition	FY 2018 Tuition	Growth	
Bridgerland Technical College	$1.85	$1.90	$0.05	2.7%
Davis Technical College	$2.05	$2.10	$0.05	2.4%
Dixie Technical College	$2.25	$2.25	--	--
Mountainland Technical College	$2.00	$2.00	--	--
Ogden-Weber Technical College	$1.90	$1.95	$0.05	2.6%
Southwest Technical College	$1.80	$1.95	$0.15	8.3%
Tooele Technical College	$1.80	$2.00	$0.20	11.1%
Uintah Basin Technical College	$2.00	$2.00	--	--

Tuition for some technical college programs differs from the rate schedule provided above. Per USTC policy, differential tuition rates must be approved annually by the USTC Board of Trustees. In FY 2018, tuition was lower for the Farming and Ranch Management programs at Bridgerland and Uintah Basin Technical Colleges to remove students' barriers to receiving postsecondary education. In addition, differential tuition rates were approved at Bridgerland, Davis, Ogden-Weber, and Tooele Technical Colleges for students participating in their respective college's academic learning center.

Technical college fees differ from program to program and college to college and are charged in addition to tuition. Fees typically help cover the cost of consumables and/or college services.

Student Employment and Wage Outcomes

The Utah Data Research Center (UDRC) was established in 2017 within DWS' Division of Workforce Research and Analysis. The UDRC combines student data from Utah's K12, higher education, and technical college systems with wage data collected by DWS to perform analyses of educational outcomes and returns on investment. The Utah System of Technical Colleges is a proud partner of UDRC and is grateful for its work in highlighting the benefits of receiving a technical certificate. Analyzing USTC data from FY 2011 – FY 2017, UDRC concludes that fully 90% of technical college graduates are employed in the state one year after graduation. That number is likely higher, as DWS' wage data excludes federal, non-profit, and self-employment. Job retention in the state is also high, as 77% of technical college graduates remain employed five years after graduation, with a median salary of $34,050.

Figure 10: USTC Students' Employment and Wage Information 1 and 5 Years Post-Graduation
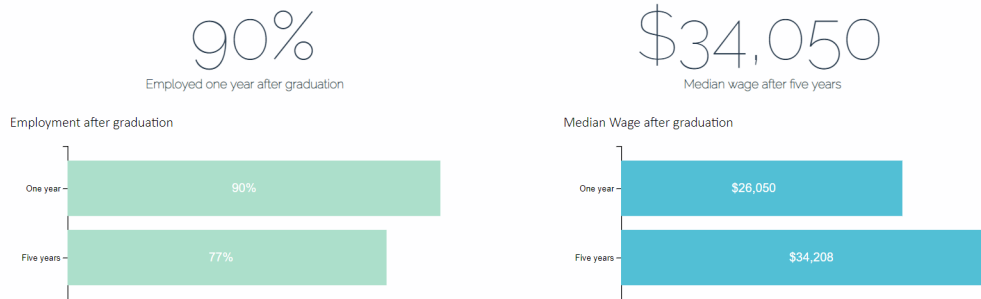
(Source: P20 Dashboard. 2018. Utah Data Research Center. Accessed October 22, 2018.)

Placement and retention in the Utah labor force is similar among men and women, though 1- and 5-year wages between the sexes are disparate. Men earn a substantially higher wage than women do after graduating from a technical college. This is likely a consequence of the specific programs of study chosen by students. Software development and automation technology programs are comprised mostly of men, while cosmetology, certified nurse's assistant, and culinary arts are comprised mainly of women. UDRC has also analyzed placement, retention, and wages among graduates stratified by racial/ethnic demographic, displayed below.
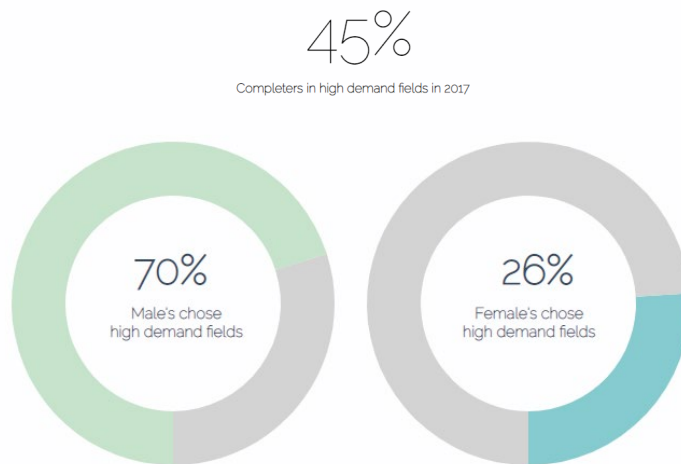
Figure 11: USTC Students' Employment and Wage Information 1 and 5 Years Post-Graduation, Stratified by Gender and Racial/Ethnic Demographic

UDRC has also concluded that fully 45% of USTC graduates are placed within the state in jobs defined as high-demand. Percentages differ between the sexes, with 70% of the male graduates being employed in high-demand industries, and 26% of the female graduates. Again, this is largely a function of self-selection as students select the technical college program they want to complete.

Figure 12: USTC Graduates Placed in High-demand Industries

Percent of technical college completers in high demand fields

45%

Completers in high demand fields in 2017

70%
Male's chose
high demand fields

26%
Female's chose
high demand fields

Custom Fit

Custom Fit is a flexible, customized training program designed to meet the training needs of Utah businesses. Each year, more than 1,500 local companies contract with one of Utah's eight technical colleges, Utah State University Eastern, or Snow College to receive state-subsidized training for their employees. For almost 40 years, Custom Fit has provided a means for small and large businesses to grow, increase productivity, or maintain a competitive edge.

In FY 2018 the Custom Fit program served more companies and provided more training hours than at any other time since 2001 when oversight of the program was given to the Utah College of Applied Technology. Growth has been steady for several years while legislative appropriations, excluding an increase in FY 2017, have remained relatively flat. Dividing appropriations by companies served, FY 2018 saw the second lowest cost/company served in the program's history. Only FY 2016 saw a lower cost, as appropriations at the time were significantly less than today.

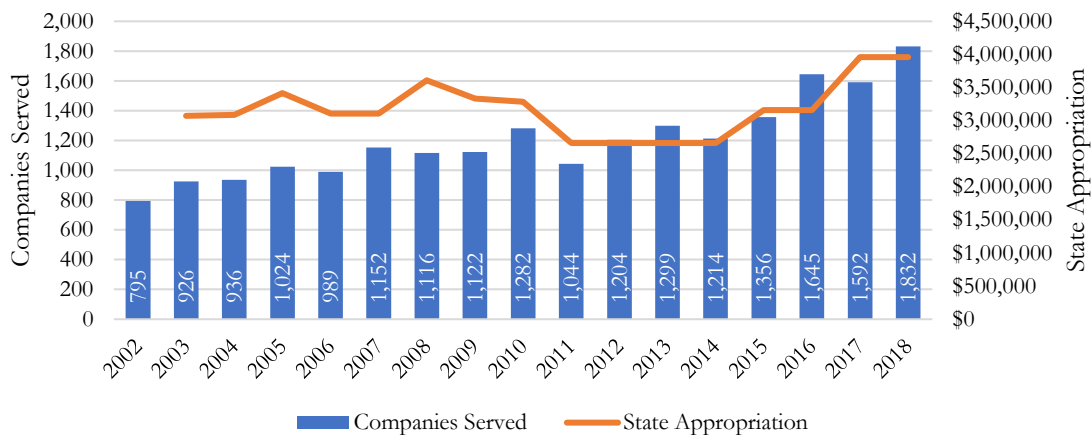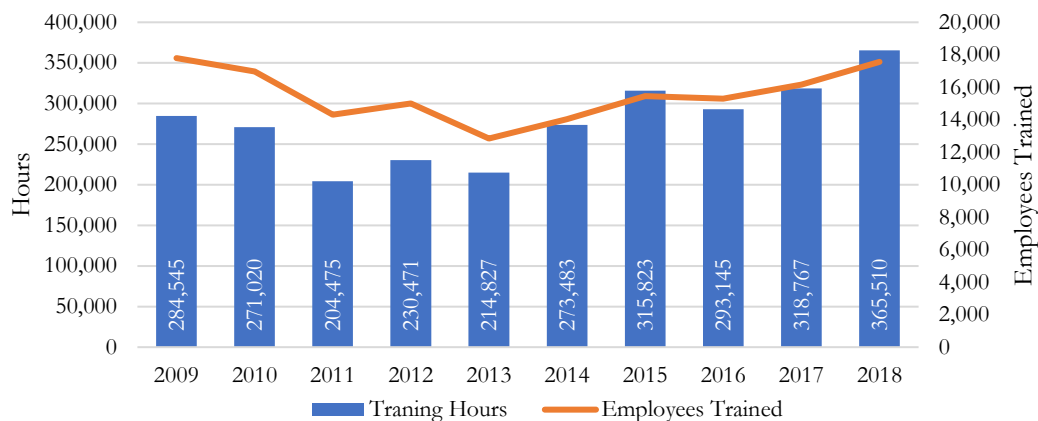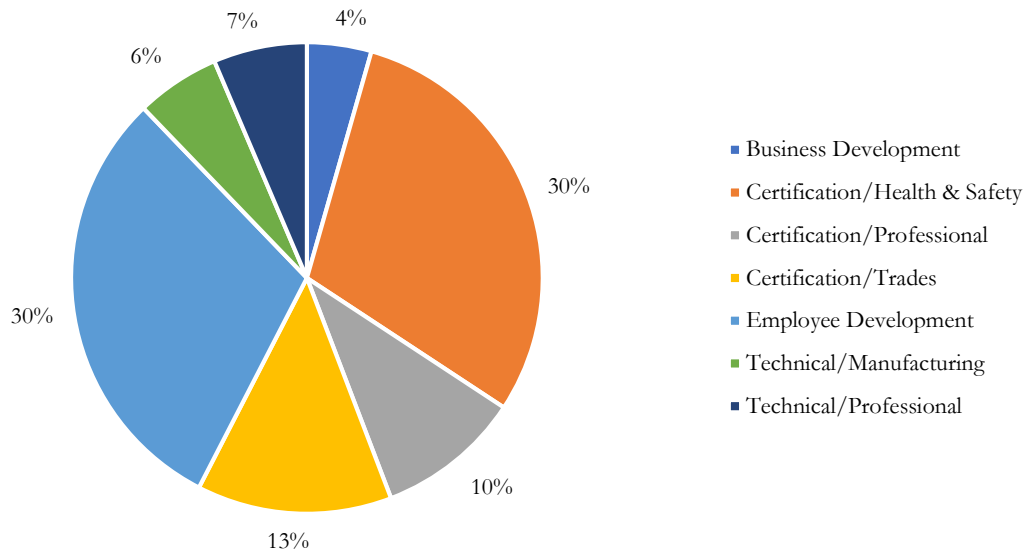Figure 13: Custom Fit Companies Served & State Appropriations, FY 2002 - FY 2018

Figure 14: Custom Fit Instructional Hours and Employees Trained, FY 2009 - FY 2018

In FY 2018 instructional hours and companies served through Custom Fit increased by 15% each over FY 2017, while distinct employees trained grew by 9%, reaching the highest level since 2009.

53% of all Custom Fit courses were taught this year with employee industry certifications being the end goal. 30% of all trainings were designed to provide health and safety certifications (e.g., Forklift Safety, Hazardous Waste Operations and Emergency Response, etc.), 10% professional certifications (e.g., Lean Six Sigma, Employment Law for Managers, etc.), and 13% trades certifications (e.g., welding and electrical certifications, etc.).

Figure 15: Custom Fit Course Descriptions, FY 2018

- Business Development
- Certification/Health & Safety
- Certification/Professional
- Certification/Trades
- Employee Development
- Technical/Manufacturing
- Technical/Professional

In FY 2014, Custom Fit service providers began querying companies regarding their objectives in obtaining customized training, whether to be seeking increased employee productivity, company growth, or to gain/maintain a competitive edge. Since FY 2014, roughly half of all trainings have been geared toward increasing employee productivity. The next most widely shared objective is company growth, comprising 32% of all Custom Fit trainings in FY 2018.

Figure 16: Custom Fit Training Objectives, FY 2018

Figure 16: Custom Fit Training Objectives, FY 2018
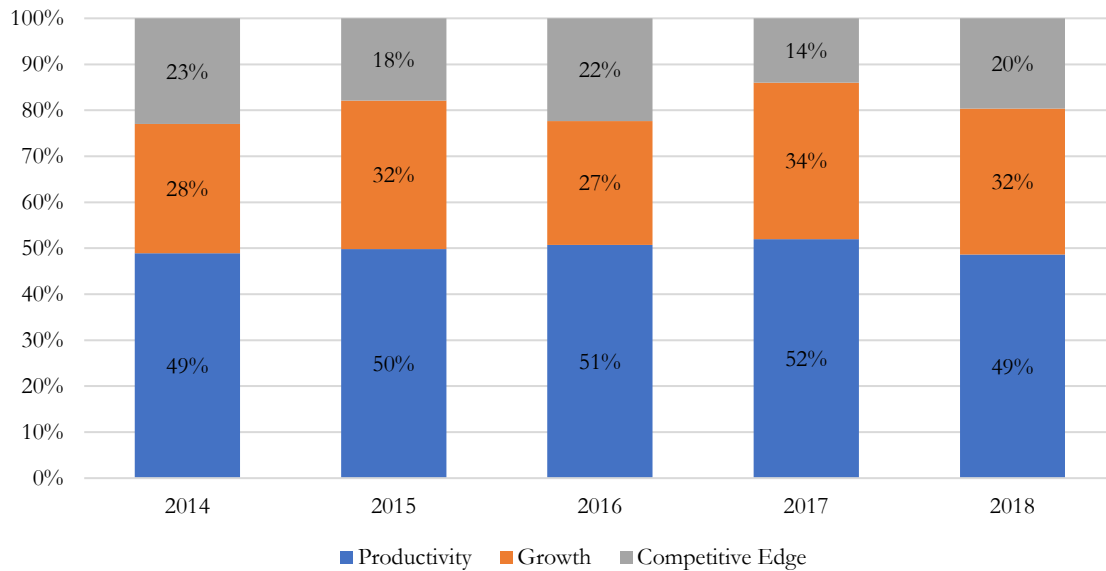
In FY 2018 Custom Fit service providers spent $5.04 million on direct training costs, matched by $2.98 million in company contributions. The company match rate in FY 2018, required by USTC policy to be at least 50%, was 59%.

Table 15: Custom Fit Budget, FY 2018

Service Region	Assets				Expenditures					Carry Over to Next FY
	Carry Over from Prior FY	Appropriation	Company Contributions	Total Funds Available	Direct Training Costs	Salaries/ Benefits	Equipment	Other	Total	
Bridgerland	$247,781	$500,000	$383,574	$1,131,355	746,298	$208,001	$90,210	$79,971	$1,124,480	6,875
Davis	$35,814	$500,000	$384,596	$920,410	$620,826	$203,137	$30,511	$33,870	$888,344	$32,066
Dixie	$29,398	$345,000	$181,921	$556,319	$347,681	$187,517	$3,192	$2,667	$541,057	$15,262
Mountainland	$108,000	$500,000	$641,724	$1,249,724	$1,009,715	$211,629	$0	$4,510	$1,225,854	$23,870
Ogden-Weber	$0	$500,000	$414,554	$914,554	$568,008	$316,175	$16,326	$1,843	$902,352	$12,202
Snow College	$24,376	$275,000	$148,397	$447,773	$268,624	$117,923	$2,777	$13,079	$401,903	$45,871
Southwest	$6,239	$345,000	$220,352	$571,591	$367,553	$180,840	$0	$19,979	$568,372	$3,219
Tooele	$110,926	$325,000	$174,377	$610,303	$341,678	$154,091	$23,886	$1,987	$521,642	$88,661
Uintah Basin	$0	$410,000	241,804	$651,804	$408,628	$237,093	$0	$1,879	$647,600	$4,204
USU Eastern	$308,559	$250,000	$193,145	$751,704	$361,740	$96,179	$0	$14,236	$472,156	$279,548
USTC Admin	$0	$9,200	$0	$9,200	$0	$9,200	$0	$0	$9,200	$0
Total	**$871,093**	**$3,959,200**	**$2,984,444**	**$7,814,738**	**$5,040,751**	**$1,921,785**	**$166,402**	**$174,021**	**$7,302,959**	**$511,779**

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