



BOARD OF TRUSTEES MEETING | AGENDA

January 17, 2019 | 10:00 am – 1:30 pm

Ogden-Weber Technical College
200 North Washington Blvd., Ogden, UT 84404
801-627-8302

- Call to order and roll call Chair Jim Evans
 - Welcome: Russell Lamoreaux, Darin Brush, and Kim Ziebarth Chair Evans
 - Pledge of Allegiance Vice Chair Steve Moore
 - Oath of Office for Russell Lamoreaux Chair Evans
-
1. Executive Committee Report: December 20, 2018 Chair Evans
Approval of Minutes (Executive Committee only) [ITEM 1](#)
 2. Host College Highlights -Ogden-Weber Technical College President Jim Taggart

ACTION ITEMS

- A. Consent Items: Chair Evans
Approval of Board of Trustees Meeting Minutes:
October 30, 2018 and November 15, 2018
[ITEM A](#)
- Reports:**
USTC Commissioner's Office Budget Report [ITEM A1](#)
FY2018 Annual Report (December Release) [ITEM A2](#)
FY2018 Performance-based Funding Allocations [ITEM A3](#)
FY2018 COE Completion, Placement,
and Licensure Rates [ITEM A4](#)

- B. Strategic Workforce Investment Proposals [ITEM B](#) Kim Ziebarth

DISCUSSION ITEMS:

- C. Board of Trustees Meeting Scheduling Considerations [ITEM C](#) Chair Evans
- D. Expiring Terms of Office for Board Members [ITEM D](#) Commissioner Haines
- E. College Boards of Directors Agendas and Minutes [ITEM E](#) Commissioner Haines
- F. 2019 Legislative Planning Discussion [ITEM F](#) Commissioner Haines
- G. Dixie Tech -Home Builders Association Partnership [ITEM G](#) Darcy Stewart
- H. Student of the Year -Information of Events [ITEM H](#) Commissioner Haines

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 Ogden-Weber Technical College shall be the anchor location for public attendance.

- | | |
|--|---------------------|
| I. Technical Education Campaign ITEM I | Joseph Demma |
| J. Internal Enrollment and Placement Audit ITEM J | Zachary Barrus |
| K. Recent Board of Regents' Audit ITEM K | Tyler Brinkerhoff |
| L. College President Evaluations 2019 ITEM L | Commissioner Haines |
| M. Review of Recent President Search Processes and Policy ITEM M | Commissioner Haines |
| N. Commissioner Appointment Process ITEM N | Chair Evans |

Lunch

CLOSED SESSION:

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

CALENDAR:

- | | |
|--|------------------|
| ➤ Student of the Year Celebration, Joseph Smith Memorial Building, Empire Room – 6:30 pm | January 29, 2019 |
| ➤ Board of Trustees Meeting and Ribbon-Cutting Ceremony of Welding Building, Uintah Basin Technical College, Roosevelt Campus | March 21, 2019 |
| ➤ Board of Trustees Meeting, Southwest Technical College
Please note that this meeting changed from May 16 th to May 9 th | May 9, 2019 |

Please see [MASTER CALENDAR](#) for more events, dates and times

ADJOURNMENT:

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 Ogden-Weber Technical College shall be the anchor location for public attendance.



DRAFT

UTAH SYSTEM OF TECHNICAL COLLEGES

Board of Trustees Meeting – Executive Committee*

Date: December 20, 2018

Time: 7:30 am – 7:50 am

Via Conference Call

801-341-6000

(DRAFT -PENDING APPROVAL OF THE BOARD OF TRUSTEES
EXECUTIVE COMMITTEE)

Board of Trustees Present

Jim Evans, Chair – Mountainland Technical
College
Steve Moore – Vice Chair, Ogden-Weber
Technical College
Michael Jensen, Davis Technical College
Brad Tanner – Non-Union Trades
Chuck Taylor

USTC Administration

Jared Haines – Interim Commissioner of
Technical Education
Zachary Barrus - Assistant Commissioner
Tyler Brinkerhoff – Assistant Commissioner
Kim Ziebarth – Associate Commissioner of
Academic Services & Students Affairs

MINUTES OF MEETING
UTAH SYSTEM OF TECHNICAL COLLEGES
Board of Trustees Meeting
December 20, 2018, 7:30 am – 7:50 am

MEETING MINUTES

(PENDING APPROVAL FROM THE BOARD OF TRUSTEES)

Call to order and welcome – Chair Evans
The meeting was called to order at 7:36 am

Roll-call was conducted:

Jim Evans – yes
Steve Moore – yes
Brad Tanner – yes
Chuck Taylor – yes
Michael Jensen – yes

1. Approval of final FY2018 Student Data

Zachary Barrus, Assistant Commissioner, gave a brief summary of the FY2018 Student Data. He also indicated that the final data submitted had been certified by all college presidents as of December 19, 2018. Data has been reviewed by the office of the Commissioner and complies with policy and statute. Therefore, the administration recommends the Executive Committee to approve the final data submitted. He then answered questions from Trustees regarding changes and validation of data.

Trustee Jensen asked when was the last time we performed a statewide audit? The answer was that last time an audit was done was in 2015.

Interim Commissioner Haines explained that policy provides for the USTC office to audit each of the colleges' data and believes this upcoming Spring will be a good time to do it.

Trustee Jensen asked if we can validate the data prior to upcoming Legislature Session. Mr. Barrus stated that he could start running some data queries, compare the Department of Workforce Services (DWS) data to what colleges reported, follow-up documentation, and telephone calls to employers, etc.

Motion: Trustee Jensen moved to accept the data report pending validation of the data to be presented at the next Board of Trustees meeting.

Seconded: Vice Chair Moore

Voting Unanimous

2. Approval of Performance-Based Funding Data and Allocations.

Interim Commissioner Haines gave a background on the Senate Bill and data; and explained the charts presented regarding the total funding available to USTC colleges. Zachary Barrus

also explained that USTC is waiting for some data from Bridgerland College and asked if the Executive Committee would allow the Office of the Commissioner to change the data presented today by adding the information from Bridgerland College.

The USTC administration recommends the approval of the FY2018 Performance-based Funding Report for submission to the Higher Education Appropriations Subcommittee.

Vice Chair Moore made a motion to approve the performance-based funding data based on the 5% presented and to give the Office of the Commissioner the discretion to change the numbers adding the data from Bridgerland College. Seconded by Chair Evans

Voting Unanimous

3. Regents' Audit.

Interim Commissioner Haines explained the Performance Audit to the Board of Regents, most particularly regarding tuition and added that the chart presented describes the main issues, and UTech provided some indicators of where we are as a system. UTech proposes to discuss this audit at the January 2019 Board meeting for further discussion.

Adjournment at 8:09 am.



UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

January 17, 2019

ITEM A3

TOPIC: FY 2018 Performance-based Funding Allocations

BACKGROUND

In accordance with UCA 53B-7-705(5)(b), the Board of Trustees must annually submit a report to the Higher Education Appropriations Subcommittee detailing each technical college's performance as measured by USTC's performance-based funding model (adopted by the Trustees on September 13, 2017). This report is to be submitted at least 30 days prior to the opening of the legislative general session. In preparation for the 2019 General Session, performance data were approved by the Executive Committee of the Board of Trustees on Thursday, December 20 and submitted to the legislature on Friday, December 28, 2018.

The performance-funding statute requires the Board to compare the colleges' FY 2018 performance with their average performance over the prior three years. Where colleges' growth meets or exceeds established targets, the colleges may receive 100% of the potential funding tied to those targets. Where colleges show improvement but do not reach established goals, the colleges may receive a prorated portion of the potential funding tied thereto. Where colleges fail to show any improvement over the prior three-year average performance, no money is awarded.

In early 2017 substantial revisions to USTC data reporting policies and procedures and interpretations thereof were executed, rendering it difficult to compare current and prior years' data. The Office of the Commissioner has produced the attached report noting where data analysis methodologies differ in comparing older and more recent college data. Methodological decisions described herein are purposefully conservative in awarding performance funds and have been vetted and unanimously approved by the Council of Presidents.

Consequent to technical college performance, the Executive Committee of the Board of Trustees has recommended to the Higher Education Appropriations Subcommittee that technical colleges be awarded \$684,441 (59.52%) of the \$1.15 million in performance-based funding available to them.

RECOMMENDATION

Information/discussion only.

Attachments: FY 2018 Performance-based Funding Allocations

UTECH Performance-based Funding Metrics and FY 2018 Attainment

In the 2017 General Session the Utah State Legislature passed Senate Bill 117, establishing performance-based funding for institutions of higher education. The law creates a restricted account funded by increases to income tax revenue generated by individuals employed in specified high-impact jobs. Funds therein are divided between the Utah System of Higher Education and the Utah System of Technical Colleges. UTECH’s portion (\$1.15 million appropriated in the 2018 General Session) is further divided among each technical college, with moneys apportioned based 50% upon the size of each college’s state appropriation and 50% on the colleges’ share of system-wide membership hours (see Table 1). These funds are then made available to technical colleges, provided they meet predetermined performance standards examined below.

Table 1: Technical College Maximum Performance-based Funding Allocations

College	Total Appropriated Budget			Membership Hours			Total Funding Available
	FY 2018 Actual	Share of Total	Funding Available	FY 2018 Actual	Share of Total	Funding Available	
Bridgerland	\$14,830,000	17.02%	\$97,880	1,203,838	18.84%	\$108,336	\$206,216
Davis	\$17,294,500	19.85%	\$114,146	1,499,513	23.47%	\$134,944	\$249,090
Dixie	\$6,990,300	8.02%	\$46,137	335,431	5.25%	\$30,186	\$76,323
Mountainland	\$12,629,900	14.50%	\$83,359	1,189,974	18.62%	\$107,088	\$190,447
Ogden-Weber	\$17,433,700	20.01%	\$115,065	1,226,548	19.20%	\$110,379	\$225,444
Southwest	\$5,231,100	6.00%	\$34,526	285,895	4.47%	\$25,728	\$60,254
Tooele	\$4,311,500	4.95%	\$28,457	173,023	2.71%	\$15,571	\$44,027
Uintah Basin	\$8,398,200	9.64%	\$55,429	475,248	7.44%	\$42,768	\$98,198
Total	\$87,119,200	100.00%	\$575,000	6,389,470	100.00%	\$575,000	\$1,150,000

UTECH’s Performance-based Funding Model

The UTECH performance-based funding model was approved by the Board of Trustees in September 2017. The model scores technical colleges in five categories tied to UTECH’s mission, with funding apportioned based on 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 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 each graduate of a program, 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
- Computer & Information Systems Security
- 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: This category awards points for already-employed students who successfully complete short-term courses that do not lead to a certificate. Students are counted distinctly with points awarded based on the number of hours successfully completed. 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: Additional points are awarded for secondary students who graduate from a certificate program while still in high school (points were previously awarded for these graduates in the certificate programs category above). Though most secondary students enroll at a technical college to earn high school credit, UTECH desires that every secondary student earn a postsecondary certificate, even prior to high school graduation. For those unable to finish before completing high school, UTECH hopes to retain them so they complete their certificate programs within one year after high school graduation. In the UTECH performance-based funding model, the proportion of enrolled students from specific high school graduating cohorts who complete certificates prior to and within one year of high school graduation is measured, and a multiplier applied. Greater emphasis (i.e., a larger multiplier) is placed upon certificate completion prior to high school graduation than completion within the subsequent year.

Placement: Points are awarded to colleges for each placed certificate-seeking student (placement is defined as 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 awarded for each placement from high-demand programs. Lastly, points are awarded for placements from under-served student populations (students of ethnic/racial minority groups, students receiving Pell Grants or Bureau of Indian Affairs/DWS sponsorship, students with a disability, or those identified as single parents, displaced homemakers, economically disadvantaged, or of limited English proficiency).

Efficiency: Efficiency is operationalized using student certificate-seeking 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 high rates in longer programs. Also, a college's certificate-seeking graduates per full-time equivalent is multiplied by 50 and added to the category total.

Assessing FY 2015-16 Performance

Under the provisions of UCA 53B-7-705, to receive all funds available a college must show improvement of at least 5% over the prior 3-year average score in each of the performance-based funding model's categories. UTECH is hence required to compare FY 2018's performance with that of FY 2015-17. If a college improves by less than 5%, the funding is pro-rated. If a college experiences negative growth, no funding is awarded.

Prior to FY 2017 the technical colleges annually reported the number of certificates awarded during each fiscal year, including so-called "exit point" certificates awarded for completion of *portions* of approved programs but that allowed students to obtain gainful employment with the skills obtained (e.g., a certificate in Braking Systems allows students to obtain employment at automotive repair shops, though it is only *part* of a full automotive program). In early 2017 UTECH moved to report only *full program graduates*. In the summary tables that follow, data reported in the Certificate Programs category for FY 2015-16 will not match certificate totals reported in those years' respective annual reports, as UTECH staff herein report only full program graduates from those years to ensure comparability with data from FY 2017-18. This same caveat applies when counting secondary graduates under the model's Secondary Completion category, and in counting certificate-seeking graduates under the Efficiency category.

Additionally, certificate-seeking student graduation rates were not calculated prior to FY 2017. Consequent to significant changes to UTECH student enrollment and outcomes reporting policies in early 2017, rather than attempt to calculate FY 2015-16 graduation rates using the same methodology as employed in later years, in the model's Efficiency category we record those years' graduation rates as reported to the Council on Occupational Education (COE), the technical colleges' accrediting body. Note that in annual reporting, COE instructs member schools to subtract certain groups of students ("allowable subtractions") from the denominator prior to calculating graduation rates. UTECH graduation rates reported in FY 2017-18 do not exclude any certificate-seeking students and are thus lower than rates reported to the accrediting body. Hence, technical colleges may show a significant drop in performance (and receive no consequent funding) in the Efficiency category from FY 2015-18.

Funding Awards

Based on technical college scores presented hereafter (see Tables 3 through 10), the UTECH Board of Trustees have recommended that the Higher Education Appropriations Subcommittee fund the performance-based funding awards outlined in Table 2. System-wide, the Board of Trustees recommends that the legislature fund \$684,441 (59.52%) of the \$1.15 million set aside for UTECH schools in 2018.

Table 2: Technical College Performance-based Funding Awards

College	Category	Weight	Funding Available	FY 2015-17 Avg. Score	FY 2018 Score	Growth	Funding Awarded
Bridgerland	Certificate Programs	30%	\$61,865	2,248	2,683	19.33%	\$61,865
	Short-term Occupational Training	10%	\$20,622	206	157	-24.03%	\$0
	Secondary Completion	15%	\$30,932	7	30	357.80%	\$30,932
	Placement	25%	\$51,554	1,043	1,213	16.31%	\$51,554
	Efficiency	20%	\$41,243	221	185	-16.31%	\$0
	Total			\$206,216			
Davis	Certificate Programs	30%	\$74,727	3,707	4,266	15.07%	\$74,727
	Short-term Occupational Training	10%	\$24,909	83	97	17.20%	\$24,909
	Secondary Completion	15%	\$37,364	161	173	7.80%	\$37,364
	Placement	25%	\$62,273	1,555	1,610	3.55%	\$44,199
	Efficiency	20%	\$49,818	173	173	-0.07%	\$0
	Total			\$249,090			
Dixie	Certificate Programs	30%	\$22,897	709	917	29.34%	\$22,897
	Short-term Occupational Training	10%	\$7,632	560	421	-24.78%	\$0
	Secondary Completion	15%	\$11,448	49	45	-8.46%	\$0
	Placement	25%	\$19,081	343	517	50.72%	\$19,081
	Efficiency	20%	\$15,265	203	179	-11.59%	\$0
	Total			\$76,323			
Mountainland	Certificate Programs	30%	\$57,134	4,330	4,694	8.40%	\$57,134
	Short-term Occupational Training	10%	\$19,045	77	97	25.06%	\$19,045
	Secondary Completion	15%	\$28,567	407	416	2.23%	\$12,735
	Placement	25%	\$47,612	1,244	1,213	-2.48%	\$0
	Efficiency	20%	\$38,089	284	260	-8.60%	\$0
	Total			\$190,447			
Ogden-Weber	Certificate Programs	30%	\$67,633	3,204	2,768	-13.61%	\$0
	Short-term Occupational Training	10%	\$22,544	80	159	98.46%	\$22,544
	Secondary Completion	15%	\$33,817	97	103	6.06%	\$33,817
	Placement	25%	\$56,361	1,483	1,751	18.04%	\$56,361
	Efficiency	20%	\$45,089	174	129	-25.66%	\$0
	Total			\$225,444			
Southwest	Certificate Programs	30%	\$18,076	574	884	54.10%	\$18,076
	Short-term Occupational Training	10%	\$6,025	42	55	29.15%	\$6,025
	Secondary Completion	15%	\$9,038	51	52	0.59%	\$1,075
	Placement	25%	\$15,064	372	494	32.61%	\$15,064
	Efficiency	20%	\$12,051	226	240	6.22%	\$12,051
	Total			\$60,254			
Tooele	Certificate Programs	30%	\$13,208	523	592	13.12%	\$13,208
	Short-term Occupational Training	10%	\$4,403	7	9	32.31%	\$4,403
	Secondary Completion	15%	\$6,604	58	53	-8.35%	\$0
	Placement	25%	\$11,007	418	466	11.42%	\$11,007
	Efficiency	20%	\$8,805	230	182	-21.18%	\$0
	Total			\$44,027			
Uintah Basin	Certificate Programs	30%	\$29,459	1,150	1,078	-6.23%	\$0
	Short-term Occupational Training	10%	\$9,820	221	183	-17.00%	\$0
	Secondary Completion	15%	\$14,730	106	126	18.11%	\$14,730
	Placement	25%	\$24,549	655	563	-14.04%	\$0
	Efficiency	20%	\$19,640	250	276	10.39%	\$19,640
	Total			\$98,198			
UTECH System Totals	Certificate Programs	30%	\$345,000				\$247,907
	Short-term Occupational Training	10%	\$115,000				\$76,926
	Secondary Completion	15%	\$172,500				\$130,652
	Placement	25%	\$287,500				\$197,265
	Efficiency	20%	\$230,000				\$31,690
	Total			\$1,150,000			

Table 3: Bridgerland Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Bridgerland Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		412	412	474	474	464	464	277	277
600 – 899 Hours	3.00		104	312	36	108	88	264	96	288
≥ 900 Hours	5.00		265	1,325	277	1,385	295	1,475	370	1,850
Additional Points for Graduates from High Demand/High Impact Programs	1.00		165	165	163	163	198	198	268	268
Category Total				2,214		2,130		2,401		2,683
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		387	77	264	53	190	38	150	30
< 60 Hours	0.10		1,399	140	1,573	157	1,526	153	1,265	127
Category Total				217		210		191		157
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		-	-	-	-	4	1	45	11
600 – 899 Hours	0.50		-	-	-	-	-	-	-	-
≥ 900 Hours	1.00		1	1	-	-	4	4	9	9
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	0%	-	0%	-	1%	1	2%	4
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	4%	4	4%	4	3%	3	5%	5
Category Total				5		4		10		30
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		545	545	701	701	723	723	749	749
<i>Military Service</i>			396		504		553		628	
<i>Continuing Education</i>			1		-		1		-	
<i>Continuing Education</i>			148		197		169		121	
Additional Points for Under-served/At-risk Student Placements	0.50		177	89	216	108	254	127	205	103
Additional Points for Placements from High Demand/High Impact Programs	1.00		152	152	209	209	223	223	271	271
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	84%	84	86%	86	81%	81	90%	90
Category Total				870		1,104		1,154		1,213
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	98%	49	88%	44	93%	47	86%	43
600 – 899 Hours		75	65%	49	59%	44	67%	50	55%	41
≥ 900 Hours		100	70%	70	70%	70	50%	50	51%	51
Certificate-seeking Graduates per FTE		50	1.35	68	1.25	62	1.22	61	1.00	50
<i>Certificate-seeking Graduates</i>			780		787		839		743	
<i>Certificate-seeking Membership Hours</i>			518,915		566,720		616,982		665,472	
Category Total				235		221		208		185

* Category totals may not equal the sum of their parts due to rounding error.

Table 4: Davis Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

		Davis Technical College								
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		589	589	490	490	644	644	532	532
600 – 899 Hours	3.00		173	519	211	633	179	537	176	528
≥ 900 Hours	5.00		369	1,845	460	2,300	580	2,900	591	2,955
Additional Points for Graduates from High Demand/High Impact Programs	1.00		201	201	221	221	243	243	251	251
Category Total				3,154		3,644		4,324		4,266
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		140	28	192	38	107	21	141	28
< 60 Hours	0.10		417	42	551	55	637	64	688	69
Category Total				70		94		85		97
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		165	41	175	44	209	52	147	37
600 – 899 Hours	0.50		21	11	44	22	24	12	40	20
≥ 900 Hours	1.00		9	9	14	14	20	20	31	31
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	22%	45	29%	58	24%	47	24%	47
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	28%	28	38%	38	42%	42	38%	38
Category Total				134		175		174		173
Placement (25%)										
Total Certificate-seeking Student Placements										
Related Employment	1.00		984	984	1,021	1,021	982	982	1,000	1,000
Military Service			782		842		773		789	
Continuing Education			1		4		6		3	
Additional Points for Under-served/At-risk Student Placements	0.50		201	175	175	187	203	194	208	200
Additional Points for Placements from High Demand/High Impact Programs	1.00		343	283	374	302	388	282	325	325
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	283	88	302	88	282	82	325	85
Category Total				1,527		1,598		1,540		1,610
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	82%	41	79%	40	78%	39	77%	38
600 – 899 Hours		75	55%	41	58%	43	57%	43	64%	48
≥ 900 Hours		100	42%	42	43%	43	43%	43	39%	39
Certificate-seeking Graduates per FTE		50	0.92	46	0.87	43	1.09	54	0.95	47
Certificate-seeking Graduates			936		928		1,150		1,081	
Certificate-seeking Membership Hours			915,287		960,423		953,826		1,027,271	
Category Total				170		170		179		173

* Category totals may not equal the sum of their parts due to rounding error.

Table 5: Dixie Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

		Dixie Technical College								
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		99	99	107	107	140	140	138	138
600 – 899 Hours	3.00		33	99	39	117	50	150	58	174
≥ 900 Hours	5.00		60	300	108	540	102	510	110	550
Additional Points for Graduates from High Demand/High Impact Programs	1.00		3	3	34	34	28	28	55	55
Category Total				501		798		828		917
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		184	37	203	41	40	8	18	4
< 60 Hours	0.10		5,908	591	6,424	642	3,608	361	4,175	418
Category Total				628		683		369		421
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		51	13	44	11	62	16	48	12
600 – 899 Hours	0.50		5	3	3	2	4	2	6	3
≥ 900 Hours	1.00		3	3	4	4	11	11	7	7
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	9%	18	9%	18	8%	16	6%	12
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	7%	7	13%	13	12%	12	11%	11
Category Total				43		47		57		45
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		144	144	161	161	243	243	291	291
<i>Military Service</i>			134		140		221		261	
<i>Continuing Education</i>			-		-		-		1	
<i>Continuing Education</i>			10		21		22		29	
Additional Points for Under-served/At-risk Student Placements	0.50		68	34	56	28	93	47	140	70
Additional Points for Placements from High Demand/High Impact Programs	1.00		18	18	31	31	42	42	68	68
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	96%	96	92%	92	94%	94	88%	88
Category Total				292		312		426		517
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	95%	47	100%	50	91%	45	84%	42
600 – 899 Hours		75	73%	54	85%	64	44%	33	34%	26
≥ 900 Hours		100	56%	56	73%	73	56%	56	61%	61
Certificate-seeking Graduates per FTE		50	0.62	31	0.96	48	1.02	51	1.01	51
<i>Certificate-seeking Graduates</i>			133		203		215		245	
<i>Certificate-seeking Membership Hours</i>			191,529		190,508		189,808		217,931	
Category Total				189		235		185		179

* Category totals may not equal the sum of their parts due to rounding error.

Table 6: Mountainland Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Mountainland Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		1,359	1,359	1,225	1,225	961	961	876	876
600 – 899 Hours	3.00		127	381	188	564	261	783	331	993
≥ 900 Hours	5.00		266	1,330	321	1,605	703	3,515	505	2,525
Additional Points for Graduates from High Demand/High Impact Programs	1.00		403	403	401	401	464	464	300	300
Category Total				3,473		3,795		5,723		4,694
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		286	57	406	81	441	88	482	96
< 60 Hours	0.10		43	4	10	1	3	0	4	0
Category Total				62		82		89		97
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		580	145	504	126	572	143	481	120
600 – 899 Hours	0.50		31	16	87	44	83	42	91	46
≥ 900 Hours	1.00		12	12	20	20	113	113	74	74
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	61%	121	56%	111	58%	116	52%	104
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	69%	69	73%	73	70%	70	72%	72
Category Total				363		374		484		416
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		758	758	747	747	999	999	826	826
<i>Military Service</i>			591		621		845		695	
<i>Continuing Education</i>			-		-		1		1	
<i>Continuing Education</i>			167		126		153		130	
Additional Points for Under-served/At-risk Student Placements	0.50		175	88	191	96	290	145	236	118
Additional Points for Placements from High Demand/High Impact Programs	1.00		131	131	143	143	361	361	189	189
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	87%	87	90%	90	88%	88	80%	80
Category Total				1,064		1,076		1,593		1,213
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	90%	45	92%	46	91%	46	92%	46
600 – 899 Hours		75	90%	68	89%	67	75%	56	75%	56
≥ 900 Hours		100	83%	83	85%	85	78%	78	73%	73
Certificate-seeking Graduates per FTE		50	1.91	95	1.84	92	1.83	91	1.69	85
<i>Certificate-seeking Graduates</i>			1,129		1,123		1,157		1,066	
<i>Certificate-seeking Membership Hours</i>			533,091		549,676		569,099		566,848	
Category Total				291		289		271		260

* Category totals may not equal the sum of their parts due to rounding error.

Table 7: Ogden-Weber Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Ogden-Weber Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		685	685	827	827	369	369	364	364
600 – 899 Hours	3.00		139	417	122	366	133	399	101	303
≥ 900 Hours	5.00		416	2,080	399	1,995	389	1,945	389	1,945
Additional Points for Graduates from High Demand/High Impact Programs	1.00		159	159	230	230	140	140	156	156
Category Total				3,341		3,418		2,853		2,768
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		79	16	90	18	622	124	565	113
< 60 Hours	0.10		154	15	161	16	511	51	463	46
Category Total				31		34		176		159
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		84	21	138	35	104	26	119	30
600 – 899 Hours	0.50		12	6	10	5	9	5	6	3
≥ 900 Hours	1.00		16	16	10	10	20	20	22	22
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	12%	25	14%	29	13%	26	14%	27
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	22%	22	21%	21	24%	24	20%	20
Category Total				90		99		100		103
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		995	995	1,111	1,111	855	855	1,105	1,105
<i>Military Service</i>			848		949		729		981	
<i>Continuing Education</i>			3		3		9		6	
<i>Continuing Education</i>			144		159		117		118	
Additional Points for Under-served/At-risk Student Placements	0.50		398	199	475	238	378	189	484	242
Additional Points for Placements from High Demand/High Impact Programs	1.00		170	170	206	206	211	211	311	311
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	91%	91	93%	93%	82%	82	93%	93
Category Total				1,455		1,648		1,347		1,751
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	92%	46	83%	42	83%	42	77%	39
600 – 899 Hours		75	40%	30	29%	22	41%	31	22%	17
≥ 900 Hours		100	47%	47	38%	38	38%	38	31%	31
Certificate-seeking Graduates per FTE		50	1.33	66	1.38	69	1.01	51	0.86	43
<i>Certificate-seeking Graduates</i>			1,128		1,190		758		707	
<i>Certificate-seeking Membership Hours</i>			764,225		778,644		673,846		738,108	
Category Total				190		171		161		129

* Category totals may not equal the sum of their parts due to rounding error.

Table 8: Southwest Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Southwest Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		142	142	253	253	223	223	222	222
600 – 899 Hours	3.00		44	132	58	174	48	144	87	261
≥ 900 Hours	5.00		25	125	30	150	48	240	62	310
Additional Points for Graduates from High Demand/High Impact Programs	1.00		48	48	31	31	59	59	91	91
Category Total				447		608		666		884
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		21	4	38	8	70	14	69	14
< 60 Hours	0.10		85	9	304	30	619	62	407	41
Category Total				13		38		76		55
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		34	9	118	30	59	15	58	15
600 – 899 Hours	0.50		-	-	-	-	-	-	-	-
≥ 900 Hours	1.00		-	-	1	1	1	1	-	-
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	5%	10	15%	29	14%	29	10%	20
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	7%	7	9%	9	16%	16	17%	17
Category Total				25		69		60		52
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		162	162	191	191	219	219	260	260
<i>Military Service</i>			139		151		175		206	
<i>Continuing Education</i>			-		-		1		-	
<i>Continuing Education</i>			23		40		43		54	
Additional Points for Under-served/At-risk Student Placements	0.50		84	42	103	52	110	55	142	71
Additional Points for Placements from High Demand/High Impact Programs	1.00		47	47	32	32	54	54	77	77
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	83%	83	93%	93	87%	87	86%	86
Category Total				334		368		415		494
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	88%	44	90%	45	94%	47	91%	46
600 – 899 Hours		75	76%	57	83%	62	63%	47	70%	53
≥ 900 Hours		100	37%	37	49%	49	47%	47	58%	58
Certificate-seeking Graduates per FTE		50	1.33	66	1.89	95	1.62	81	1.66	83
<i>Certificate-seeking Graduates</i>			177		222		259		313	
<i>Certificate-seeking Membership Hours</i>			120,101		105,525		143,500		169,365	
Category Total				204		250		222		240

* Category totals may not equal the sum of their parts due to rounding error.

Table 9: Tooele Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

		Tooele Technical College								
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		140	140	162	162	147	147	108	108
600 – 899 Hours	3.00		17	51	13	39	18	54	19	57
≥ 900 Hours	5.00		49	245	53	265	56	280	69	345
Additional Points for Graduates from High Demand/High Impact Programs	1.00		58	58	66	66	63	63	82	82
Category Total				494		532		544		592
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		9	2	30	6	25	5	16	3
< 60 Hours	0.10		12	1	22	2	33	3	54	5
Category Total				3		8		8		9
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		11	3	17	4	14	4	12	3
600 – 899 Hours	0.50		-	-	1	1	-	-	-	-
≥ 900 Hours	1.00		1	1	1	1	-	-	2	2
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	12%	24	16%	31	9%	19	12%	24
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	26%	26	35%	35	26%	26	24%	24
Category Total				54		72		48		53
Placement (25%)										
Total Certificate-seeking Student Placements										
Related Employment	1.00		91	91	85	85	138	138	143	143
Military Service			-	-	-	-	-	-	1	1
Continuing Education			104	104	116	116	90	90	76	76
Additional Points for Under-served/At-risk Student Placements	0.50		103	52	108	54	115	58	105	53
Additional Points for Placements from High Demand/High Impact Programs	1.00		50	50	57	57	75	75	95	95
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	92%	92	97%	97	97%	97	99%	99
Category Total				389		409		458		466
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	94%	47	81%	41	60%	30	63%	31
600 – 899 Hours		75	100%	75	55%	41	62%	47	58%	43
≥ 900 Hours		100	63%	63	66%	66	40%	40	44%	44
Certificate-seeking Graduates per FTE										
Certificate-seeking Graduates		50	1.58	79	1.71	85	1.57	78	1.25	63
Certificate-seeking Membership Hours			194	194	209	209	207	207	182	182
			110,803	110,803	110,254	110,254	118,875	118,875	130,635	130,635
Category Total				263		233		195		182

* Category totals may not equal the sum of their parts due to rounding error.

Table 10: Uintah Basin Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Uintah Basin Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		689	689	422	422	399	399	425	425
600 – 899 Hours	3.00		51	153	86	258	46	138	33	99
≥ 900 Hours	5.00		41	205	63	315	77	385	84	420
Additional Points for Graduates from High Demand/High Impact Programs	1.00		197	197	152	152	136	136	134	134
Category Total				1,244		1,147		1,058		1,078
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		90	18	57	11	45	9	31	6
< 60 Hours	0.10		2,703	270	1,943	194	1,595	160	1,771	177
Category Total				288		206		169		183
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		115	29	131	33	122	31	153	38
600 – 899 Hours	0.50		19	10	26	13	32	16	28	14
≥ 900 Hours	1.00		-	-	11	11	3	3	7	7
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	19%	38	18%	35	20%	40	22%	44
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	19%	19	21%	21	20%	20	22%	22
Category Total				96		114		110		126
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		570	570	312	312	319	319	335	335
<i>Military Service</i>			545		273		288		304	
<i>Continuing Education</i>			-		-		-		-	
<i>Continuing Education</i>			25		39		31		31	
Additional Points for Under-served/At-risk Student Placements	0.50		139	70	92	46	102	51	78	39
Additional Points for Placements from High Demand/High Impact Programs	1.00		124	124	97	97	104	104	94	94
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	95%	95	87%	87	91%	91	95%	95
Category Total				859		542		565		563
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	96%	48	89%	44	87%	44	95%	48
600 – 899 Hours		75	47%	35	58%	43	56%	42	56%	42
≥ 900 Hours		100	57%	57	55%	55	46%	46	68%	68
Certificate-seeking Graduates per FTE		50	2.95	147	1.81	90	1.96	98	2.37	119
<i>Certificate-seeking Graduates</i>			647		403		365		354	
<i>Certificate-seeking Membership Hours</i>			197,634		200,531		167,246		134,206	
Category Total				287		233		230		276

* Category totals may not equal the sum of their parts due to rounding error.



DRAFT

UTAH SYSTEM OF TECHNICAL COLLEGES

Board of Trustees Special Meeting
Date: October 30, 2018 - Time: 8:30 am – 10:00 am
Little America Hotel
500 South Main St., 84101
801-341-6000

(DRAFT- PENDING APPROVAL FROM BOARD OF TRUSTEES)

Board of Trustees Present

Jim Evans, Chair – Mountainland Technical College
Steve Moore – Vice Chair, Ogden-Weber Tech
Scott Theurer – Bridgerland Technical College
Mike Angus – Uintah Basin Technical College
Aaron Osmond – Information Technology
Charles Hansen – Tooele Technical College
Brad Tanner – Non-Union Trades

USTC Administration

Michael Bouwhuis – Interim Commissioner of Technical Education
Jared Haines – Associate Commissioner of Technical Education
Zachary Barrus, - Assistant Commissioner
Tyler Brinkerhoff – Assistant Commissioner
Doug Richards – USTC Legal Counsel

Board of Trustees Attending Via Conference Call:

Michael Jensen – Davis Technical College
Stephen Wade – Dixie Technical College
Susan Johnson – Manufacturing

Board of Trustees absent/excused:

Brecken Cox – Transportation
Catherine Carter – Healthcare
Brian Florang – Snow College
Chuck Taylor – Southwest Technical College

MINUTES OF MEETING
UTAH SYSTEM OF TECHNICAL COLLEGES
Board of Trustees Special Meeting
October 30, 2018 – 8:30 am – 10:00 am
Meeting Minutes

A. The Board meeting was called to order at 8:31 am by Chairman Jim Evans
Pledge of Allegiance by Trustee Steve Moore

Roll-call was conducted:

Jim Evans, Chair – yes
Steve Moore – yes
Scott Theurer – yes
Mike Angus – yes
Aaron Osmond – yes
Brad Tanner – yes
Michael Jensen – yes (via conference call)
Stephen Wade – yes (via conference call)
Susan Johnson – yes (via conference call)

The Oath of Office was administered to Mr. Charles Hansen as a new member of the Board of Trustees of the Utah System by Technical Colleges. Oath of Office by Eva Doolin, Secretary of the Board of Trustees.

Closed Session

Motion to go into closed session, as provided in Utah Statute 52-4-204 and 205, to discuss the character, professional competence, or physical or mental health of individuals.

Motion: Vice Chair Steve Moore, second by Scott Theurer
Voting: unanimous

The Board entered closed session at 8:55 am

A roll-call was conducted:
Jim Evans, Chair – yes
Steve Moore – yes
Scott Theurer – yes
Mike Angus – yes
Aaron Osmond – yes
Brad Tanner – yes
Charles Hansen – yes
Michael Jensen – yes (via conference call)
Stephen Wade – yes (via conference call)

Susan Johnson – yes (via conference call)
The Board reconvened in open session at 9:30 am

Chair Evans indicated that the Board had a couple of motions: One of the motions is the tentative approval of the FY2018 Annual Report of the Utah System of Technical Colleges. Interim Commissioner Bouwhuis mentioned that the Board had approved most of the data included in the annual report through their board meetings. He also said that it is required that USTC sends the report to the Legislature by October 31st. He continued by saying that usually this data is approved by the Board of Trustees Executive Committee, but since the board is meeting today, USTC is asking for the board approval. Associate Commissioner Haines indicated that this data is preliminary since the information will be updated at the end of December.

Motion: Vice Chair Moore moved to approve the 2018 Annual Report as presented. Second, Trustee Susan Johnson.
Voting: Unanimous

Chair Evans informed that the Board of Trustees discussed the Interim and New Commissioner and asked if there was a motion.

Trustee Aaron Osmond indicated that he had a motion to make and asked everyone to be patient with him as he articulated the motion in a correct way. He continued saying that on behalf of the Board he wanted to thank the final candidates to the Commissioner of Technical Education position who had been excellent and that the Board is very appreciative of their efforts and the time the candidates put in preparing and interviewing with the Board. He continued by saying that the Board would like the candidates to know that Board truly appreciates them.

Trustee Osmond said that the Board is not comfortable with the way the process has happened during the interviews. He said that the Board feels that the process created concern for the Board in the selection of the correct candidate.

On behalf of the Board, Trustee Osmond moved that the Board restarts the process of hiring the Commissioner of the USTC System and that it will happen after the general legislative session. Again, Trustee Osmond said, the motion has two parts: Part one is to restart the process and encourage the final candidates to reapply and that the Board will provide more direction. Part two of the motion is that the Board wants to thank Commissioner Bouwhuis for serving as the Interim Commissioner. The Board, Trustee Osmond said, appreciates his service very much and the Board feels that Commissioner Bouwhuis has fulfilled his obligation on the assignment.

Another part of the motion Trustee Osmond said, is that the Board asks Mr. Jared Haines that he serves as the Board Interim Commissioner effective immediately from now through the general session or until the Board hires the next Commissioner of the USTC system.

Motion: Trustee Aaron Osmond moved that:

- (1) the Board of Trustees restart the process of hiring for the commissioner of the USTC System and do that after the general legislative session; and
- (2) that the Board thank Commissioner Bouwhuis for serving as Interim Commissioner and fulfilling his obligation and assignment to the Board and ask Mr. Jared Haines that he serve

as the Interim Commissioner effective immediately from now through the end of the general session or until the Board hires the next commissioner of the USTC System.”

Trustee Osmond asked if there were any questions regarding the motion presented. Chair Evans also asked the Trustees present and the Trustees present via conference call if everyone was cleared on the motion or if further discussion was needed. Chair Evans then asked if there was a second to the motion.

Second: Trustees Stephen Wade and Trustee Mike Angus

Voting: unanimous

Chair Evans also mentioned that the Board would like to talk to the candidates to let them know that the Board would like them to reapply and that the Board will like to move ahead and look at the process as a Board as well as talk about the issues regarding the process.

A roll-call was conducted:

Jim Evans, Chair – yes

Steve Moore – yes

Scott Theurer – yes

Mike Angus – yes

Aaron Osmond – yes

Charles Hansen – yes

Brad Tanner – yes

Stephen Wade – yes (via conference call)

Susan Johnson – yes (via conference call)

Adjournment

Motion to adjourn: Trustee Mike Angus, Second by Vice Chair Moore

Voting: unanimous

Meeting adjourned at 9:50 am



DRAFT

UTAH SYSTEM OF TECHNICAL COLLEGES

Board of Trustees Meeting
Date: November 15, 2018
Time: 8:00 am – 1:00 pm
Davis Technical College
550 East 300 South, Kaysville, UT 84037
801-593-2310

(DRAF –PENDING APPROVAL FROM BOARD OF TRUSTEES)

Board of Trustees Present

Steve Moore – Vice Chair, Ogden-Weber
Technical College
Scott Theurer – Bridgerland Technical College
Mike Angus – Uintah Basin Technical College
Susan Johnson – Manufacturing
Brecken Cox – Transportation
Michael Jensen, Davis Technical College
Charles Hansen, Tooele Technical College

Participating via conference call:

Brad Tanner – Non-Union Trades
Aaron Osmond – Information Technology

Board of Trustees absent/excused:

Jim Evans, Chair – Mountainland Technical
College
Catherine Carter – Healthcare
Brian Florang – Snow College
Stephen Wade – Dixie Technical College
Chuck Taylor – Southwest Technical College

USTC Administration

Jared Haines – Interim Commissioner of
Technical Education
Zachary Barrus - Assistant Commissioner
Tyler Brinkerhoff – Assistant Commissioner
Doug Richards – Legal Counsel

College Presidents Present (Open session)

Jim Taggart, Ogden-Weber Technical College

Others Present (Open and closed session)

Troy Wood – Vice Chair, Board of Directors,
Davis Technical College
Bridgit Gerrard, Member of the Board of
Directors, Davis Technical College

MINUTES OF MEETING
UTAH SYSTEM OF TECHNICAL COLLEGES
Board of Trustees Meeting
November 15, 2018, 8:00 am – 1:00 pm

MEETING MINUTES

(PENDING APPROVAL FROM THE BOARD OF TRUSTEES)

A. Call to order and welcome – Vice Chair Steve Moore
Pledge of Allegiance by Trustee Michael Jensen

The meeting was called to order at 8:08 am

Roll-call was conducted:

Steve Moore – yes
Scott Theurer – yes
Mike Angus – yes
Susan Johnson – yes
Brecken Cox – yes
Charles Hansen – yes
Michael Jensen – yes
Brad Tanner – yes (participating via conference call)

Vice Chair Moore stated that the Board appreciates the work of the Search Committee and thanked Trustee Michael Jensen, and Mr. Troy Wood, Vice Chair of the College Board of Directors for their service during the college President search.

Vice Chair Moore indicated that Chair Jim Evans asked him to conduct the meeting today and described today's schedule of events.

Vice Chair Moore said that the Board of Trustees certainly applauds the history and accomplishments of Davis Technical College. He also asked the Board of Trustees and local Board of Directors that during the interviews' today, to look at the very best candidate who will represent and take the college to the next steps into the future. He also asked to look at the finalist's experience, technical education knowledge, their community and legislative affiliations, connections and influence, as well as their strategic vision. He also mentioned that the Board of Trustees would like the next President to be a strong advocate of the system and all eight campuses and to also look at these candidates logically and rationally.

A roll-call was conducted:

Steve Moore – yes
Scott Theurer – yes
Mike Angus – yes
Susan Johnson – yes

Brecken Cox – yes
Charles Hansen – yes
Michael Jensen – yes
Brad Tanner – yes (participating via conference call)

Vice Chair Moore welcomed Mr. Russell Lamoreaux (not present at this meeting) as a new member of the Board of Trustees who was confirmed by the Senate last week. He will replace Mr. Dale Cox, representing the Union Trades (Electrical Trades). Mr. Lamoreaux leaves in Orem, with an office in Salt Lake City, and will be joining the Board of Trustees at the next meeting.

Action Items:

Consent Items:

1. Approval of Board of Trustees Meeting Minutes
2. USTC Office Budget

Motion: to approve the consent items as presented, Scott Theurer, Second: Trustee Michael Jensen

Voting: Unanimous

Information Items:

3. Executive Committee Report

Vice Chair Moore informed that the Executive Committee of the Board of Trustees held a meeting on November 9, 2018, via conference call. At this meeting, the Executive Committee agreed to interview four finalists for the Davis Technical College President position.

4. Commissioner Search Process

Vice Chair Moore indicated that there are no notes for this item and informed that on October 30, 2018, the Board of Trustees decided to appoint Mr. Jared Haines as the Interim Commissioner of Technical Education for the Utah System of Technical Colleges. The Board of Trustees also postponed and will restart the search of a new Commissioner of Technical Education. Vice Chair Moore asked if anyone had any comments, questions or feedback.

Closed Session

Motion to go into closed session, as provided in Utah Statute 52-4-204 and 205, to discuss the character, professional competence, or physical or mental health of individuals.

Motion: Brecken Cox, Second, Michael Jensen

Voting: Unanimous

The Board of Trustees reconvened in open session at 12:26 pm

Vice Chair Moore, Trustee Jensen, Interim Commissioner Haines, and Mr. Wood met with Mr. Darin Brush. Mr. Brush accepted the position of President of Davis Technical College and salary. Vice Chair Moore also explained that they also talked to the other three finalists about the decision and that they all expressed their support to Mr. Brush as the new president.

Vice Chair Moore motioned that the Board of Trustees moves to appoint Mr. Darin Brush as the new president of Davis Technical College, effective immediately.

Motion: to appoint Darin Brush as the new president of Davis Technical College, Susan Johnson. Second, Scott Theurer
Voting: Unanimous

Vice Chair Moore asked President Brush to share a few words with the group.

Announcement:

Interim Commissioner Haines indicated that the Board of Trustees was ready to make the announcement and introduced the college presidents present.

Vice Chair Moore thanked the audience for their attendance. He continued saying that the Davis Technical College is a great college and that the Board of Trustees appreciates everyone who works at the college for what they do to prepare the students and for changing lives. He mentioned that the Board of Trustees is proud to be part of the system and thanked the staff, and faculty, as well as their families who support them.

Today, as you know, Vice Chair Moore said, “the Board of Trustees met and had the opportunity to interview four wonderful candidates, after which the Board of Trustees motioned to appoint Mr. Darin Brush as the new President of Davis Technical College.”

Vice Chair Moore mentioned some highlights of Mr. Brush’s resume and Mr. Brush shared a few words with the audience.

Adjournment:

Meeting adjourned at 1:45 pm

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

Jan 17, 2019



ITEM A1

TOPIC: USTC Commissioner's Office Budget Report

BACKGROUND

Per USTC policy 555.4.5, *"A report detailing revenue and expenditures for all budget categories and an investment report reflecting cash and investment balances as of the month most recently ended shall be presented to the Board of Trustees in all regular meetings of the Board."* The attachments include a report detailing appropriated revenues and expenditures by category for the Office of the Commissioner for the current fiscal year through December 31, 2018, a check register for November - December 2018, and a cash and investment report as of December 31, 2018.

Attachments:

Budget progress report

Check/Disbursement register

Cash & Investment Balances



*Utah System of Technology Colleges
Office of the Commissioner*

FY 2019 Office Budget as of December 31, 2018

Budget	Budget	Year to Date	%
Total Budget for the Commissioner's Office	\$ 2,000,600	\$ 1,500,450	75.0%
 Expenditures			
Salaries, Payroll Tax & Benefits	1,588,122	694,879	43.8%
Building Occupancy Costs	120,669	58,929	48.8%
Professional Development Conference	50,000	-	0.0%
Equipment Purchases	17,700	1,752	9.9%
Employee Travel	35,000	8,397	24.0%
Board Meetings	25,000	7,085	28.3%
Staff & System Meetings	15,000	2,389	15.9%
Public Relations/Marketing	30,000	1,075	3.6%
Automobile Expenses	15,000	998	6.7%
Supplies & Misc. Expenses	41,844	18,430	44.0%
IT Support & Upgrades	14,000	1,755	12.5%
Memberships	32,200	29,055	90.2%
Contingency	16,065	-	0.0%
Total Expenditures	\$ 2,000,600	\$ 824,744	41.2%

Utah System of Technical Colleges Check Register

November through December 2018

Type	Date	Num	Name	Amount
Bill Pmt -Check	11/12/2018	11565	ABM	-840.00
Bill Pmt -Check	11/12/2018	11566	Brad Tanner	-707.98
Bill Pmt -Check	11/12/2018	11567	Bridgerland Tech	-188,975.00
Bill Pmt -Check	11/12/2018	11568	Cushman Wakefield	-18,286.00
Bill Pmt -Check	11/12/2018	11569	Daniel Peterson	-569.49
Bill Pmt -Check	11/12/2018	11570	Davis Tech	-232,015.07
Bill Pmt -Check	11/12/2018	11571	Dixie Tech	-122,625.00
Bill Pmt -Check	11/12/2018	11572	Fuelman	-288.42
Bill Pmt -Check	11/12/2018	11573	Jive Communications, Inc	-292.55
Bill Pmt -Check	11/12/2018	11574	Mount Olympus	-45.35
Bill Pmt -Check	11/12/2018	11575	Mountainland Tech	-468,800.23
Bill Pmt -Check	11/12/2018	11576	Ogden-Weber Tech	-196,125.00
Bill Pmt -Check	11/12/2018	11577	Penna Powers	-12,603.75
Bill Pmt -Check	11/12/2018	11578	Snow College	-68,750.00
Bill Pmt -Check	11/12/2018	11579	Southwest Tech	-114,925.00
Bill Pmt -Check	11/12/2018	11580	Tooele Tech	-106,400.00
Bill Pmt -Check	11/12/2018	11581	UETN	-86,000.00
Bill Pmt -Check	11/12/2018	11582	Uintah Basin Tech	-146,100.00
Bill Pmt -Check	11/12/2018	11583	USU Eastern	-62,500.00
Bill Pmt -Check	11/12/2018	11584	Utah Technology Council	-12,500.00
Bill Pmt -Check	11/13/2018	ACH	Jared Haines	-24.10
Bill Pmt -Check	11/13/2018	ACH	Michael Bouwhuis	-377.15
Bill Pmt -Check	11/13/2018	ACH	Scott Theurer	-93.09
Bill Pmt -Check	11/13/2018	ACH	Tyler Brinkerhoff	-220.25
Bill Pmt -Check	11/13/2018	ACH	Zachary Barrus	-447.30
Bill Pmt -Check	11/15/2018	ACH	Susan Johnson	-69.22
Bill Pmt -Check	12/19/2018	11585	ABM	-315.00
Bill Pmt -Check	12/19/2018	11586	All Systems Installation	-250.00
Bill Pmt -Check	12/19/2018	11587	Brecken Cox	-962.05
Bill Pmt -Check	12/19/2018	11588	Charles Hansen	-98.21
Bill Pmt -Check	12/19/2018	11589	Cushman Wakefield	-9,143.00
Bill Pmt -Check	12/19/2018	11590	Davis Tech	-74,232.01
Bill Pmt -Check	12/19/2018	11591	Fuelman	-210.88
Bill Pmt -Check	12/19/2018	11592	Jive Communications, Inc	-292.55
Bill Pmt -Check	12/19/2018	11593	Mount Olympus	-29.20
Bill Pmt -Check	12/19/2018	11594	Ogden-Weber Tech	-2,200.00
Bill Pmt -Check	12/19/2018	11595	Penna Powers	-18,603.75
Bill Pmt -Check	12/19/2018	11596	Signature Images	-480.33
Bill Pmt -Check	12/19/2018	11597	TechNet	-3,250.00
Bill Pmt -Check	12/19/2018	11598	UWHEN	-1,000.00
Bill Pmt -Check	12/19/2018	ACH	Jared Haines	-272.42
Bill Pmt -Check	12/19/2018	ACH	Mike Angus	-885.64
Bill Pmt -Check	12/19/2018	ACH	Steve Moore	-2,244.56
Bill Pmt -Check	12/19/2018	ACH	Susan Johnson	-179.76

Utah System of Technical Colleges

Office of the Commissioner

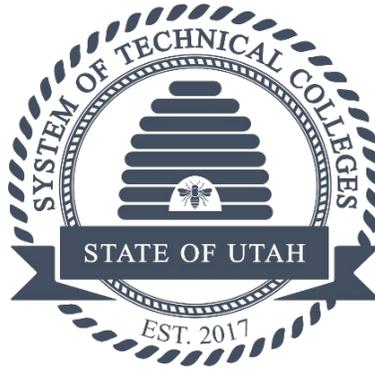
Fiscal Year 2019 Office Budget

CASH AND INVESTMENTS

as of

December 31, 2018

Name of Bank	Type of account	Rate %	Dollar Amount
Utah PTIF	Savings	2.804 \$	807,483.16
Wells Fargo	Checking	0.010 \$	369,345.69





UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

January 17, 2019

ITEM A2

TOPIC: FY 2018 Annual Report (December Release)

BACKGROUND

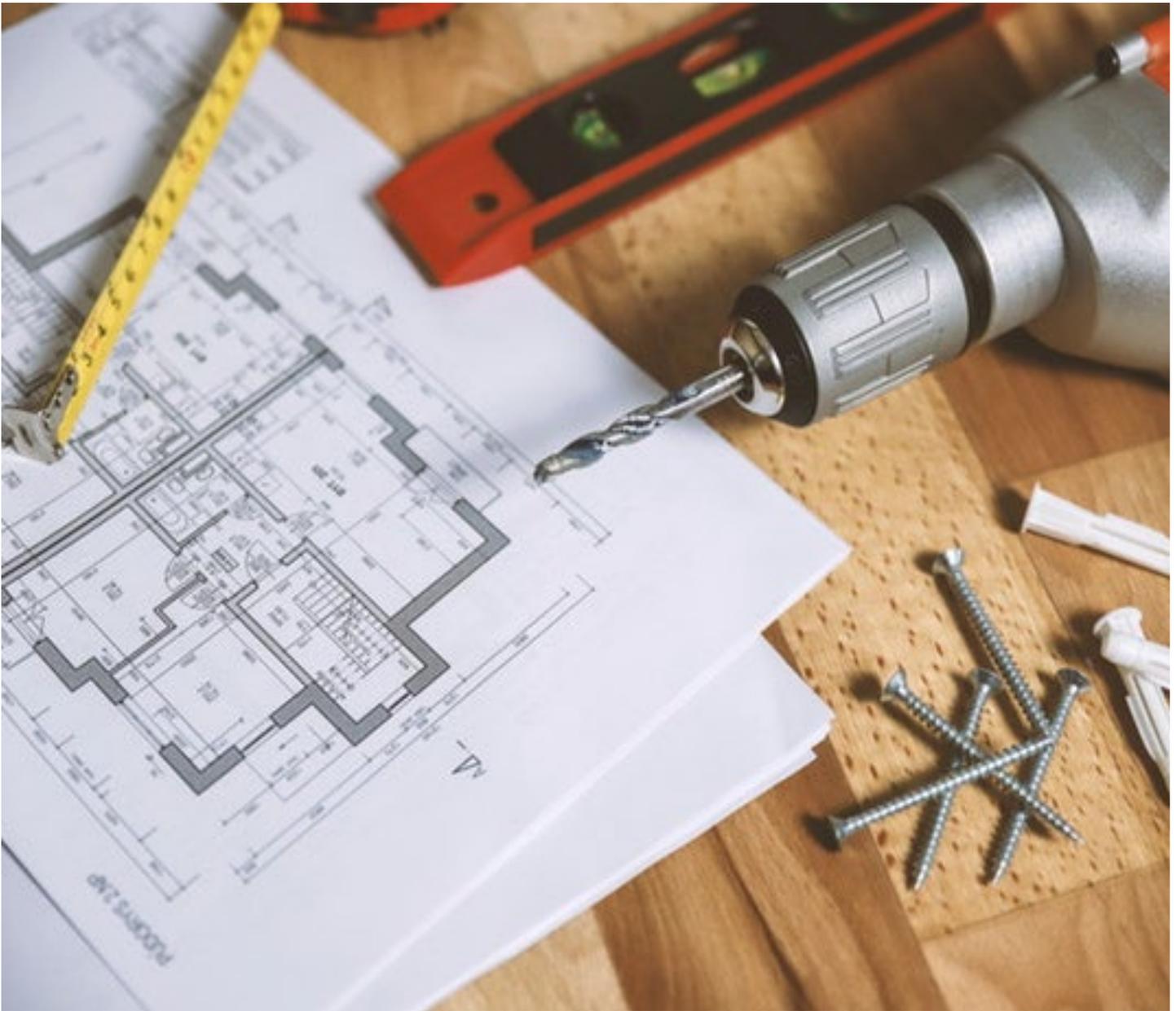
In accordance with UCA 53B-2a-104(l), the USTC Board of Trustees must prepare and submit a report detailing the Board's progress and recommendations on career and technical education issues to the Governor and the Legislature's Education Interim Committee by October 31 of each year. The Board of Trustees approved of the FY 2018 Annual Report (October Release) on October 30, 2018.

The Council on Occupational Education, the technical colleges' accrediting body, allows member institutions approx. five months after the end of the fiscal year to follow up with students, ascertaining their placement and licensure statuses before annual accreditation reports are submitted in December. At that time, technical colleges submit final data pertinent to the fiscal year to the Office of the Commissioner, and the USTC Annual Report is revised to reflect the colleges' final completion, placement, and licensure numbers.

The Office of the Commissioner has revised the FY 2018 Annual Report and has produced a "December Release" containing all final data relevant to FY 2018 which will be provided prior to the meeting at <http://www.utech.edu/annual-reports>. Data herein were reviewed and approved by the Executive Committee of the Board of Trustees on December 20, 2018.

RECOMMENDATION

Information/discussion only.



Utah System of Technical Colleges

2018 Annual Report

(December 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.

A handwritten signature in orange ink that reads "Jared Haines". The signature is stylized and fluid.

Jared A. Haines
Interim Commissioner of Technical Education

Contents

Utah System of Technical Colleges FY2018 Recap.....	3
Student Enrollment and Outcomes Reports	5
Utah System of Technical Colleges	7
Bridgerland Technical College.....	8
Davis Technical College.....	9
Dixie Technical College.....	10
Mountainland Technical College.....	11
Ogden-Weber Technical College	12
Southwest Technical College.....	13
Tooele Technical College.....	14
Uintah Basin Technical College	15
Performance-based Funding Metrics and Attainment	16
Utah System of Technical Colleges 10-year Goals	28
Tuition and Fees	37
Student Employment and Wage Outcomes	38
Custom Fit.....	40

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 UTECH 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. UTECH 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. UTECH 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 UTECH 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 UTECH 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.



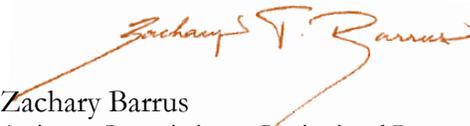
Jared A. Haines
Interim Commissioner of Technical Education



Kim Ziebarth
Associate Commissioner, Academic & Student Affairs



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 UTECH 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. UTECH 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 UTECH 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	361,574	553,212	2,735,048	3,649,834
Headcount				12,177
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	2,690	2,353	7,566	12,609
Still Enrolled	395	903	3,070	4,368
Graduates	1,924	730	2,037	4,691
Non-graduates	371	720	2,459	3,550
Graduation Rate	84%	50%	45%	57%
Non-graduate Completers ("Early Hires") ‡	44	365	748	1,157
Allowable Subtractions	50	92	675	817
<i>Withdrew and Enrolled in Another Program</i>	19	37	196	252
<i>Unavailable to Earn a Credential</i>	31	55	479	565
Completion Rate (utilizing COE standards)	88%	81%	73%	79%
Placed Students (includes Non-graduate Completers)	1,419	952	2,415	4,786
<i>Related Employment</i>	1,020	861	2,126	4,007
<i>Military Service</i>	1	4	7	12
<i>Continuing Education</i>	398	87	282	767
Allowable Subtractions	228	34	155	417
<i>Awaiting Licensure</i>	96	10	71	177
<i>Unavailable for Employment</i>	41	13	52	106
<i>Refused Employment</i>	91	11	32	134
Unplaced Students	321	109	215	645
Placement Rate (utilizing COE standards)	82%	90%	92%	88%
Graduates who Passed a Req'd Licensure Exam	886	176	522	1,584
Graduates who Took a Req'd Licensure Exam	909	176	526	1,611
Licensure Rate (utilizing COE standards)	97%	100%	99%	98%
Weighted Average Certificate Length (hours)				564

Secondary Students				
	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	1,491,770	385,428	243,979	2,121,177
Headcount	8,619	558	207	9,384
Secondary Graduates (program length)	1,063	171	152	1,386
% Secondary Students Earning Certificate				15%

Postsecondary Membership Hours	4,268,292	Secondary Membership Hours	2,121,177
Distinct Postsecondary Headcount	25,086	Distinct Secondary Headcount	9,384

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	47,767
Headcount	422
<i>Continuing Occupational Education</i>	
Membership Hours	389,599
Headcount	10,765
Average Length of Training (hours)	39

Students Enrolled in Other Training	
Membership Hours	181,092
Headcount	3,089
<i>Basic Skills Students</i>	1,273
<i>Personal Interest Students</i>	1,727
<i>Job Re-entry Students</i>	51
<i>Senior Citizens</i>	38

* 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	90,145	532,055	665,472
Headcount				1,856
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	350	322	1,227	1,899
Still Enrolled	29	147	498	674
Graduates	277	96	370	743
Non-graduates	44	79	359	482
Graduation Rate	86%	55%	51%	61%
Non-graduate Completers ("Early Hires") ‡	2	21	116	139
Allowable Subtractions	0	8	48	56
<i>Withdrew and Enrolled in Another Program</i>	0	1	19	20
<i>Unavailable to Earn a Credential</i>	0	7	29	36
Completion Rate (utilizing COE standards)	87%	70%	71%	75%
Placed Students (includes Non-graduate Completers)	218	106	425	749
<i>Related Employment</i>	151	89	388	628
<i>Military Service</i>	0	0	0	0
<i>Continuing Education</i>	67	17	37	121
Allowable Subtractions	23	6	23	52
<i>Awaiting Licensure</i>	22	2	0	24
<i>Unavailable for Employment</i>	1	3	15	19
<i>Refused Employment</i>	0	1	8	9
Unplaced Students	38	5	38	81
Placement Rate (utilizing COE standards)	85%	95%	92%	90%
Graduates who Passed a Req'd Licensure Exam	182	32	69	283
Graduates who Took a Req'd Licensure Exam	199	32	69	300
Licensure Rate (utilizing COE standards)	91%	100%	100%	94%
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	2,081	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	3,940	Distinct Secondary Headcount	2,142

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	555
Headcount	8
<i>Continuing Occupational Education</i>	
Membership Hours	78,796
Headcount	1,833
Average Length of Training (hours)	43

Students Enrolled in Other Training	
Membership Hours	36,989
Headcount	783
<i>Basic Skills Students</i>	571
<i>Personal Interest Students</i>	198
<i>Job Re-entry Students</i>	0
<i>Senior Citizens</i>	14

* 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	117,906	834,040	1,027,271
Headcount				3,340
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	579	530	2,383	3,492
Still Enrolled	77	319	938	1,334
Graduates	385	136	560	1,081
Non-graduates	117	75	885	1,077
Graduation Rate	77%	64%	39%	50%
Non-graduate Completers ("Early Hires") ‡	11	27	208	246
Allowable Subtractions	8	7	334	349
<i>Withdrew and Enrolled in Another Program</i>	8	6	73	87
<i>Unavailable to Earn a Credential</i>	0	1	261	262
Completion Rate (utilizing COE standards)	80%	80%	69%	73%
Placed Students (includes Non-graduate Completers)	222	113	665	1,000
<i>Related Employment</i>	127	103	559	789
<i>Military Service</i>	0	1	2	3
<i>Continuing Education</i>	95	9	104	208
Allowable Subtractions	82	7	68	157
<i>Awaiting Licensure</i>	81	6	10	97
<i>Unavailable for Employment</i>	1	0	56	57
<i>Refused Employment</i>	0	1	2	3
Unplaced Students	92	43	35	170
Placement Rate (utilizing COE standards)	71%	72%	95%	85%
Graduates who Passed a Req'd Licensure Exam	207	66	174	447
Graduates who Took a Req'd Licensure Exam	207	66	174	447
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	207,546	124,824	62,925	395,295
Headcount	1,081	177	55	1,313
Secondary Graduates (program length)	147	40	31	218
% Secondary Students Earning Certificate				17%

Postsecondary Membership Hours	1,104,218	Secondary Membership Hours	395,295
Distinct Postsecondary Headcount	4,528	Distinct Secondary Headcount	1,313

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	28,708
Headcount	170
<i>Continuing Occupational Education</i>	
Membership Hours	10,445
Headcount	715
Average Length of Training (hours)	44

Students Enrolled in Other Training	
Membership Hours	37,794
Headcount	579
<i>Basic Skills Students</i>	340
<i>Personal Interest Students</i>	233
<i>Job Re-entry Students</i>	0
<i>Senior Citizens</i>	6

* 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)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	16,782	64,044	137,105	217,931
Headcount				748
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	118	318	321	757
Still Enrolled	11	167	152	330
Graduates	90	52	103	245
Non-graduates	17	99	66	182
Graduation Rate	84%	34%	61%	57%
Non-graduate Completers ("Early Hires") ‡	3	60	27	90
Allowable Subtractions	1	2	2	5
<i>Withdrawn and Enrolled in Another Program</i>	1	1	0	2
<i>Unavailable to Earn a Credential</i>	0	1	2	3
Completion Rate (utilizing COE standards)	88%	75%	78%	79%
Placed Students (includes Non-graduate Completers)	75	104	112	291
<i>Related Employment</i>	60	95	106	261
<i>Military Service</i>	0	0	1	1
<i>Continuing Education</i>	15	9	5	29
Allowable Subtractions	1	2	3	6
<i>Awaiting Licensure</i>	0	1	0	1
<i>Unavailable for Employment</i>	1	0	3	4
<i>Refused Employment</i>	0	1	0	1
Unplaced Students	17	6	15	38
Placement Rate (utilizing COE standards)	82%	95%	88%	88%
Graduates who Passed a Req'd Licensure Exam	0	28	0	28
Graduates who Took a Req'd Licensure Exam	0	28	0	28
Licensure Rate (utilizing COE standards)	--	100%	--	100%
Weighted Average Certificate Length (hours)				599

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	53,594	11,714	12,620	77,928
Headcount	263	17	12	292
Secondary Graduates (program length)	48	6	7	61
% Secondary Students Earning Certificate				21%

Postsecondary Membership Hours	257,503	Secondary Membership Hours	77,928
Distinct Postsecondary Headcount	4,920	Distinct Secondary Headcount	292

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	1,279
Headcount	6
<i>Continuing Occupational Education</i>	
Membership Hours	37,714
Headcount	4,212
Average Length of Training (hours)	9

Students Enrolled in Other Training	
Membership Hours	580
Headcount	2
<i>Basic Skills Students</i>	0
<i>Personal Interest Students</i>	1
<i>Job Re-entry Students</i>	1
<i>Senior Citizens</i>	0

* 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	59,210	102,284	405,354	566,848
Headcount				2,042
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	487	465	1,125	2,077
Still Enrolled	59	145	531	735
Graduates	395	240	431	1,066
Non-graduates	33	80	163	276
Graduation Rate	92%	75%	73%	79%
Non-graduate Completers ("Early Hires") ‡	3	15	28	46
Allowable Subtractions	12	20	69	101
<i>Withdrawn and Enrolled in Another Program</i>	1	0	2	3
<i>Unavailable to Earn a Credential</i>	11	20	67	98
Completion Rate (utilizing COE standards)	96%	85%	87%	90%
Placed Students (includes Non-graduate Completers)	257	219	350	826
<i>Related Employment</i>	181	197	317	695
<i>Military Service</i>	1	0	0	1
<i>Continuing Education</i>	75	22	33	130
Allowable Subtractions	32	14	35	81
<i>Awaiting Licensure</i>	22	7	13	42
<i>Unavailable for Employment</i>	9	7	19	35
<i>Refused Employment</i>	1	0	3	4
Unplaced Students	109	22	74	205
Placement Rate (utilizing COE standards)	70%	91%	83%	80%
Graduates who Passed a Req'd Licensure Exam	196	37	148	381
Graduates who Took a Req'd Licensure Exam	202	37	152	391
Licensure Rate (utilizing COE standards)	97%	100%	97%	97%
Weighted Average Certificate Length (hours)				479

Secondary Students				
	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	297,771	120,984	105,882	524,637
Headcount	1,238	183	80	1,501
Secondary Graduates (program length)	481	91	74	646
% Secondary Students Earning Certificate				43%

Postsecondary Membership Hours	665,338	Secondary Membership Hours	524,637
Distinct Postsecondary Headcount	2,919	Distinct Secondary Headcount	1,501

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	0
Headcount	0
<i>Continuing Occupational Education</i>	
Membership Hours	84,498
Headcount	522
Average Length of Training (hours)	162

Students Enrolled in Other Training	
Membership Hours	13,992
Headcount	476
<i>Basic Skills Students</i>	63
<i>Personal Interest Students</i>	412
<i>Job Re-entry Students</i>	0
<i>Senior Citizens</i>	1

* 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)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	48,763	98,615	590,730	738,108
Headcount				2,752
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	389	508	1,932	2,829
Still Enrolled	71	81	743	895
Graduates	245	95	367	707
Non-graduates	73	332	822	1,227
Graduation Rate	77%	22%	31	37%
Non-graduate Completers ("Early Hires") ‡	7	230	307	544
Allowable Subtractions	13	41	181	235
<i>Withdrew and Enrolled in Another Program</i>	5	20	88	113
<i>Unavailable to Earn a Credential</i>	8	21	93	122
Completion Rate (utilizing COE standards)	83%	84%	67	74%
Placed Students (includes Non-graduate Completers)	183	307	615	1,105
<i>Related Employment</i>	142	298	541	981
<i>Military Service</i>	0	3	3	6
<i>Continuing Education</i>	41	6	71	118
Allowable Subtractions	40	1	18	59
<i>Awaiting Licensure</i>	30	0	2	32
<i>Unavailable for Employment</i>	5	1	9	15
<i>Refused Employment</i>	5	0	7	12
Unplaced Students	29	17	41	87
Placement Rate (utilizing COE standards)	86%	95%	94%	93%
Graduates who Passed a Req'd Licensure Exam	55	13	85	153
Graduates who Took a Req'd Licensure Exam	55	13	85	153
Licensure Rate (utilizing COE standards)	100%	100%	100%	100%
Weighted Average Certificate Length (hours)				661

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
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	905,422	Secondary Membership Hours	321,126
Distinct Postsecondary Headcount	4,257	Distinct Secondary Headcount	1,384

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	10,702
Headcount	149
<i>Continuing Occupational Education</i>	
Membership Hours	113,735
Headcount	1,145
Average Length of Training (hours)	97

Students Enrolled in Other Training	
Membership Hours	42,877
Headcount	346
<i>Basic Skills Students</i>	167
<i>Personal Interest Students</i>	133
<i>Job Re-entry Students</i>	41
<i>Senior Citizens</i>	5

* 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)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	27,802	68,988	72,575	169,365
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	7	10	17
Allowable Subtractions	1	10	18	29
<i>Withdrew and Enrolled in Another Program</i>	0	7	5	12
<i>Unavailable to Earn a Credential</i>	1	3	13	17
Completion Rate (utilizing COE standards)	92%	82%	82%	87%
Placed Students (includes Non-graduate Completers)	121	78	61	260
<i>Related Employment</i>	86	66	54	206
<i>Military Service</i>	0	0	0	0
<i>Continuing Education</i>	35	12	7	54
Allowable Subtractions	21	1	4	26
<i>Awaiting Licensure</i>	20	0	0	20
<i>Unavailable for Employment</i>	0	0	1	1
<i>Refused Employment</i>	1	1	3	5
Unplaced Students	22	15	7	44
Placement Rate (utilizing COE standards)	85%	84%	90%	86%
Graduates who Passed a Req'd Licensure Exam	92	0	0	92
Graduates who Took a Req'd Licensure Exam	92	0	0	92
Licensure Rate (utilizing COE standards)	100%	--	--	100%
Weighted Average Certificate Length (hours)				433

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	94,410	5,298	0	99,708
Headcount	894	8	0	902
Secondary Graduates (program length)	58	0	0	58
% Secondary Students Earning Certificate				6%

Postsecondary Membership Hours	186,187	Secondary Membership Hours	99,708
Distinct Postsecondary Headcount	1,351	Distinct Secondary Headcount	902

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	0
Headcount	0
<i>Continuing Occupational Education</i>	
Membership Hours	13,799
Headcount	488
Average Length of Training (hours)	28

Students Enrolled in Other Training	
Membership Hours	3,023
Headcount	453
<i>Basic Skills Students</i>	0
<i>Personal Interest Students</i>	452
<i>Job Re-entry Students</i>	1
<i>Senior Citizens</i>	0

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

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	33,644	5,926	91,065	130,635
Headcount				470
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	227	44	273	544
Still Enrolled	74	11	122	207
Graduates	96	19	67	182
Non-graduates	57	14	84	155
Graduation Rate	63%	58%	44%	54%
Non-graduate Completers ("Early Hires") ‡	16	4	32	52
Allowable Subtractions	11	3	14	28
<i>Withdrawn and Enrolled in Another Program</i>	3	2	5	10
<i>Unavailable to Earn a Credential</i>	8	1	9	18
Completion Rate (utilizing COE standards)	79%	77%	72%	76%
Placed Students (includes Non-graduate Completers)	105	19	96	220
<i>Related Employment</i>	56	7	80	143
<i>Military Service</i>	0	0	1	1
<i>Continuing Education</i>	49	12	15	76
Allowable Subtractions	5	3	3	11
<i>Awaiting Licensure</i>	0	0	0	0
<i>Unavailable for Employment</i>	2	1	3	6
<i>Refused Employment</i>	3	2	0	5
Unplaced Students	2	1	0	3
Placement Rate (utilizing COE standards)	98%	95%	100%	99%
Graduates who Passed a Req'd Licensure Exam	36	0	24	60
Graduates who Took a Req'd Licensure Exam	36	0	24	60
Licensure Rate (utilizing COE standards)	100%	--	100%	100%
Weighted Average Certificate Length (hours)				599

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
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 §	
<i>Job Upgrade</i>	
Membership Hours	4,393
Headcount	75
<i>Continuing Occupational Education</i>	
Membership Hours	1,753
Headcount	30
Average Length of Training (hours)	59

Students Enrolled in Other Training	
Membership Hours	14,953
Headcount	209
<i>Basic Skills Students</i>	106
<i>Personal Interest Students</i>	92
<i>Job Re-entry Students</i>	2
<i>Senior Citizens</i>	9

* 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)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	56,776	5,304	72,125	134,206
Headcount				478
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	346	14	140	500
Still Enrolled	60	5	27	92
Graduates	272	5	77	354
Non-graduates	14	4	36	54
Graduation Rate	95%	56%	68%	87%
Non-graduate Completers ("Early Hires") ‡	2	1	20	23
Allowable Subtractions	4	1	9	14
<i>Withdrawn and Enrolled in Another Program</i>	1	0	4	5
<i>Unavailable to Earn a Credential</i>	3	1	5	9
Completion Rate (utilizing COE standards)	97%	75%	93%	96%
Placed Students (includes Non-graduate Completers)	238	6	91	335
<i>Related Employment</i>	217	6	81	304
<i>Military Service</i>	0	0	0	0
<i>Continuing Education</i>	21	0	10	31
Allowable Subtractions	24	0	1	25
<i>Awaiting Licensure</i>	1	0	0	1
<i>Unavailable for Employment</i>	23	0	0	23
<i>Refused Employment</i>	0	0	1	1
Unplaced Students	12	0	5	17
Placement Rate (utilizing COE standards)	95%	100%	95%	95%
Graduates who Passed a Req'd Licensure Exam	118	0	22	140
Graduates who Took a Req'd Licensure Exam	118	0	22	140
Licensure Rate (utilizing COE standards)	100%	--	100%	100%
Weighted Average Certificate Length (hours)				374

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	239,428	16,262	3,480	259,170
Headcount	1,677	23	3	1,703
Secondary Graduates (program length) ‖	153	28	7	188
% Secondary Students Earning Certificate				11%

Postsecondary Membership Hours	216,078	Secondary Membership Hours	259,170
Distinct Postsecondary Headcount	2,450	Distinct Secondary Headcount	1,703

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	2,130
Headcount	14
<i>Continuing Occupational Education</i>	
Membership Hours	48,859
Headcount	1,820
Average Length of Training (hours)	28

Students Enrolled in Other Training	
Membership Hours	30,883
Headcount	241
<i>Basic Skills Students</i>	26
<i>Personal Interest Students</i>	206
<i>Job Re-entry Students</i>	6
<i>Senior Citizens</i>	3

* 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's hours were accrued. Some students 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.

UTECH Performance-based Funding Metrics and FY 2018 Attainment

In the 2017 General Session the Utah State Legislature passed Senate Bill 117, establishing performance-based funding for institutions of higher education. The law creates a restricted account funded by increases to income tax revenue generated by individuals employed in specified high-impact jobs. Funds therein are divided between the Utah System of Higher Education and the Utah System of Technical Colleges. UTECH’s portion (\$1.15 million appropriated in the 2018 General Session) is further divided among each technical college, with moneys apportioned based 50% upon the size of each college’s state appropriation and 50% on the colleges’ share of system-wide membership hours (see Table 10). These funds are then made available to technical colleges, provided they meet predetermined performance standards examined below.

Table 10: Technical College Maximum Performance-based Funding Allocations

College	Total Appropriated Budget			Membership Hours			Total Funding Available
	FY 2018 Actual	Share of Total	Funding Available	FY 2018 Actual	Share of Total	Funding Available	
Bridgerland	\$14,830,000	17.02%	\$97,880	1,203,838	18.84%	\$108,336	\$206,216
Davis	\$17,294,500	19.85%	\$114,146	1,499,513	23.47%	\$134,944	\$249,090
Dixie	\$6,990,300	8.02%	\$46,137	335,431	5.25%	\$30,186	\$76,323
Mountainland	\$12,629,900	14.50%	\$83,359	1,189,974	18.62%	\$107,088	\$190,447
Ogden-Weber	\$17,433,700	20.01%	\$115,065	1,226,548	19.20%	\$110,379	\$225,444
Southwest	\$5,231,100	6.00%	\$34,526	285,895	4.47%	\$25,728	\$60,254
Tooele	\$4,311,500	4.95%	\$28,457	173,023	2.71%	\$15,571	\$44,027
Uintah Basin	\$8,398,200	9.64%	\$55,429	475,248	7.44%	\$42,768	\$98,198
Total	\$87,119,200	100.00%	\$575,000	6,389,470	100.00%	\$575,000	\$1,150,000

UTECH’s Performance-based Funding Model

The UTECH performance-based funding model was approved by the Board of Trustees in September 2017. The model scores technical colleges in five categories tied to UTECH’s mission, with funding apportioned based on 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 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 each graduate of a program, 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
- Computer & Information Systems Security
- 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: This category awards points for already-employed students who successfully complete short-term courses that do not lead to a certificate. Students are counted distinctly with points awarded based on the number of hours successfully completed. 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: Additional points are awarded for secondary students who graduate from a certificate program while still in high school (points were previously awarded for these graduates in the certificate programs category above). Though most secondary students enroll at a technical college to earn high school credit, UTECH desires that every secondary student earn a postsecondary certificate, even prior to high school graduation. For those unable to finish before completing high school, UTECH hopes to retain them so they complete their certificate programs within one year after high school graduation. In the UTECH performance-based funding model, the proportion of enrolled students from specific high school graduating cohorts who complete certificates prior to and within one year of high school graduation is measured, and a multiplier applied. Greater emphasis (i.e., a larger multiplier) is placed upon certificate completion prior to high school graduation than completion within the subsequent year.

Placement: Points are awarded to colleges for each placed certificate-seeking student (placement is defined as 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 awarded for each placement from high-demand programs. Lastly, points are awarded for placements from under-served student populations (students of ethnic/racial minority groups, students receiving Pell Grants or Bureau of Indian Affairs/DWS sponsorship, students with a disability, or those identified as single parents, displaced homemakers, economically disadvantaged, or of limited English proficiency).

Efficiency: Efficiency is operationalized using student certificate-seeking 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 high rates in longer programs. Also, a college's certificate-seeking graduates per full-time equivalent is multiplied by 50 and added to the category total.

Assessing FY 2015-16 Performance

Under the provisions of UCA 53B-7-705, to receive all funds available a college must show improvement of at least 5% over the prior 3-year average score in each of the performance-based funding model's categories. UTECH is hence required to compare FY 2018's performance with that of FY 2015-17. If a college improves by less than 5%, the funding is pro-rated. If a college experiences negative growth, no funding is awarded.

Prior to FY 2017 the technical colleges annually reported the number of certificates awarded during each fiscal year, including so-called "exit point" certificates awarded for completion of *portions* of approved programs but that allowed students to obtain gainful employment with the skills obtained (e.g., a certificate in Braking Systems allows students to obtain employment at automotive repair shops, though it is only *part* of a full automotive program). In early 2017 UTECH moved to report only *full program graduates*. In the summary tables that follow, data reported in the Certificate Programs category for FY 2015-16 will not match certificate totals reported in those years' respective annual reports, as UTECH staff herein report only full program graduates from those years to ensure comparability with data from FY 2017-18. This same caveat applies when counting secondary graduates under the model's Secondary Completion category, and in counting certificate-seeking graduates under the Efficiency category.

Additionally, certificate-seeking student graduation rates were not calculated prior to FY 2017. Consequent to significant changes to UTECH student enrollment and outcomes reporting policies in early 2017, rather than attempt to calculate FY 2015-16 graduation rates using the same methodology as employed in later years, in the model's Efficiency category we record those years' graduation rates as reported to the Council on Occupational Education (COE), the technical colleges' accrediting body. Note that in annual reporting, COE instructs member schools to subtract certain groups of students ("allowable subtractions") from the denominator prior to calculating graduation rates. UTECH graduation rates reported in FY 2017-18 do not exclude any certificate-seeking students and are thus lower than rates reported to the accrediting body. Hence, technical colleges may show a significant drop in performance (and receive no consequent funding) in the Efficiency category from FY 2015-18.

Funding Awards

Based on technical college scores presented hereafter (see Tables 12 through 19), the UTECH Board of Trustees have recommended that the Higher Education Appropriations Subcommittee fund the performance-based funding awards outlined in Table 11. System-wide, the Board of Trustees recommends that the legislature fund \$684,441 (59.52%) of the \$1.15 million set aside for UTECH schools in 2018.

Table 11: Technical College Performance-based Funding Awards

College	Category	Weight	Funding Available	FY 2015-17 Avg. Score	FY 2018 Score	Growth	Funding Awarded
Bridgerland	Certificate Programs	30%	\$61,865	2,248	2,683	19.33%	\$61,865
	Short-term Occupational Training	10%	\$20,622	206	157	-24.03%	\$0
	Secondary Completion	15%	\$30,932	7	30	357.80%	\$30,932
	Placement	25%	\$51,554	1,043	1,213	16.31%	\$51,554
	Efficiency	20%	\$41,243	221	185	-16.31%	\$0
	Total			\$206,216			
Davis	Certificate Programs	30%	\$74,727	3,707	4,266	15.07%	\$74,727
	Short-term Occupational Training	10%	\$24,909	83	97	17.20%	\$24,909
	Secondary Completion	15%	\$37,364	161	173	7.80%	\$37,364
	Placement	25%	\$62,273	1,555	1,610	3.55%	\$44,199
	Efficiency	20%	\$49,818	173	173	-0.07%	\$0
	Total			\$249,090			
Dixie	Certificate Programs	30%	\$22,897	709	917	29.34%	\$22,897
	Short-term Occupational Training	10%	\$7,632	560	421	-24.78%	\$0
	Secondary Completion	15%	\$11,448	49	45	-8.46%	\$0
	Placement	25%	\$19,081	343	517	50.72%	\$19,081
	Efficiency	20%	\$15,265	203	179	-11.59%	\$0
	Total			\$76,323			
Mountainland	Certificate Programs	30%	\$57,134	4,330	4,694	8.40%	\$57,134
	Short-term Occupational Training	10%	\$19,045	77	97	25.06%	\$19,045
	Secondary Completion	15%	\$28,567	407	416	2.23%	\$12,735
	Placement	25%	\$47,612	1,244	1,213	-2.48%	\$0
	Efficiency	20%	\$38,089	284	260	-8.60%	\$0
	Total			\$190,447			
Ogden-Weber	Certificate Programs	30%	\$67,633	3,204	2,768	-13.61%	\$0
	Short-term Occupational Training	10%	\$22,544	80	159	98.46%	\$22,544
	Secondary Completion	15%	\$33,817	97	103	6.06%	\$33,817
	Placement	25%	\$56,361	1,483	1,751	18.04%	\$56,361
	Efficiency	20%	\$45,089	174	129	-25.66%	\$0
	Total			\$225,444			
Southwest	Certificate Programs	30%	\$18,076	574	884	54.10%	\$18,076
	Short-term Occupational Training	10%	\$6,025	42	55	29.15%	\$6,025
	Secondary Completion	15%	\$9,038	51	52	0.59%	\$1,075
	Placement	25%	\$15,064	372	494	32.61%	\$15,064
	Efficiency	20%	\$12,051	226	240	6.22%	\$12,051
	Total			\$60,254			
Tooele	Certificate Programs	30%	\$13,208	523	592	13.12%	\$13,208
	Short-term Occupational Training	10%	\$4,403	7	9	32.31%	\$4,403
	Secondary Completion	15%	\$6,604	58	53	-8.35%	\$0
	Placement	25%	\$11,007	418	466	11.42%	\$11,007
	Efficiency	20%	\$8,805	230	182	-21.18%	\$0
	Total			\$44,027			
Uintah Basin	Certificate Programs	30%	\$29,459	1,150	1,078	-6.23%	\$0
	Short-term Occupational Training	10%	\$9,820	221	183	-17.00%	\$0
	Secondary Completion	15%	\$14,730	106	126	18.11%	\$14,730
	Placement	25%	\$24,549	655	563	-14.04%	\$0
	Efficiency	20%	\$19,640	250	276	10.39%	\$19,640
	Total			\$98,198			
UTEC System Totals	Certificate Programs	30%	\$345,000				\$247,907
	Short-term Occupational Training	10%	\$115,000				\$76,926
	Secondary Completion	15%	\$172,500				\$130,652
	Placement	25%	\$287,500				\$197,265
	Efficiency	20%	\$230,000				\$31,690
	Total			\$1,150,000			

Table 12: Bridgerland Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Bridgerland Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		412	412	474	474	464	464	277	277
600 – 899 Hours	3.00		104	312	36	108	88	264	96	288
≥ 900 Hours	5.00		265	1,325	277	1,385	295	1,475	370	1,850
Additional Points for Graduates from High Demand/High Impact Programs	1.00		165	165	163	163	198	198	268	268
Category Total				2,214		2,130		2,401		2,683
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		387	77	264	53	190	38	150	30
< 60 Hours	0.10		1,399	140	1,573	157	1,526	153	1,265	127
Category Total				217		210		191		157
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		-	-	-	-	4	1	45	11
600 – 899 Hours	0.50		-	-	-	-	-	-	-	-
≥ 900 Hours	1.00		1	1	-	-	4	4	9	9
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	0%	-	0%	-	1%	1	2%	4
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	4%	4	4%	4	3%	3	5%	5
Category Total				5		4		10		30
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		545	545	701	701	723	723	749	749
<i>Military Service</i>			396		504		553		628	
<i>Continuing Education</i>			1		-		1		-	
<i>Continuing Education</i>			148		197		169		121	
Additional Points for Under-served/At-risk Student Placements	0.50		177	89	216	108	254	127	205	103
Additional Points for Placements from High Demand/High Impact Programs	1.00		152	152	209	209	223	223	271	271
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	84%	84	86%	86	81%	81	90%	90
Category Total				870		1,104		1,154		1,213
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	98%	49	88%	44	93%	47	86%	43
600 – 899 Hours		75	65%	49	59%	44	67%	50	55%	41
≥ 900 Hours		100	70%	70	70%	70	50%	50	51%	51
Certificate-seeking Graduates per FTE		50	1.35	68	1.25	62	1.22	61	1.00	50
<i>Certificate-seeking Graduates</i>			780		787		839		743	
<i>Certificate-seeking Membership Hours</i>			518,915		566,720		616,982		665,472	
Category Total				235		221		208		185

* Category totals may not equal the sum of their parts due to rounding error.

Table 13: Davis Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

		Davis Technical College								
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		589	589	490	490	644	644	532	532
600 – 899 Hours	3.00		173	519	211	633	179	537	176	528
≥ 900 Hours	5.00		369	1,845	460	2,300	580	2,900	591	2,955
Additional Points for Graduates from High Demand/High Impact Programs	1.00		201	201	221	221	243	243	251	251
Category Total				3,154		3,644		4,324		4,266
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		140	28	192	38	107	21	141	28
< 60 Hours	0.10		417	42	551	55	637	64	688	69
Category Total				70		94		85		97
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		165	41	175	44	209	52	147	37
600 – 899 Hours	0.50		21	11	44	22	24	12	40	20
≥ 900 Hours	1.00		9	9	14	14	20	20	31	31
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	22%	45	29%	58	24%	47	24%	47
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	28%	28	38%	38	42%	42	38%	38
Category Total				134		175		174		173
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		984	984	1,021	1,021	982	982	1,000	1,000
<i>Military Service</i>			782		842		773		789	
<i>Continuing Education</i>			1		4		6		3	
<i>Continuing Education</i>			201		175		203		208	
Additional Points for Under-served/At-risk Student Placements	0.50		343	172	374	187	388	194	399	200
Additional Points for Placements from High Demand/High Impact Programs	1.00		283	283	302	302	282	282	325	325
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	88%	88	88%	88	82%	82	85%	85
Category Total				1,527		1,598		1,540		1,610
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	82%	41	79%	40	78%	39	77%	38
600 – 899 Hours		75	55%	41	58%	43	57%	43	64%	48
≥ 900 Hours		100	42%	42	43%	43	43%	43	39%	39
Certificate-seeking Graduates per FTE		50	0.92	46	0.87	43	1.09	54	0.95	47
<i>Certificate-seeking Graduates</i>			936		928		1,150		1,081	
<i>Certificate-seeking Membership Hours</i>			915,287		960,423		953,826		1,027,271	
Category Total				170		170		179		173

* Category totals may not equal the sum of their parts due to rounding error.

Table 14: Dixie Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

		Dixie Technical College								
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		99	99	107	107	140	140	138	138
600 – 899 Hours	3.00		33	99	39	117	50	150	58	174
≥ 900 Hours	5.00		60	300	108	540	102	510	110	550
Additional Points for Graduates from High Demand/High Impact Programs	1.00		3	3	34	34	28	28	55	55
Category Total				501		798		828		917
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		184	37	203	41	40	8	18	4
< 60 Hours	0.10		5,908	591	6,424	642	3,608	361	4,175	418
Category Total				628		683		369		421
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		51	13	44	11	62	16	48	12
600 – 899 Hours	0.50		5	3	3	2	4	2	6	3
≥ 900 Hours	1.00		3	3	4	4	11	11	7	7
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	9%	18	9%	18	8%	16	6%	12
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	7%	7	13%	13	12%	12	11%	11
Category Total				43		47		57		45
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		144	144	161	161	243	243	291	291
<i>Military Service</i>			134		140		221		261	
<i>Military Service</i>			-		-		-		1	
<i>Continuing Education</i>			10		21		22		29	
Additional Points for Under-served/At-risk Student Placements	0.50		68	34	56	28	93	47	140	70
Additional Points for Placements from High Demand/High Impact Programs	1.00		18	18	31	31	42	42	68	68
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	96%	96	92%	92	94%	94	88%	88
Category Total				292		312		426		517
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	95%	47	100%	50	91%	45	84%	42
600 – 899 Hours		75	73%	54	85%	64	44%	33	34%	26
≥ 900 Hours		100	56%	56	73%	73	56%	56	61%	61
Certificate-seeking Graduates per FTE		50	0.62	31	0.96	48	1.02	51	1.01	51
<i>Certificate-seeking Graduates</i>			133		203		215		245	
<i>Certificate-seeking Membership Hours</i>			191,529		190,508		189,808		217,931	
Category Total				189		235		185		179

* Category totals may not equal the sum of their parts due to rounding error.

Table 15: Mountainland Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Mountainland Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		1,359	1,359	1,225	1,225	961	961	876	876
600 – 899 Hours	3.00		127	381	188	564	261	783	331	993
≥ 900 Hours	5.00		266	1,330	321	1,605	703	3,515	505	2,525
Additional Points for Graduates from High Demand/High Impact Programs	1.00		403	403	401	401	464	464	300	300
Category Total				3,473		3,795		5,723		4,694
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		286	57	406	81	441	88	482	96
< 60 Hours	0.10		43	4	10	1	3	0	4	0
Category Total				62		82		89		97
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		580	145	504	126	572	143	481	120
600 – 899 Hours	0.50		31	16	87	44	83	42	91	46
≥ 900 Hours	1.00		12	12	20	20	113	113	74	74
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	61%	121	56%	111	58%	116	52%	104
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	69%	69	73%	73	70%	70	72%	72
Category Total				363		374		484		416
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		758	758	747	747	999	999	826	826
<i>Military Service</i>			591		621		845		695	
<i>Continuing Education</i>			-		-		1		1	
<i>Continuing Education</i>			167		126		153		130	
Additional Points for Under-served/At-risk Student Placements	0.50		175	88	191	96	290	145	236	118
Additional Points for Placements from High Demand/High Impact Programs	1.00		131	131	143	143	361	361	189	189
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	87%	87	90%	90	88%	88	80%	80
Category Total				1,064		1,076		1,593		1,213
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	90%	45	92%	46	91%	46	92%	46
600 – 899 Hours		75	90%	68	89%	67	75%	56	75%	56
≥ 900 Hours		100	83%	83	85%	85	78%	78	73%	73
Certificate-seeking Graduates per FTE		50	1.91	95	1.84	92	1.83	91	1.69	85
<i>Certificate-seeking Graduates</i>			1,129		1,123		1,157		1,066	
<i>Certificate-seeking Membership Hours</i>			533,091		549,676		569,099		566,848	
Category Total				291		289		271		260

* Category totals may not equal the sum of their parts due to rounding error.

Table 16: Ogden-Weber Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Ogden-Weber Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		685	685	827	827	369	369	364	364
600 – 899 Hours	3.00		139	417	122	366	133	399	101	303
≥ 900 Hours	5.00		416	2,080	399	1,995	389	1,945	389	1,945
Additional Points for Graduates from High Demand/High Impact Programs	1.00		159	159	230	230	140	140	156	156
Category Total				3,341		3,418		2,853		2,768
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		79	16	90	18	622	124	565	113
< 60 Hours	0.10		154	15	161	16	511	51	463	46
Category Total				31		34		176		159
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		84	21	138	35	104	26	119	30
600 – 899 Hours	0.50		12	6	10	5	9	5	6	3
≥ 900 Hours	1.00		16	16	10	10	20	20	22	22
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	12%	25	14%	29	13%	26	14%	27
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	22%	22	21%	21	24%	24	20%	20
Category Total				90		99		100		103
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		995	995	1,111	1,111	855	855	1,105	1,105
<i>Military Service</i>			848		949		729		981	
<i>Continuing Education</i>			3		3		9		6	
<i>Continuing Education</i>			144		159		117		118	
Additional Points for Under-served/At-risk Student Placements	0.50		398	199	475	238	378	189	484	242
Additional Points for Placements from High Demand/High Impact Programs	1.00		170	170	206	206	211	211	311	311
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	91%	91	93%	93%	82%	82	93%	93
Category Total				1,455		1,648		1,347		1,751
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	92%	46	83%	42	83%	42	77%	39
600 – 899 Hours		75	40%	30	29%	22	41%	31	22%	17
≥ 900 Hours		100	47%	47	38%	38	38%	38	31%	31
Certificate-seeking Graduates per FTE										
<i>Certificate-seeking Graduates</i>		50	1.33	66	1.38	69	1.01	51	0.86	43
<i>Certificate-seeking Membership Hours</i>			1,128		1,190		758		707	
<i>Certificate-seeking Membership Hours</i>			764,225		778,644		673,846		738,108	
Category Total				190		171		161		129

* Category totals may not equal the sum of their parts due to rounding error.

Table 17: Southwest Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Southwest Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		142	142	253	253	223	223	222	222
600 – 899 Hours	3.00		44	132	58	174	48	144	87	261
≥ 900 Hours	5.00		25	125	30	150	48	240	62	310
Additional Points for Graduates from High Demand/High Impact Programs	1.00		48	48	31	31	59	59	91	91
Category Total				447		608		666		884
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		21	4	38	8	70	14	69	14
< 60 Hours	0.10		85	9	304	30	619	62	407	41
Category Total				13		38		76		55
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		34	9	118	30	59	15	58	15
600 – 899 Hours	0.50		-	-	-	-	-	-	-	-
≥ 900 Hours	1.00		-	-	1	1	1	1	-	-
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	5%	10	15%	29	14%	29	10%	20
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	7%	7	9%	9	16%	16	17%	17
Category Total				25		69		60		52
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		162	162	191	191	219	219	260	260
<i>Military Service</i>			139		151		175		206	
<i>Continuing Education</i>			-		-		1		-	
<i>Continuing Education</i>			23		40		43		54	
Additional Points for Under-served/At-risk Student Placements	0.50		84	42	103	52	110	55	142	71
Additional Points for Placements from High Demand/High Impact Programs	1.00		47	47	32	32	54	54	77	77
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	83%	83	93%	93	87%	87	86%	86
Category Total				334		368		415		494
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	88%	44	90%	45	94%	47	91%	46
600 – 899 Hours		75	76%	57	83%	62	63%	47	70%	53
≥ 900 Hours		100	37%	37	49%	49	47%	47	58%	58
Certificate-seeking Graduates per FTE		50	1.33	66	1.89	95	1.62	81	1.66	83
<i>Certificate-seeking Graduates</i>			177		222		259		313	
<i>Certificate-seeking Membership Hours</i>			120,101		105,525		143,500		169,365	
Category Total				204		250		222		240

* Category totals may not equal the sum of their parts due to rounding error.

Table 18: Tooele Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

		Tooele Technical College								
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		140	140	162	162	147	147	108	108
600 – 899 Hours	3.00		17	51	13	39	18	54	19	57
≥ 900 Hours	5.00		49	245	53	265	56	280	69	345
Additional Points for Graduates from High Demand/High Impact Programs	1.00		58	58	66	66	63	63	82	82
Category Total				494		532		544		592
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		9	2	30	6	25	5	16	3
< 60 Hours	0.10		12	1	22	2	33	3	54	5
Category Total				3		8		8		9
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		11	3	17	4	14	4	12	3
600 – 899 Hours	0.50		-	-	1	1	-	-	-	-
≥ 900 Hours	1.00		1	1	1	1	-	-	2	2
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	12%	24	16%	31	9%	19	12%	24
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	26%	26	35%	35	26%	26	24%	24
Category Total				54		72		48		53
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		91	91	85	85	138	138	143	143
<i>Military Service</i>			-	-	-	-	-	-	1	1
<i>Continuing Education</i>			104	104	116	116	90	90	76	76
Additional Points for Under-served/At-risk Student Placements	0.50		103	52	108	54	115	58	105	53
Additional Points for Placements from High Demand/High Impact Programs	1.00		50	50	57	57	75	75	95	95
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	92%	92	97%	97	97%	97	99%	99
Category Total				389		409		458		466
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	94%	47	81%	41	60%	30	63%	31
600 – 899 Hours		75	100%	75	55%	41	62%	47	58%	43
≥ 900 Hours		100	63%	63	66%	66	40%	40	44%	44
Certificate-seeking Graduates per FTE		50	1.58	79	1.71	85	1.57	78	1.25	63
<i>Certificate-seeking Graduates</i>			194		209		207		182	
<i>Certificate-seeking Membership Hours</i>			110,803		110,254		118,875		130,635	
Category Total				263		233		195		182

* Category totals may not equal the sum of their parts due to rounding error.

Table 19: Uintah Basin Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Uintah Basin Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		689	689	422	422	399	399	425	425
600 – 899 Hours	3.00		51	153	86	258	46	138	33	99
≥ 900 Hours	5.00		41	205	63	315	77	385	84	420
Additional Points for Graduates from High Demand/High Impact Programs	1.00		197	197	152	152	136	136	134	134
Category Total				1,244		1,147		1,058		1,078
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		90	18	57	11	45	9	31	6
< 60 Hours	0.10		2,703	270	1,943	194	1,595	160	1,771	177
Category Total				288		206		169		183
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		115	29	131	33	122	31	153	38
600 – 899 Hours	0.50		19	10	26	13	32	16	28	14
≥ 900 Hours	1.00		-	-	11	11	3	3	7	7
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	19%	38	18%	35	20%	40	22%	44
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	19%	19	21%	21	20%	20	22%	22
Category Total				96		114		110		126
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		570	570	312	312	319	319	335	335
<i>Military Service</i>			545		273		288		304	
<i>Continuing Education</i>			-		-		-		-	
<i>Continuing Education</i>			25		39		31		31	
Additional Points for Under-served/At-risk Student Placements	0.50		139	70	92	46	102	51	78	39
Additional Points for Placements from High Demand/High Impact Programs	1.00		124	124	97	97	104	104	94	94
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	95%	95	87%	87	91%	91	95%	95
Category Total				859		542		565		563
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	96%	48	89%	44	87%	44	95%	48
600 – 899 Hours		75	47%	35	58%	43	56%	42	56%	42
≥ 900 Hours		100	57%	57	55%	55	46%	46	68%	68
Certificate-seeking Graduates per FTE		50	2.95	147	1.81	90	1.96	98	2.37	119
<i>Certificate-seeking Graduates</i>			647		403		365		354	
<i>Certificate-seeking Membership Hours</i>			197,634		200,531		167,246		134,206	
Category Total				287		233		230		276

* Category totals may not equal the sum of their parts due to rounding error.

Utah System of Technical Colleges 10-year Goals

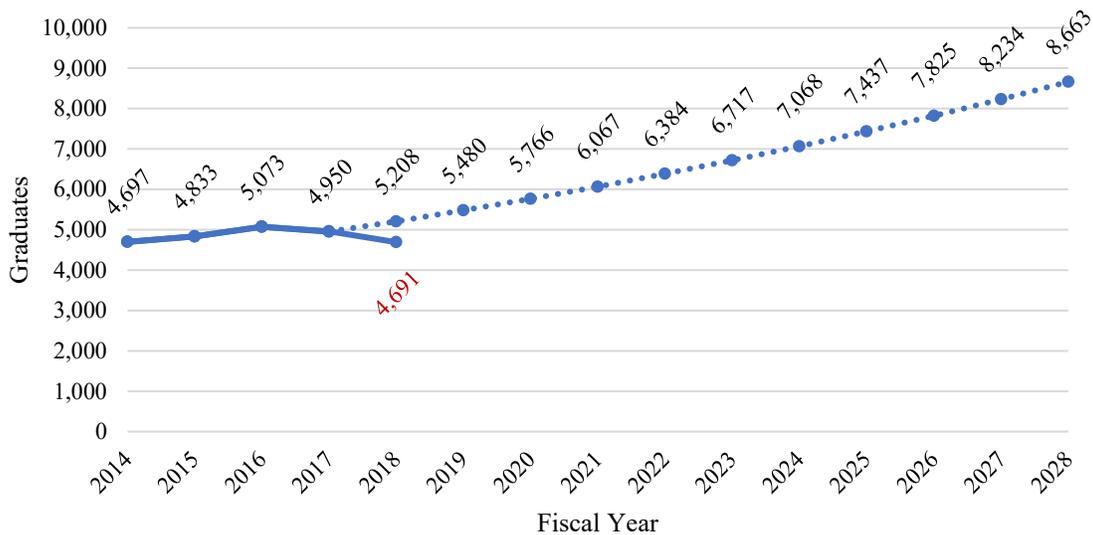
In late 2017 the Utah System of Technical Colleges Board of Trustees established the following 10-year goals and associated metrics to assess system-wide performance, using 2017 as the baseline for all future improvements. In the graphics that follow, previously established goals are shown using dotted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

Please note that UTECH 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.

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: UTECH Postsecondary Graduates, FY 2014 - FY 2018
with Desired FY 2019 - FY 2028 Growth**

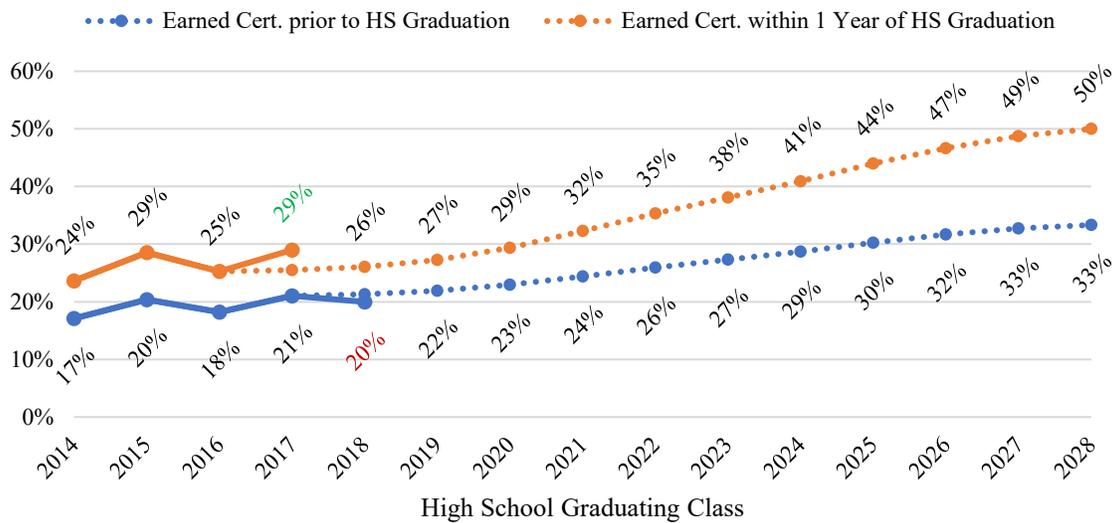


Postsecondary graduates from FY 2014-16 were reported in prior reports published by the Board of Trustees. Under old policy, students were classified as completers upon receipt of a postsecondary certificate, regardless of some students' statuses as being still enrolled. Now, students are classified 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: UTECH 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.

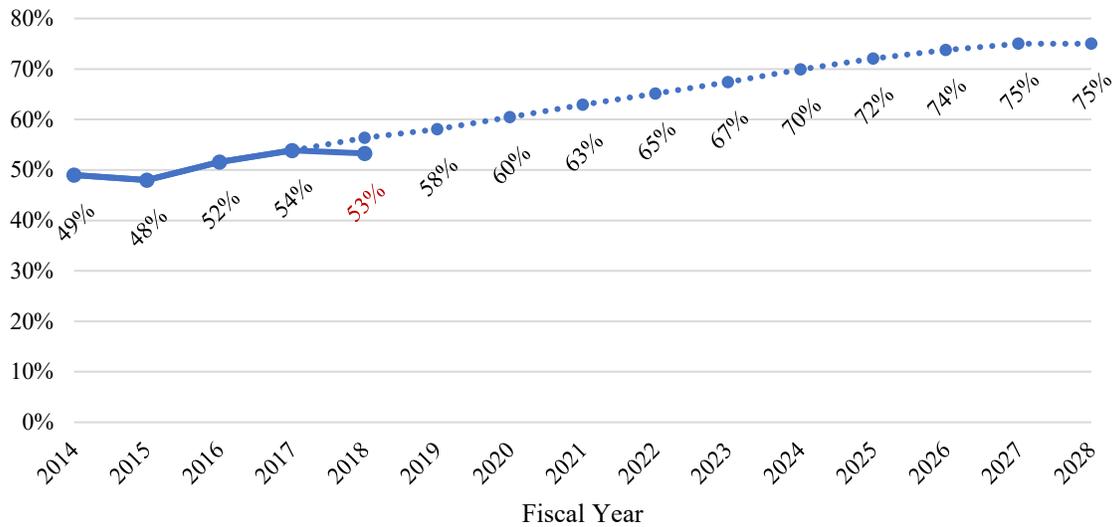
To calculate the percentage of students earning a certificate prior to or within one year of high school graduation, we look at the members of a high school graduating cohort that enrolled at a technical college, checking to see if they received an award in the year after grade 12. Note that while some students may fail to graduate from high school on time, UTECH is limited in reclassifying them in a different high school graduation cohort. Rate calculations are based on UTECH 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: UTECH Under-served Student Graduation Rates, FY 2014 - FY 2018 with Desired FY 2019 - FY 2028 Growth



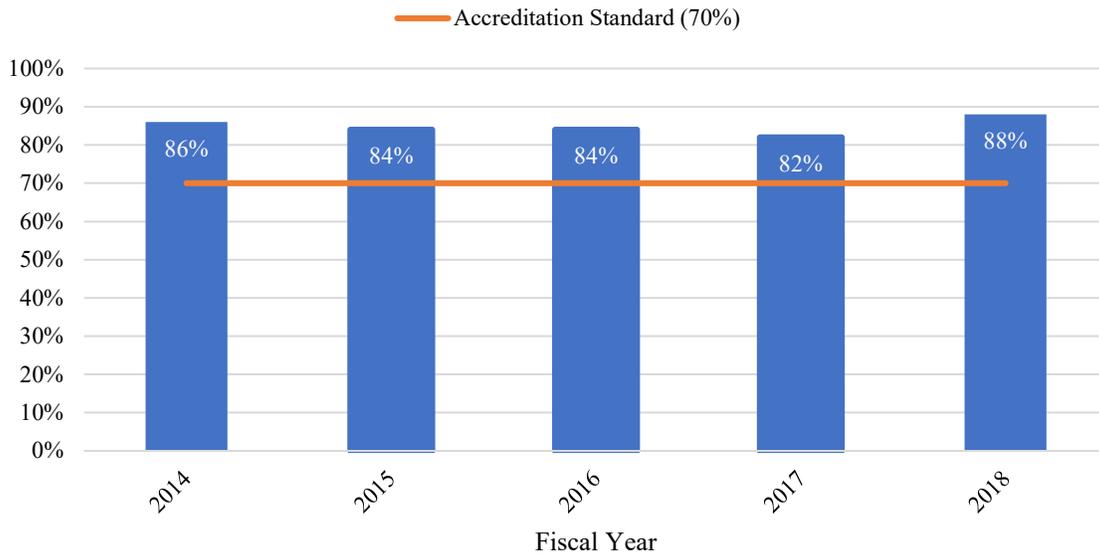
Under-served students are those of ethnic/racial minority status, students receiving Pell Grants or who are sponsored by the Bureau of Indian Affairs or the Utah Department of Workforce Services, students with a disability, or those identified as single parents, displaced homemakers, economically disadvantaged, 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 over 53%.

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: UTECH Placement Rates, FY 2014 - FY 2018

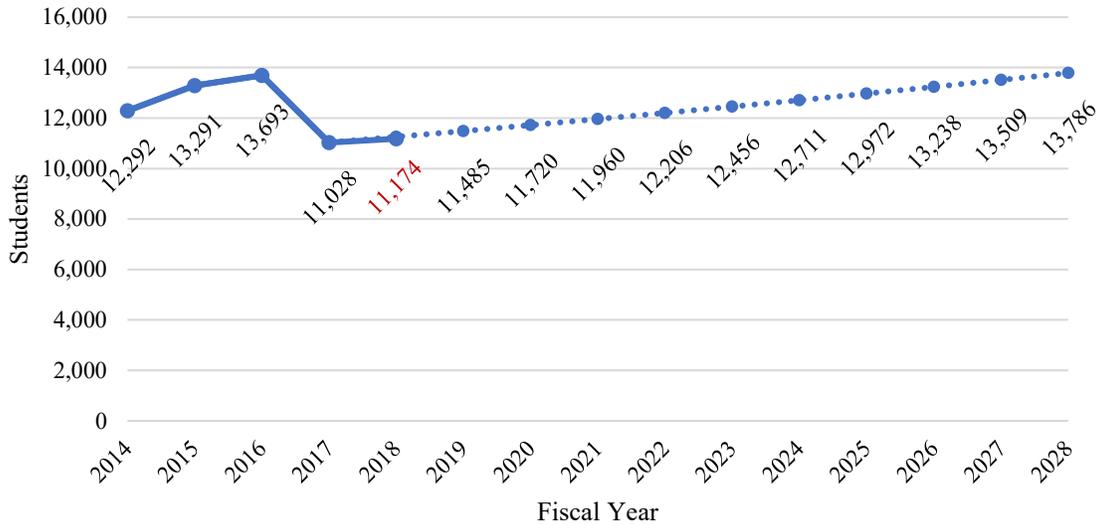


One measure of the extent to which technical colleges meet the needs of Utah employers for technically skilled workers is their placement rate. The colleges, to maintain accreditation by the Council on Occupational Education (COE), must maintain a 70% placement rate *for each program*. If a program fails 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 UTECH 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 saw improvement to 88%. Technical colleges are sending more students to work and at higher rates than in previous years.

- **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



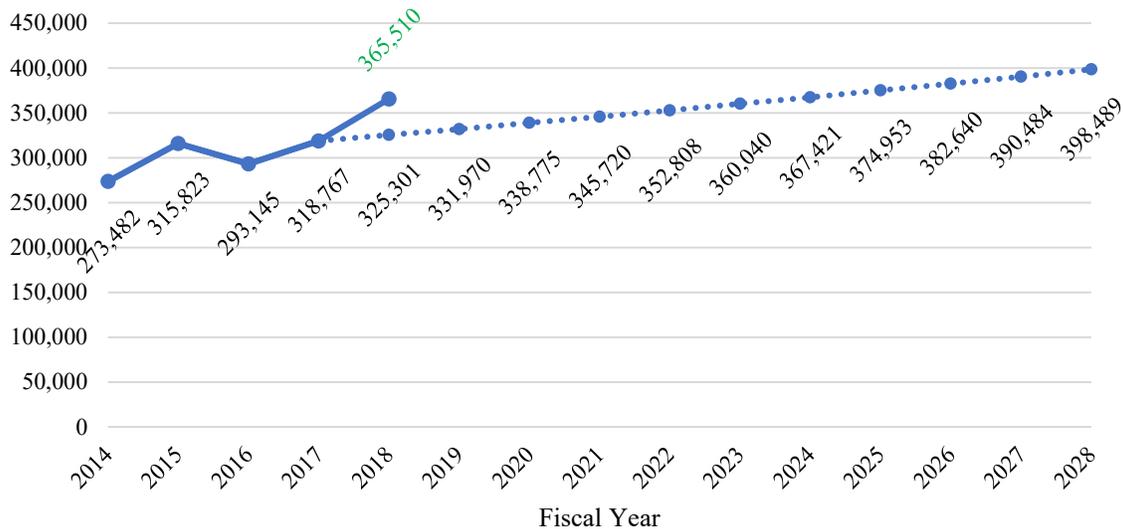
Recent revisions to UTECH policies clarified that certain types of courses previously taught at the technical colleges will no longer factor into membership hour or student headcount totals. These revisions resulted in a 21% decline in the system-wide number of distinct students enrolled in short-term 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 UTECH's number of short-term occupational trainees grew by only 1.32%, 80 students short of its systemwide goal.

- **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



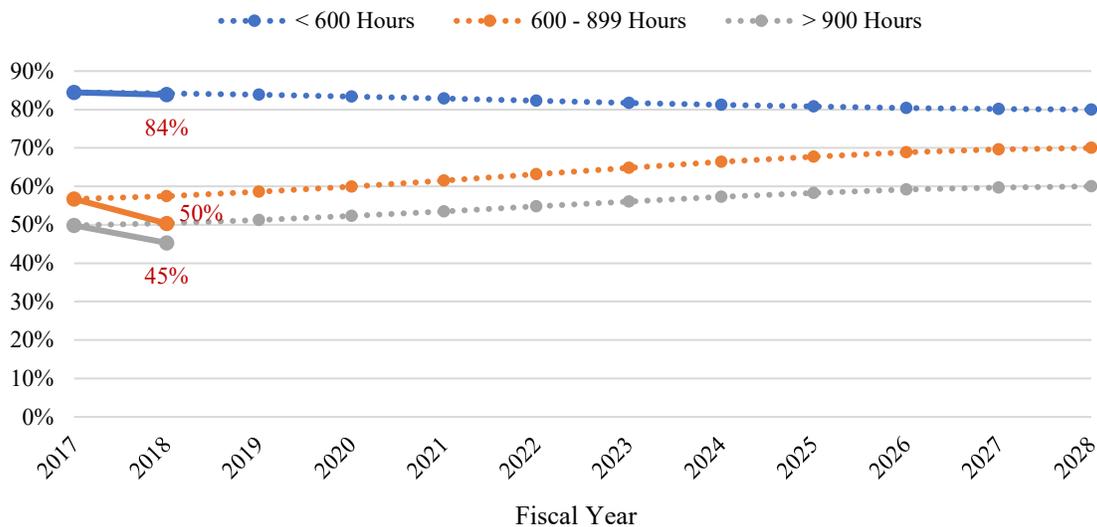
In FY 2017 the Utah System of Technical Colleges received an additional \$800,000 in state appropriations for the Custom Fit program intended to bolster the number of training opportunities to local companies, resulting in further economic development of the state. After a year of acclimation to increased 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 System of Technical Colleges 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 UTECH 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



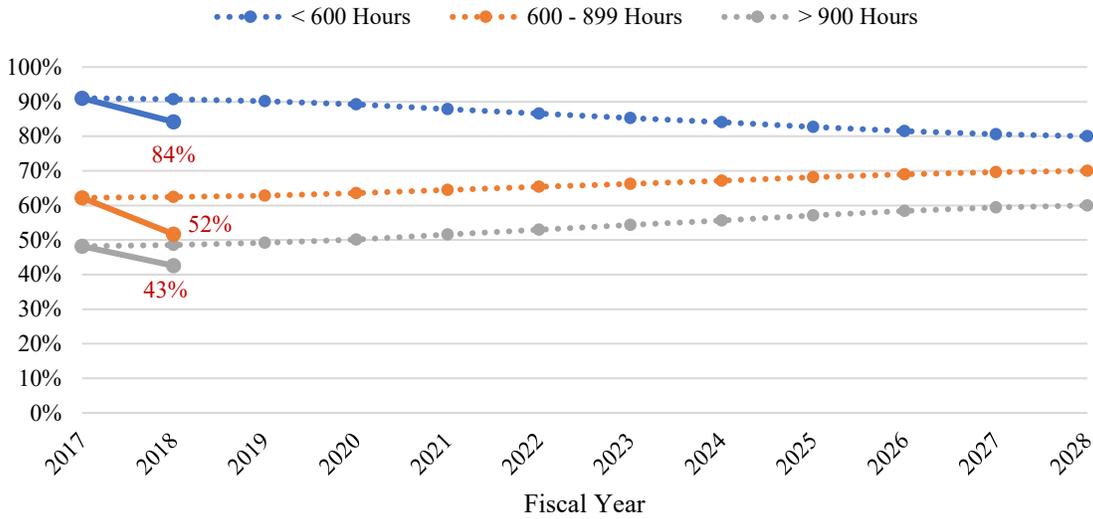
The graduation rate for the shortest of programs in FY 2018 is already at 84%. As we move forward, the Board of Trustees expects graduation rates for programs of less than 600 hours to continue to exceed the 80% mark. Medium-length and longer programs graduation rates are at 50% and 45%, both lower than goals established last year. 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 medium-length and longer 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 as a significant number of 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 desired graduation rates of other programs at the colleges (i.e., an 80% graduation rate for programs of less than 600 hours in length, 70% for programs of 600-899 hours, and 60% for programs of 900 hours or more).

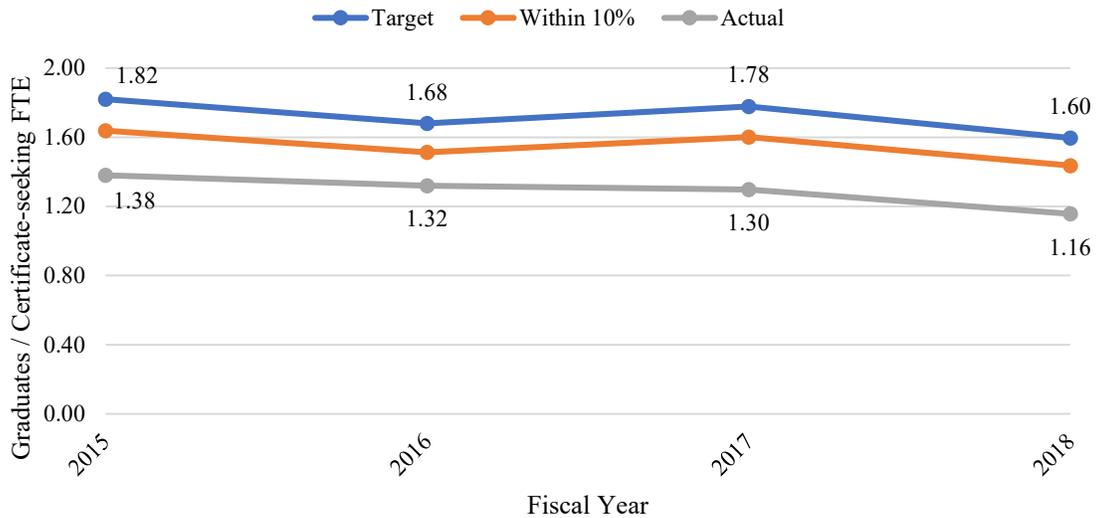
In FY 2018, high-demand program headcounts declined by over 600 students. High-wage/high-demand program graduation rates stratified by length each fell, following the same trends as observed in Figure 7. High-impact programs have similar graduation rates to programs not deemed as such.

Figure 8: UTECH 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: UTECH Graduates per Certificate-seeking FTE, FY 2015 - 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 up to 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 workers with specific skillsets. Furthermore, not every student at a technical college is seeking a credential; a large number enroll for short-term training that is uncredentialed. Because of these considerations, UTECH 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, UTECH calculates an "ideal" graduates per FTE. This number is derived by dividing 900 hours by the weighted average length of certificates awarded in a given fiscal year. 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 UTECH 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.

(Note that prior to FY 2017 technical colleges annually reported the number of certificates awarded during each fiscal year, including so-called "exit point" certificates awarded for completion of portions of approved programs but that allowed students to obtain gainful employment with the skills obtained [e.g., a certificate in Braking Systems allows students to obtain employment at automotive repair shops, though it is only part of a full automotive program]. In early 2017 UTECH moved to report only full program graduates, excluding exit point awardees. In Figure 9 above, data reported for FY 2015-16 will not match figures included in prior years' annual reports, as UTECH staff herein calculate a certificate-seeking graduates per FTE statistic looking only at full program graduates from those years to ensure comparability with data from FY 2017-18. This is the same methodology as is used in calculating efficiency in the UTECH performance-based funding model.)

In FY 2018 the ideal certificate-seeking graduates per FTE dropped to 1.60. This is a function of significantly longer programs. Technical colleges did not meet that standard, coming in at 1.16 graduates per certificate-seeking FTE.

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 20: 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 UTECH policy, differential tuition rates must be approved annually by the UTECH 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.

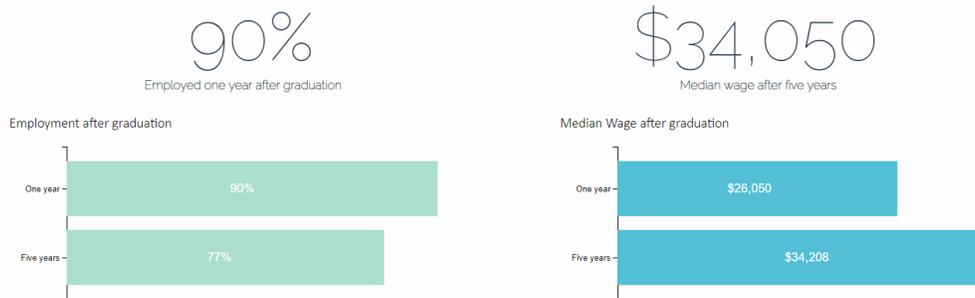
Technical college fees differ from program to program and college to college and are charged in addition to tuition. Fees typically help cover the cost of consumables and/or college services.

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 UTECH 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: UTECH Students' Employment and Wage Information 1 and 5 Years Post-Graduation

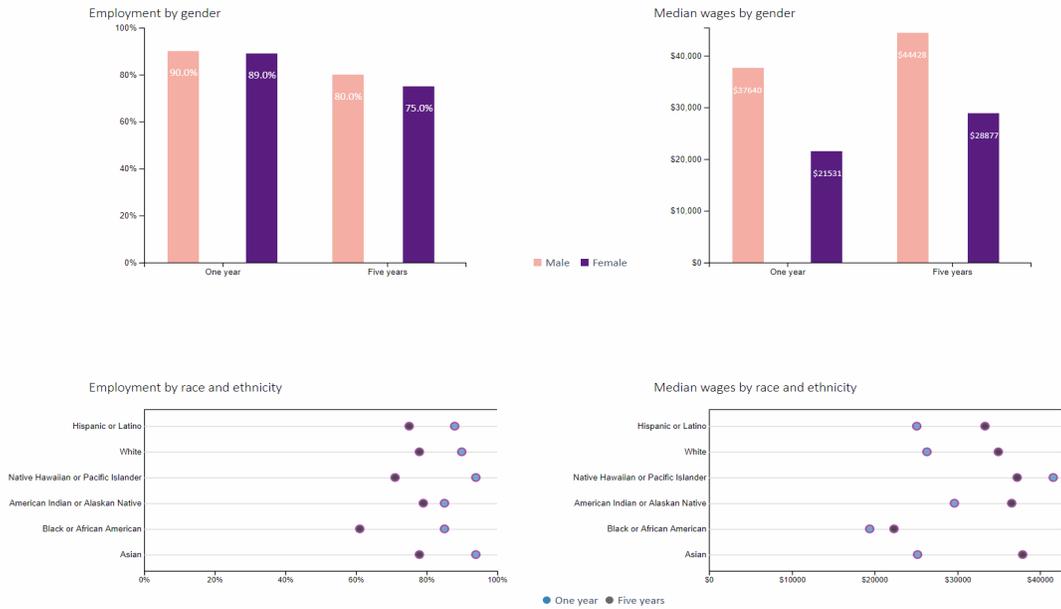
Employment and wages following graduation from a technical college



(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: UTECH Students' Employment and Wage Information 1 and 5 Years Post-Graduation, Stratified by Gender and Racial/Ethnic Demographic



(Source: P20 Dashboard. 2018. Utah Data Research Center. Accessed October 22, 2018.)

UDRC has also concluded that fully 45% of UTECH 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: UTECH Graduates Placed in High-demand Industries
Percent of technical college completers in high demand fields



(Source: P20 Dashboard. 2018. Utah Data Research Center. Accessed October 22, 2018.)

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

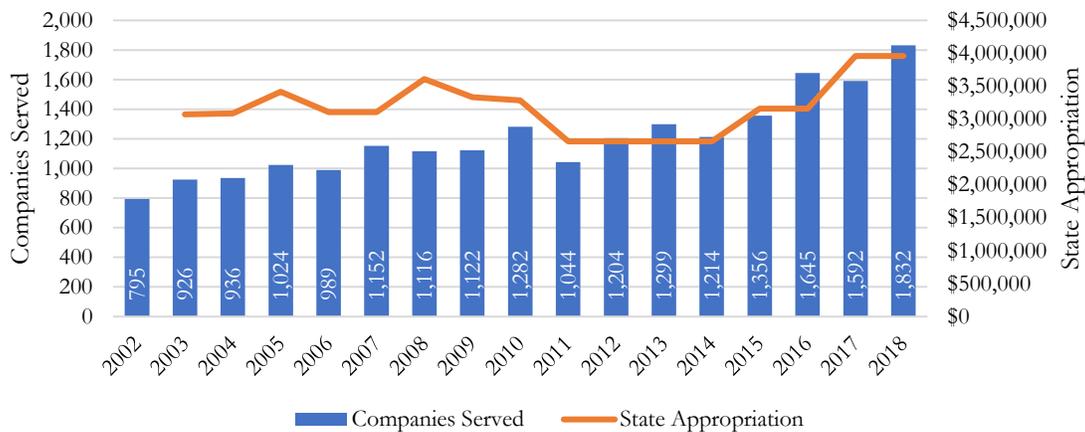
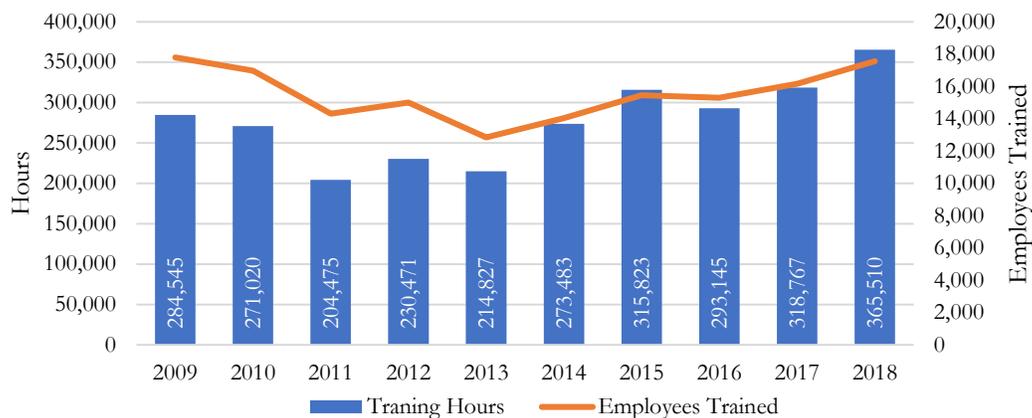


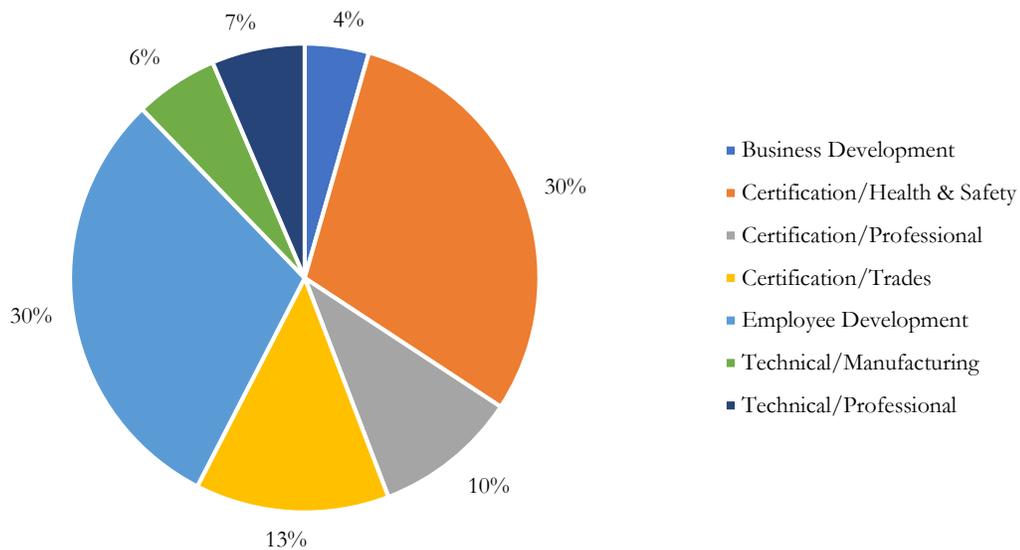
Figure 14: Custom Fit Instructional Hours and Employees Trained, FY 2009 - FY 2018



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.

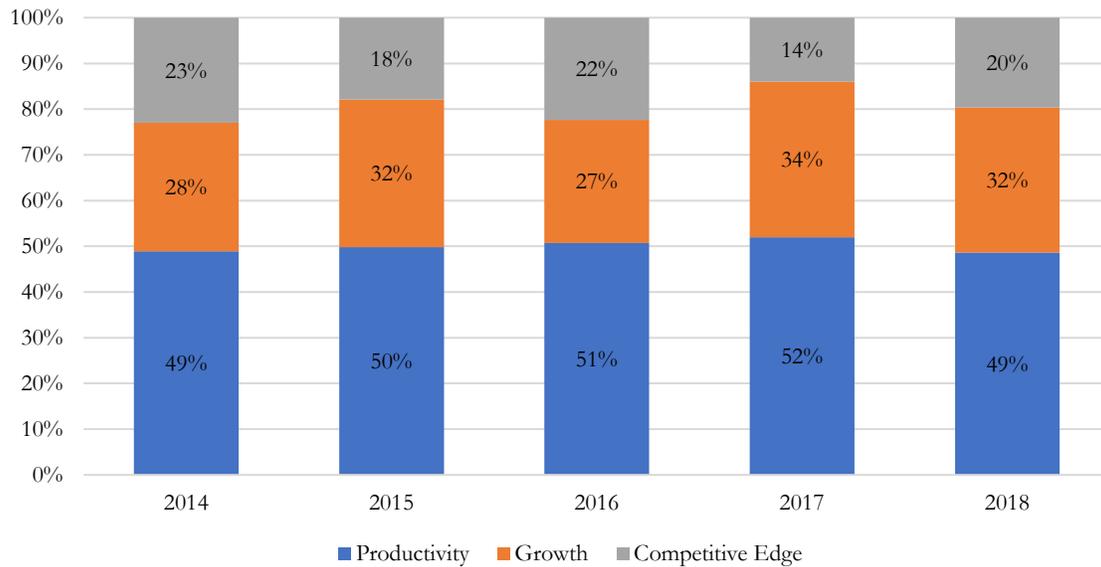
53% of all Custom Fit courses were taught this year with employee industry certifications being the end goal. 30% of all trainings were designed to provide health and safety certifications (e.g., Forklift Safety, Hazardous Waste Operations and Emergency Response, etc.), 10% professional certifications (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



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



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 UTECH policy to be at least 50%, was 59%.

Table 21: 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
UTECH 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



Utah System of Technical Colleges
Office of the Commissioner

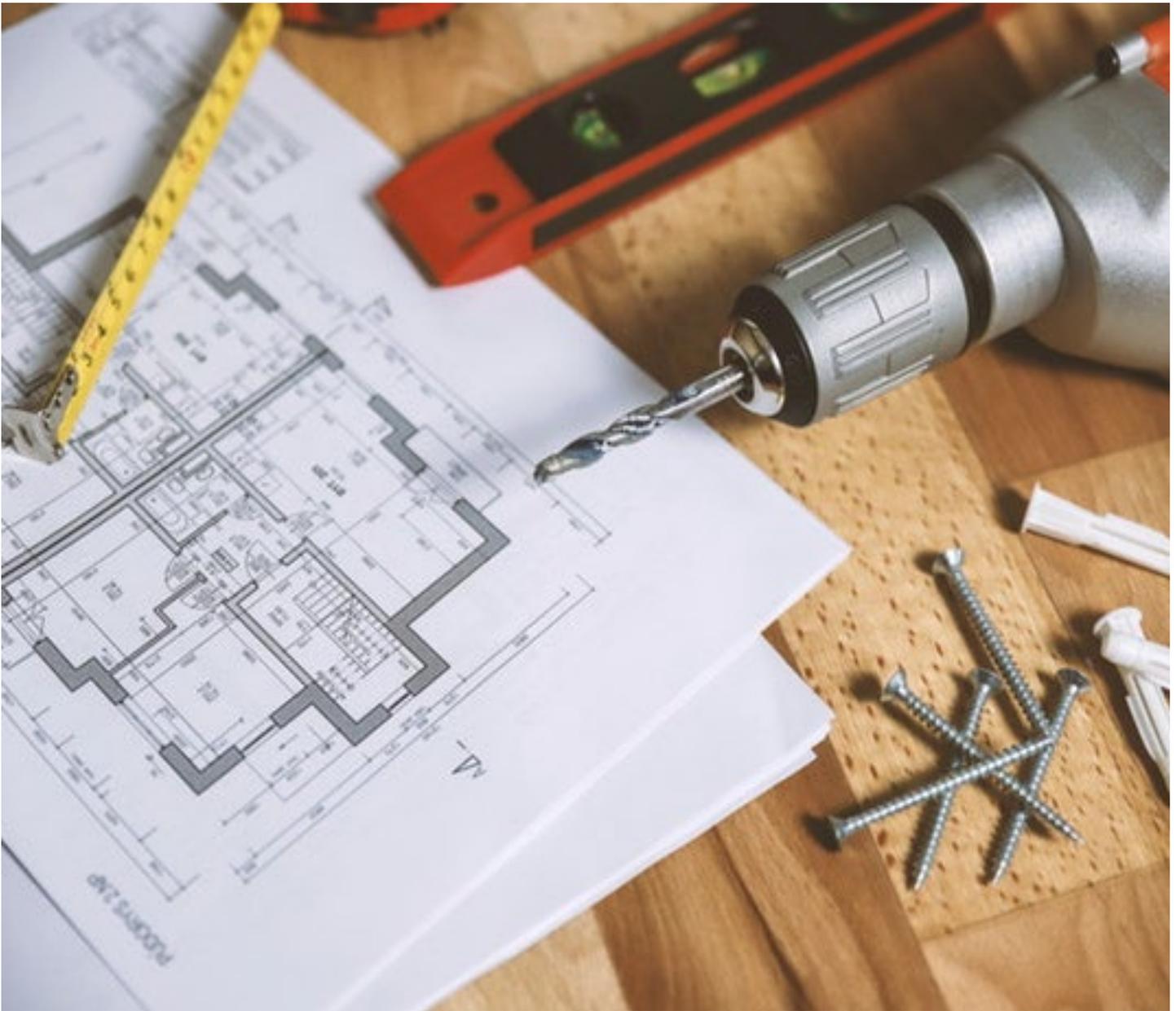
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Utah System of Technical Colleges

2018 Annual Report

(December 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.

A handwritten signature in orange ink that reads "Jared Haines". The signature is stylized and fluid.

Jared A. Haines
Interim Commissioner of Technical Education

Contents

Utah System of Technical Colleges FY2018 Recap.....	3
Student Enrollment and Outcomes Reports	5
Utah System of Technical Colleges	7
Bridgerland Technical College.....	8
Davis Technical College.....	9
Dixie Technical College.....	10
Mountainland Technical College.....	11
Ogden-Weber Technical College	12
Southwest Technical College.....	13
Tooele Technical College.....	14
Uintah Basin Technical College	15
Performance-based Funding Metrics and Attainment	16
Utah System of Technical Colleges 10-year Goals	28
Tuition and Fees	37
Student Employment and Wage Outcomes	38
Custom Fit.....	40

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 UTECH 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. UTECH 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. UTECH 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 UTECH 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 UTECH 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.



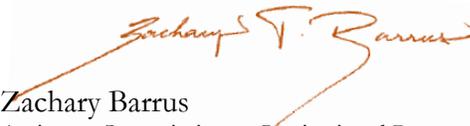
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Tyler Brinkerhoff
Assistant Commissioner, Finance & Administration



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 UTECH 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. UTECH 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 UTECH 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	361,574	553,212	2,735,048	3,649,834
Headcount				12,177
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	2,690	2,353	7,566	12,609
Still Enrolled	395	903	3,070	4,368
Graduates	1,924	730	2,037	4,691
Non-graduates	371	720	2,459	3,550
Graduation Rate	84%	50%	45%	57%
Non-graduate Completers ("Early Hires") ‡	44	365	748	1,157
Allowable Subtractions	50	92	675	817
<i>Withdrew and Enrolled in Another Program</i>	19	37	196	252
<i>Unavailable to Earn a Credential</i>	31	55	479	565
Completion Rate (utilizing COE standards)	88%	81%	73%	79%
Placed Students (includes Non-graduate Completers)	1,419	952	2,415	4,786
<i>Related Employment</i>	1,020	861	2,126	4,007
<i>Military Service</i>	1	4	7	12
<i>Continuing Education</i>	398	87	282	767
Allowable Subtractions	228	34	155	417
<i>Awaiting Licensure</i>	96	10	71	177
<i>Unavailable for Employment</i>	41	13	52	106
<i>Refused Employment</i>	91	11	32	134
Unplaced Students	321	109	215	645
Placement Rate (utilizing COE standards)	82%	90%	92%	88%
Graduates who Passed a Req'd Licensure Exam	886	176	522	1,584
Graduates who Took a Req'd Licensure Exam	909	176	526	1,611
Licensure Rate (utilizing COE standards)	97%	100%	99%	98%
Weighted Average Certificate Length (hours)				564

Secondary Students				
	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	1,491,770	385,428	243,979	2,121,177
Headcount	8,619	558	207	9,384
Secondary Graduates (program length)	1,063	171	152	1,386
% Secondary Students Earning Certificate				15%

Postsecondary Membership Hours	4,268,292	Secondary Membership Hours	2,121,177
Distinct Postsecondary Headcount	25,086	Distinct Secondary Headcount	9,384

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	47,767
Headcount	422
<i>Continuing Occupational Education</i>	
Membership Hours	389,599
Headcount	10,765
Average Length of Training (hours)	39

Students Enrolled in Other Training	
Membership Hours	181,092
Headcount	3,089
<i>Basic Skills Students</i>	1,273
<i>Personal Interest Students</i>	1,727
<i>Job Re-entry Students</i>	51
<i>Senior Citizens</i>	38

* 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	90,145	532,055	665,472
Headcount				1,856
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	350	322	1,227	1,899
Still Enrolled	29	147	498	674
Graduates	277	96	370	743
Non-graduates	44	79	359	482
Graduation Rate	86%	55%	51%	61%
Non-graduate Completers ("Early Hires") ‡	2	21	116	139
Allowable Subtractions	0	8	48	56
<i>Withdrawn and Enrolled in Another Program</i>	0	1	19	20
<i>Unavailable to Earn a Credential</i>	0	7	29	36
Completion Rate (utilizing COE standards)	87%	70%	71%	75%
Placed Students (includes Non-graduate Completers)	218	106	425	749
<i>Related Employment</i>	151	89	388	628
<i>Military Service</i>	0	0	0	0
<i>Continuing Education</i>	67	17	37	121
Allowable Subtractions	23	6	23	52
<i>Awaiting Licensure</i>	22	2	0	24
<i>Unavailable for Employment</i>	1	3	15	19
<i>Refused Employment</i>	0	1	8	9
Unplaced Students	38	5	38	81
Placement Rate (utilizing COE standards)	85%	95%	92%	90%
Graduates who Passed a Req'd Licensure Exam	182	32	69	283
Graduates who Took a Req'd Licensure Exam	199	32	69	300
Licensure Rate (utilizing COE standards)	91%	100%	100%	94%
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	2,081	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	3,940	Distinct Secondary Headcount	2,142

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	555
Headcount	8
<i>Continuing Occupational Education</i>	
Membership Hours	78,796
Headcount	1,833
Average Length of Training (hours)	43

Students Enrolled in Other Training	
Membership Hours	36,989
Headcount	783
<i>Basic Skills Students</i>	571
<i>Personal Interest Students</i>	198
<i>Job Re-entry Students</i>	0
<i>Senior Citizens</i>	14

* 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	117,906	834,040	1,027,271
Headcount				3,340
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	579	530	2,383	3,492
Still Enrolled	77	319	938	1,334
Graduates	385	136	560	1,081
Non-graduates	117	75	885	1,077
Graduation Rate	77%	64%	39%	50%
Non-graduate Completers ("Early Hires") ‡	11	27	208	246
Allowable Subtractions	8	7	334	349
<i>Withdrew and Enrolled in Another Program</i>	8	6	73	87
<i>Unavailable to Earn a Credential</i>	0	1	261	262
Completion Rate (utilizing COE standards)	80%	80%	69%	73%
Placed Students (includes Non-graduate Completers)	222	113	665	1,000
<i>Related Employment</i>	127	103	559	789
<i>Military Service</i>	0	1	2	3
<i>Continuing Education</i>	95	9	104	208
Allowable Subtractions	82	7	68	157
<i>Awaiting Licensure</i>	81	6	10	97
<i>Unavailable for Employment</i>	1	0	56	57
<i>Refused Employment</i>	0	1	2	3
Unplaced Students	92	43	35	170
Placement Rate (utilizing COE standards)	71%	72%	95%	85%
Graduates who Passed a Req'd Licensure Exam	207	66	174	447
Graduates who Took a Req'd Licensure Exam	207	66	174	447
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	207,546	124,824	62,925	395,295
Headcount	1,081	177	55	1,313
Secondary Graduates (program length)	147	40	31	218
% Secondary Students Earning Certificate				17%

Postsecondary Membership Hours	1,104,218	Secondary Membership Hours	395,295
Distinct Postsecondary Headcount	4,528	Distinct Secondary Headcount	1,313

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	28,708
Headcount	170
<i>Continuing Occupational Education</i>	
Membership Hours	10,445
Headcount	715
Average Length of Training (hours)	44

Students Enrolled in Other Training	
Membership Hours	37,794
Headcount	579
<i>Basic Skills Students</i>	340
<i>Personal Interest Students</i>	233
<i>Job Re-entry Students</i>	0
<i>Senior Citizens</i>	6

* 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)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	16,782	64,044	137,105	217,931
Headcount				748
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	118	318	321	757
Still Enrolled	11	167	152	330
Graduates	90	52	103	245
Non-graduates	17	99	66	182
Graduation Rate	84%	34%	61%	57%
Non-graduate Completers ("Early Hires") ‡	3	60	27	90
Allowable Subtractions	1	2	2	5
<i>Withdrawn and Enrolled in Another Program</i>	1	1	0	2
<i>Unavailable to Earn a Credential</i>	0	1	2	3
Completion Rate (utilizing COE standards)	88%	75%	78%	79%
Placed Students (includes Non-graduate Completers)	75	104	112	291
<i>Related Employment</i>	60	95	106	261
<i>Military Service</i>	0	0	1	1
<i>Continuing Education</i>	15	9	5	29
Allowable Subtractions	1	2	3	6
<i>Awaiting Licensure</i>	0	1	0	1
<i>Unavailable for Employment</i>	1	0	3	4
<i>Refused Employment</i>	0	1	0	1
Unplaced Students	17	6	15	38
Placement Rate (utilizing COE standards)	82%	95%	88%	88%
Graduates who Passed a Req'd Licensure Exam	0	28	0	28
Graduates who Took a Req'd Licensure Exam	0	28	0	28
Licensure Rate (utilizing COE standards)	--	100%	--	100%
Weighted Average Certificate Length (hours)				599

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	53,594	11,714	12,620	77,928
Headcount	263	17	12	292
Secondary Graduates (program length)	48	6	7	61
% Secondary Students Earning Certificate				21%

Postsecondary Membership Hours	257,503	Secondary Membership Hours	77,928
Distinct Postsecondary Headcount	4,920	Distinct Secondary Headcount	292

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	1,279
Headcount	6
<i>Continuing Occupational Education</i>	
Membership Hours	37,714
Headcount	4,212
Average Length of Training (hours)	9

Students Enrolled in Other Training	
Membership Hours	580
Headcount	2
<i>Basic Skills Students</i>	0
<i>Personal Interest Students</i>	1
<i>Job Re-entry Students</i>	1
<i>Senior Citizens</i>	0

* 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	59,210	102,284	405,354	566,848
Headcount				2,042
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	487	465	1,125	2,077
Still Enrolled	59	145	531	735
Graduates	395	240	431	1,066
Non-graduates	33	80	163	276
Graduation Rate	92%	75%	73%	79%
Non-graduate Completers ("Early Hires") ‡	3	15	28	46
Allowable Subtractions	12	20	69	101
<i>Withdrawn and Enrolled in Another Program</i>	1	0	2	3
<i>Unavailable to Earn a Credential</i>	11	20	67	98
Completion Rate (utilizing COE standards)	96%	85%	87%	90%
Placed Students (includes Non-graduate Completers)	257	219	350	826
<i>Related Employment</i>	181	197	317	695
<i>Military Service</i>	1	0	0	1
<i>Continuing Education</i>	75	22	33	130
Allowable Subtractions	32	14	35	81
<i>Awaiting Licensure</i>	22	7	13	42
<i>Unavailable for Employment</i>	9	7	19	35
<i>Refused Employment</i>	1	0	3	4
Unplaced Students	109	22	74	205
Placement Rate (utilizing COE standards)	70%	91%	83%	80%
Graduates who Passed a Req'd Licensure Exam	196	37	148	381
Graduates who Took a Req'd Licensure Exam	202	37	152	391
Licensure Rate (utilizing COE standards)	97%	100%	97%	97%
Weighted Average Certificate Length (hours)				479

Secondary Students				
	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	297,771	120,984	105,882	524,637
Headcount	1,238	183	80	1,501
Secondary Graduates (program length)	481	91	74	646
% Secondary Students Earning Certificate				43%

Postsecondary Membership Hours	665,338	Secondary Membership Hours	524,637
Distinct Postsecondary Headcount	2,919	Distinct Secondary Headcount	1,501

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	0
Headcount	0
<i>Continuing Occupational Education</i>	
Membership Hours	84,498
Headcount	522
Average Length of Training (hours)	162

Students Enrolled in Other Training	
Membership Hours	13,992
Headcount	476
<i>Basic Skills Students</i>	63
<i>Personal Interest Students</i>	412
<i>Job Re-entry Students</i>	0
<i>Senior Citizens</i>	1

* 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)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	48,763	98,615	590,730	738,108
Headcount				2,752
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	389	508	1,932	2,829
Still Enrolled	71	81	743	895
Graduates	245	95	367	707
Non-graduates	73	332	822	1,227
Graduation Rate	77%	22%	31	37%
Non-graduate Completers ("Early Hires") ‡	7	230	307	544
Allowable Subtractions	13	41	181	235
<i>Withdrew and Enrolled in Another Program</i>	5	20	88	113
<i>Unavailable to Earn a Credential</i>	8	21	93	122
Completion Rate (utilizing COE standards)	83%	84%	67	74%
Placed Students (includes Non-graduate Completers)	183	307	615	1,105
<i>Related Employment</i>	142	298	541	981
<i>Military Service</i>	0	3	3	6
<i>Continuing Education</i>	41	6	71	118
Allowable Subtractions	40	1	18	59
<i>Awaiting Licensure</i>	30	0	2	32
<i>Unavailable for Employment</i>	5	1	9	15
<i>Refused Employment</i>	5	0	7	12
Unplaced Students	29	17	41	87
Placement Rate (utilizing COE standards)	86%	95%	94%	93%
Graduates who Passed a Req'd Licensure Exam	55	13	85	153
Graduates who Took a Req'd Licensure Exam	55	13	85	153
Licensure Rate (utilizing COE standards)	100%	100%	100%	100%
Weighted Average Certificate Length (hours)				661

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
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	905,422	Secondary Membership Hours	321,126
Distinct Postsecondary Headcount	4,257	Distinct Secondary Headcount	1,384

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	10,702
Headcount	149
<i>Continuing Occupational Education</i>	
Membership Hours	113,735
Headcount	1,145
Average Length of Training (hours)	97

Students Enrolled in Other Training	
Membership Hours	42,877
Headcount	346
<i>Basic Skills Students</i>	167
<i>Personal Interest Students</i>	133
<i>Job Re-entry Students</i>	41
<i>Senior Citizens</i>	5

* 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)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	27,802	68,988	72,575	169,365
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	7	10	17
Allowable Subtractions	1	10	18	29
<i>Withdrew and Enrolled in Another Program</i>	0	7	5	12
<i>Unavailable to Earn a Credential</i>	1	3	13	17
Completion Rate (utilizing COE standards)	92%	82%	82%	87%
Placed Students (includes Non-graduate Completers)	121	78	61	260
<i>Related Employment</i>	86	66	54	206
<i>Military Service</i>	0	0	0	0
<i>Continuing Education</i>	35	12	7	54
Allowable Subtractions	21	1	4	26
<i>Awaiting Licensure</i>	20	0	0	20
<i>Unavailable for Employment</i>	0	0	1	1
<i>Refused Employment</i>	1	1	3	5
Unplaced Students	22	15	7	44
Placement Rate (utilizing COE standards)	85%	84%	90%	86%
Graduates who Passed a Req'd Licensure Exam	92	0	0	92
Graduates who Took a Req'd Licensure Exam	92	0	0	92
Licensure Rate (utilizing COE standards)	100%	--	--	100%
Weighted Average Certificate Length (hours)				433

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	94,410	5,298	0	99,708
Headcount	894	8	0	902
Secondary Graduates (program length)	58	0	0	58
% Secondary Students Earning Certificate				6%

Postsecondary Membership Hours	186,187	Secondary Membership Hours	99,708
Distinct Postsecondary Headcount	1,351	Distinct Secondary Headcount	902

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	0
Headcount	0
<i>Continuing Occupational Education</i>	
Membership Hours	13,799
Headcount	488
Average Length of Training (hours)	28

Students Enrolled in Other Training	
Membership Hours	3,023
Headcount	453
<i>Basic Skills Students</i>	0
<i>Personal Interest Students</i>	452
<i>Job Re-entry Students</i>	1
<i>Senior Citizens</i>	0

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

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	33,644	5,926	91,065	130,635
Headcount				470
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	227	44	273	544
Still Enrolled	74	11	122	207
Graduates	96	19	67	182
Non-graduates	57	14	84	155
Graduation Rate	63%	58%	44%	54%
Non-graduate Completers ("Early Hires") ‡	16	4	32	52
Allowable Subtractions	11	3	14	28
<i>Withdrawn and Enrolled in Another Program</i>	3	2	5	10
<i>Unavailable to Earn a Credential</i>	8	1	9	18
Completion Rate (utilizing COE standards)	79%	77%	72%	76%
Placed Students (includes Non-graduate Completers)	105	19	96	220
<i>Related Employment</i>	56	7	80	143
<i>Military Service</i>	0	0	1	1
<i>Continuing Education</i>	49	12	15	76
Allowable Subtractions	5	3	3	11
<i>Awaiting Licensure</i>	0	0	0	0
<i>Unavailable for Employment</i>	2	1	3	6
<i>Refused Employment</i>	3	2	0	5
Unplaced Students	2	1	0	3
Placement Rate (utilizing COE standards)	98%	95%	100%	99%
Graduates who Passed a Req'd Licensure Exam	36	0	24	60
Graduates who Took a Req'd Licensure Exam	36	0	24	60
Licensure Rate (utilizing COE standards)	100%	--	100%	100%
Weighted Average Certificate Length (hours)				599

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
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 §	
<i>Job Upgrade</i>	
Membership Hours	4,393
Headcount	75
<i>Continuing Occupational Education</i>	
Membership Hours	1,753
Headcount	30
Average Length of Training (hours)	59

Students Enrolled in Other Training	
Membership Hours	14,953
Headcount	209
<i>Basic Skills Students</i>	106
<i>Personal Interest Students</i>	92
<i>Job Re-entry Students</i>	2
<i>Senior Citizens</i>	9

* 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)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	56,776	5,304	72,125	134,206
Headcount				478
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	346	14	140	500
Still Enrolled	60	5	27	92
Graduates	272	5	77	354
Non-graduates	14	4	36	54
Graduation Rate	95%	56%	68%	87%
Non-graduate Completers ("Early Hires") ‡	2	1	20	23
Allowable Subtractions	4	1	9	14
<i>Withdrew and Enrolled in Another Program</i>	1	0	4	5
<i>Unavailable to Earn a Credential</i>	3	1	5	9
Completion Rate (utilizing COE standards)	97%	75%	93%	96%
Placed Students (includes Non-graduate Completers)	238	6	91	335
<i>Related Employment</i>	217	6	81	304
<i>Military Service</i>	0	0	0	0
<i>Continuing Education</i>	21	0	10	31
Allowable Subtractions	24	0	1	25
<i>Awaiting Licensure</i>	1	0	0	1
<i>Unavailable for Employment</i>	23	0	0	23
<i>Refused Employment</i>	0	0	1	1
Unplaced Students	12	0	5	17
Placement Rate (utilizing COE standards)	95%	100%	95%	95%
Graduates who Passed a Req'd Licensure Exam	118	0	22	140
Graduates who Took a Req'd Licensure Exam	118	0	22	140
Licensure Rate (utilizing COE standards)	100%	--	100%	100%
Weighted Average Certificate Length (hours)				374

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	239,428	16,262	3,480	259,170
Headcount	1,677	23	3	1,703
Secondary Graduates (program length) ‖	153	28	7	188
% Secondary Students Earning Certificate				11%

Postsecondary Membership Hours	216,078	Secondary Membership Hours	259,170
Distinct Postsecondary Headcount	2,450	Distinct Secondary Headcount	1,703

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	2,130
Headcount	14
<i>Continuing Occupational Education</i>	
Membership Hours	48,859
Headcount	1,820
Average Length of Training (hours)	28

Students Enrolled in Other Training	
Membership Hours	30,883
Headcount	241
<i>Basic Skills Students</i>	26
<i>Personal Interest Students</i>	206
<i>Job Re-entry Students</i>	6
<i>Senior Citizens</i>	3

* 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's hours were accrued. Some students 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.

UTECH Performance-based Funding Metrics and FY 2018 Attainment

In the 2017 General Session the Utah State Legislature passed Senate Bill 117, establishing performance-based funding for institutions of higher education. The law creates a restricted account funded by increases to income tax revenue generated by individuals employed in specified high-impact jobs. Funds therein are divided between the Utah System of Higher Education and the Utah System of Technical Colleges. UTECH’s portion (\$1.15 million appropriated in the 2018 General Session) is further divided among each technical college, with moneys apportioned based 50% upon the size of each college’s state appropriation and 50% on the colleges’ share of system-wide membership hours (see Table 10). These funds are then made available to technical colleges, provided they meet predetermined performance standards examined below.

Table 10: Technical College Maximum Performance-based Funding Allocations

College	Total Appropriated Budget			Membership Hours			Total Funding Available
	FY 2018 Actual	Share of Total	Funding Available	FY 2018 Actual	Share of Total	Funding Available	
Bridgerland	\$14,830,000	17.02%	\$97,880	1,203,838	18.84%	\$108,336	\$206,216
Davis	\$17,294,500	19.85%	\$114,146	1,499,513	23.47%	\$134,944	\$249,090
Dixie	\$6,990,300	8.02%	\$46,137	335,431	5.25%	\$30,186	\$76,323
Mountainland	\$12,629,900	14.50%	\$83,359	1,189,974	18.62%	\$107,088	\$190,447
Ogden-Weber	\$17,433,700	20.01%	\$115,065	1,226,548	19.20%	\$110,379	\$225,444
Southwest	\$5,231,100	6.00%	\$34,526	285,895	4.47%	\$25,728	\$60,254
Tooele	\$4,311,500	4.95%	\$28,457	173,023	2.71%	\$15,571	\$44,027
Uintah Basin	\$8,398,200	9.64%	\$55,429	475,248	7.44%	\$42,768	\$98,198
Total	\$87,119,200	100.00%	\$575,000	6,389,470	100.00%	\$575,000	\$1,150,000

UTECH’s Performance-based Funding Model

The UTECH performance-based funding model was approved by the Board of Trustees in September 2017. The model scores technical colleges in five categories tied to UTECH’s mission, with funding apportioned based on 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 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 each graduate of a program, 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
- Computer & Information Systems Security
- 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: This category awards points for already-employed students who successfully complete short-term courses that do not lead to a certificate. Students are counted distinctly with points awarded based on the number of hours successfully completed. 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: Additional points are awarded for secondary students who graduate from a certificate program while still in high school (points were previously awarded for these graduates in the certificate programs category above). Though most secondary students enroll at a technical college to earn high school credit, UTECH desires that every secondary student earn a postsecondary certificate, even prior to high school graduation. For those unable to finish before completing high school, UTECH hopes to retain them so they complete their certificate programs within one year after high school graduation. In the UTECH performance-based funding model, the proportion of enrolled students from specific high school graduating cohorts who complete certificates prior to and within one year of high school graduation is measured, and a multiplier applied. Greater emphasis (i.e., a larger multiplier) is placed upon certificate completion prior to high school graduation than completion within the subsequent year.

Placement: Points are awarded to colleges for each placed certificate-seeking student (placement is defined as 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 awarded for each placement from high-demand programs. Lastly, points are awarded for placements from under-served student populations (students of ethnic/racial minority groups, students receiving Pell Grants or Bureau of Indian Affairs/DWS sponsorship, students with a disability, or those identified as single parents, displaced homemakers, economically disadvantaged, or of limited English proficiency).

Efficiency: Efficiency is operationalized using student certificate-seeking 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 high rates in longer programs. Also, a college's certificate-seeking graduates per full-time equivalent is multiplied by 50 and added to the category total.

Assessing FY 2015-16 Performance

Under the provisions of UCA 53B-7-705, to receive all funds available a college must show improvement of at least 5% over the prior 3-year average score in each of the performance-based funding model's categories. UTECH is hence required to compare FY 2018's performance with that of FY 2015-17. If a college improves by less than 5%, the funding is pro-rated. If a college experiences negative growth, no funding is awarded.

Prior to FY 2017 the technical colleges annually reported the number of certificates awarded during each fiscal year, including so-called "exit point" certificates awarded for completion of *portions* of approved programs but that allowed students to obtain gainful employment with the skills obtained (e.g., a certificate in Braking Systems allows students to obtain employment at automotive repair shops, though it is only *part* of a full automotive program). In early 2017 UTECH moved to report only *full program graduates*. In the summary tables that follow, data reported in the Certificate Programs category for FY 2015-16 will not match certificate totals reported in those years' respective annual reports, as UTECH staff herein report only full program graduates from those years to ensure comparability with data from FY 2017-18. This same caveat applies when counting secondary graduates under the model's Secondary Completion category, and in counting certificate-seeking graduates under the Efficiency category.

Additionally, certificate-seeking student graduation rates were not calculated prior to FY 2017. Consequent to significant changes to UTECH student enrollment and outcomes reporting policies in early 2017, rather than attempt to calculate FY 2015-16 graduation rates using the same methodology as employed in later years, in the model's Efficiency category we record those years' graduation rates as reported to the Council on Occupational Education (COE), the technical colleges' accrediting body. Note that in annual reporting, COE instructs member schools to subtract certain groups of students ("allowable subtractions") from the denominator prior to calculating graduation rates. UTECH graduation rates reported in FY 2017-18 do not exclude any certificate-seeking students and are thus lower than rates reported to the accrediting body. Hence, technical colleges may show a significant drop in performance (and receive no consequent funding) in the Efficiency category from FY 2015-18.

Funding Awards

Based on technical college scores presented hereafter (see Tables 12 through 19), the UTECH Board of Trustees have recommended that the Higher Education Appropriations Subcommittee fund the performance-based funding awards outlined in Table 11. System-wide, the Board of Trustees recommends that the legislature fund \$684,441 (59.52%) of the \$1.15 million set aside for UTECH schools in 2018.

Table 11: Technical College Performance-based Funding Awards

College	Category	Weight	Funding Available	FY 2015-17 Avg. Score	FY 2018 Score	Growth	Funding Awarded
Bridgerland	Certificate Programs	30%	\$61,865	2,248	2,683	19.33%	\$61,865
	Short-term Occupational Training	10%	\$20,622	206	157	-24.03%	\$0
	Secondary Completion	15%	\$30,932	7	30	357.80%	\$30,932
	Placement	25%	\$51,554	1,043	1,213	16.31%	\$51,554
	Efficiency	20%	\$41,243	221	185	-16.31%	\$0
	Total			\$206,216			
Davis	Certificate Programs	30%	\$74,727	3,707	4,266	15.07%	\$74,727
	Short-term Occupational Training	10%	\$24,909	83	97	17.20%	\$24,909
	Secondary Completion	15%	\$37,364	161	173	7.80%	\$37,364
	Placement	25%	\$62,273	1,555	1,610	3.55%	\$44,199
	Efficiency	20%	\$49,818	173	173	-0.07%	\$0
	Total			\$249,090			
Dixie	Certificate Programs	30%	\$22,897	709	917	29.34%	\$22,897
	Short-term Occupational Training	10%	\$7,632	560	421	-24.78%	\$0
	Secondary Completion	15%	\$11,448	49	45	-8.46%	\$0
	Placement	25%	\$19,081	343	517	50.72%	\$19,081
	Efficiency	20%	\$15,265	203	179	-11.59%	\$0
	Total			\$76,323			
Mountainland	Certificate Programs	30%	\$57,134	4,330	4,694	8.40%	\$57,134
	Short-term Occupational Training	10%	\$19,045	77	97	25.06%	\$19,045
	Secondary Completion	15%	\$28,567	407	416	2.23%	\$12,735
	Placement	25%	\$47,612	1,244	1,213	-2.48%	\$0
	Efficiency	20%	\$38,089	284	260	-8.60%	\$0
	Total			\$190,447			
Ogden-Weber	Certificate Programs	30%	\$67,633	3,204	2,768	-13.61%	\$0
	Short-term Occupational Training	10%	\$22,544	80	159	98.46%	\$22,544
	Secondary Completion	15%	\$33,817	97	103	6.06%	\$33,817
	Placement	25%	\$56,361	1,483	1,751	18.04%	\$56,361
	Efficiency	20%	\$45,089	174	129	-25.66%	\$0
	Total			\$225,444			
Southwest	Certificate Programs	30%	\$18,076	574	884	54.10%	\$18,076
	Short-term Occupational Training	10%	\$6,025	42	55	29.15%	\$6,025
	Secondary Completion	15%	\$9,038	51	52	0.59%	\$1,075
	Placement	25%	\$15,064	372	494	32.61%	\$15,064
	Efficiency	20%	\$12,051	226	240	6.22%	\$12,051
	Total			\$60,254			
Tooele	Certificate Programs	30%	\$13,208	523	592	13.12%	\$13,208
	Short-term Occupational Training	10%	\$4,403	7	9	32.31%	\$4,403
	Secondary Completion	15%	\$6,604	58	53	-8.35%	\$0
	Placement	25%	\$11,007	418	466	11.42%	\$11,007
	Efficiency	20%	\$8,805	230	182	-21.18%	\$0
	Total			\$44,027			
Uintah Basin	Certificate Programs	30%	\$29,459	1,150	1,078	-6.23%	\$0
	Short-term Occupational Training	10%	\$9,820	221	183	-17.00%	\$0
	Secondary Completion	15%	\$14,730	106	126	18.11%	\$14,730
	Placement	25%	\$24,549	655	563	-14.04%	\$0
	Efficiency	20%	\$19,640	250	276	10.39%	\$19,640
	Total			\$98,198			
UTEC System Totals	Certificate Programs	30%	\$345,000				\$247,907
	Short-term Occupational Training	10%	\$115,000				\$76,926
	Secondary Completion	15%	\$172,500				\$130,652
	Placement	25%	\$287,500				\$197,265
	Efficiency	20%	\$230,000				\$31,690
	Total			\$1,150,000			

Table 12: Bridgerland Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Bridgerland Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		412	412	474	474	464	464	277	277
600 – 899 Hours	3.00		104	312	36	108	88	264	96	288
≥ 900 Hours	5.00		265	1,325	277	1,385	295	1,475	370	1,850
Additional Points for Graduates from High Demand/High Impact Programs	1.00		165	165	163	163	198	198	268	268
Category Total				2,214		2,130		2,401		2,683
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		387	77	264	53	190	38	150	30
< 60 Hours	0.10		1,399	140	1,573	157	1,526	153	1,265	127
Category Total				217		210		191		157
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		-	-	-	-	4	1	45	11
600 – 899 Hours	0.50		-	-	-	-	-	-	-	-
≥ 900 Hours	1.00		1	1	-	-	4	4	9	9
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	0%	-	0%	-	1%	1	2%	4
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	4%	4	4%	4	3%	3	5%	5
Category Total				5		4		10		30
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		545	545	701	701	723	723	749	749
<i>Military Service</i>			396		504		553		628	
<i>Continuing Education</i>			1		-		1		-	
<i>Continuing Education</i>			148		197		169		121	
Additional Points for Under-served/At-risk Student Placements	0.50		177	89	216	108	254	127	205	103
Additional Points for Placements from High Demand/High Impact Programs	1.00		152	152	209	209	223	223	271	271
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	84%	84	86%	86	81%	81	90%	90
Category Total				870		1,104		1,154		1,213
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	98%	49	88%	44	93%	47	86%	43
600 – 899 Hours		75	65%	49	59%	44	67%	50	55%	41
≥ 900 Hours		100	70%	70	70%	70	50%	50	51%	51
Certificate-seeking Graduates per FTE		50	1.35	68	1.25	62	1.22	61	1.00	50
<i>Certificate-seeking Graduates</i>			780		787		839		743	
<i>Certificate-seeking Membership Hours</i>			518,915		566,720		616,982		665,472	
Category Total				235		221		208		185

* Category totals may not equal the sum of their parts due to rounding error.

Table 13: Davis Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

		Davis Technical College								
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		589	589	490	490	644	644	532	532
600 – 899 Hours	3.00		173	519	211	633	179	537	176	528
≥ 900 Hours	5.00		369	1,845	460	2,300	580	2,900	591	2,955
Additional Points for Graduates from High Demand/High Impact Programs	1.00		201	201	221	221	243	243	251	251
Category Total				3,154		3,644		4,324		4,266
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		140	28	192	38	107	21	141	28
< 60 Hours	0.10		417	42	551	55	637	64	688	69
Category Total				70		94		85		97
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		165	41	175	44	209	52	147	37
600 – 899 Hours	0.50		21	11	44	22	24	12	40	20
≥ 900 Hours	1.00		9	9	14	14	20	20	31	31
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	22%	45	29%	58	24%	47	24%	47
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	28%	28	38%	38	42%	42	38%	38
Category Total				134		175		174		173
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		984	984	1,021	1,021	982	982	1,000	1,000
<i>Military Service</i>			782		842		773		789	
<i>Continuing Education</i>			1		4		6		3	
<i>Continuing Education</i>			201		175		203		208	
Additional Points for Under-served/At-risk Student Placements	0.50		343	172	374	187	388	194	399	200
Additional Points for Placements from High Demand/High Impact Programs	1.00		283	283	302	302	282	282	325	325
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	88%	88	88%	88	82%	82	85%	85
Category Total				1,527		1,598		1,540		1,610
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	82%	41	79%	40	78%	39	77%	38
600 – 899 Hours		75	55%	41	58%	43	57%	43	64%	48
≥ 900 Hours		100	42%	42	43%	43	43%	43	39%	39
Certificate-seeking Graduates per FTE		50	0.92	46	0.87	43	1.09	54	0.95	47
<i>Certificate-seeking Graduates</i>			936		928		1,150		1,081	
<i>Certificate-seeking Membership Hours</i>			915,287		960,423		953,826		1,027,271	
Category Total				170		170		179		173

* Category totals may not equal the sum of their parts due to rounding error.

Table 14: Dixie Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

		Dixie Technical College								
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		99	99	107	107	140	140	138	138
600 – 899 Hours	3.00		33	99	39	117	50	150	58	174
≥ 900 Hours	5.00		60	300	108	540	102	510	110	550
Additional Points for Graduates from High Demand/High Impact Programs	1.00		3	3	34	34	28	28	55	55
Category Total				501		798		828		917
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		184	37	203	41	40	8	18	4
< 60 Hours	0.10		5,908	591	6,424	642	3,608	361	4,175	418
Category Total				628		683		369		421
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		51	13	44	11	62	16	48	12
600 – 899 Hours	0.50		5	3	3	2	4	2	6	3
≥ 900 Hours	1.00		3	3	4	4	11	11	7	7
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	9%	18	9%	18	8%	16	6%	12
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	7%	7	13%	13	12%	12	11%	11
Category Total				43		47		57		45
Placement (25%)										
Total Certificate-seeking Student Placements										
Related Employment	1.00		144	144	161	161	243	243	291	291
Military Service			134		140		221		261	
Continuing Education			-		-		-		1	
Additional Points for Under-served/At-risk Student Placements	0.50		10	34	21	28	22	47	29	70
Additional Points for Placements from High Demand/High Impact Programs	1.00		68	18	56	31	93	42	68	68
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	18	18	31	31	42	42	68	68
Category Total				292		312		426		517
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	95%	47	100%	50	91%	45	84%	42
600 – 899 Hours		75	73%	54	85%	64	44%	33	34%	26
≥ 900 Hours		100	56%	56	73%	73	56%	56	61%	61
Certificate-seeking Graduates per FTE										
Certificate-seeking Graduates		50	0.62	31	0.96	48	1.02	51	1.01	51
Certificate-seeking Membership Hours			133		203		215		245	
Category Total				189		235		185		179

* Category totals may not equal the sum of their parts due to rounding error.

Table 15: Mountainland Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Mountainland Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		1,359	1,359	1,225	1,225	961	961	876	876
600 – 899 Hours	3.00		127	381	188	564	261	783	331	993
≥ 900 Hours	5.00		266	1,330	321	1,605	703	3,515	505	2,525
Additional Points for Graduates from High Demand/High Impact Programs	1.00		403	403	401	401	464	464	300	300
Category Total				3,473		3,795		5,723		4,694
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		286	57	406	81	441	88	482	96
< 60 Hours	0.10		43	4	10	1	3	0	4	0
Category Total				62		82		89		97
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		580	145	504	126	572	143	481	120
600 – 899 Hours	0.50		31	16	87	44	83	42	91	46
≥ 900 Hours	1.00		12	12	20	20	113	113	74	74
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	61%	121	56%	111	58%	116	52%	104
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	69%	69	73%	73	70%	70	72%	72
Category Total				363		374		484		416
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		758	758	747	747	999	999	826	826
<i>Military Service</i>			591		621		845		695	
<i>Continuing Education</i>			-		-		1		1	
<i>Continuing Education</i>			167		126		153		130	
Additional Points for Under-served/At-risk Student Placements	0.50		175	88	191	96	290	145	236	118
Additional Points for Placements from High Demand/High Impact Programs	1.00		131	131	143	143	361	361	189	189
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	87%	87	90%	90	88%	88	80%	80
Category Total				1,064		1,076		1,593		1,213
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	90%	45	92%	46	91%	46	92%	46
600 – 899 Hours		75	90%	68	89%	67	75%	56	75%	56
≥ 900 Hours		100	83%	83	85%	85	78%	78	73%	73
Certificate-seeking Graduates per FTE		50	1.91	95	1.84	92	1.83	91	1.69	85
<i>Certificate-seeking Graduates</i>			1,129		1,123		1,157		1,066	
<i>Certificate-seeking Membership Hours</i>			533,091		549,676		569,099		566,848	
Category Total				291		289		271		260

* Category totals may not equal the sum of their parts due to rounding error.

Table 16: Ogden-Weber Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Ogden-Weber Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		685	685	827	827	369	369	364	364
600 – 899 Hours	3.00		139	417	122	366	133	399	101	303
≥ 900 Hours	5.00		416	2,080	399	1,995	389	1,945	389	1,945
Additional Points for Graduates from High Demand/High Impact Programs	1.00		159	159	230	230	140	140	156	156
Category Total				3,341		3,418		2,853		2,768
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		79	16	90	18	622	124	565	113
< 60 Hours	0.10		154	15	161	16	511	51	463	46
Category Total				31		34		176		159
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		84	21	138	35	104	26	119	30
600 – 899 Hours	0.50		12	6	10	5	9	5	6	3
≥ 900 Hours	1.00		16	16	10	10	20	20	22	22
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	12%	25	14%	29	13%	26	14%	27
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	22%	22	21%	21	24%	24	20%	20
Category Total				90		99		100		103
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		995	995	1,111	1,111	855	855	1,105	1,105
<i>Military Service</i>			848		949		729		981	
<i>Continuing Education</i>			3		3		9		6	
<i>Continuing Education</i>			144		159		117		118	
Additional Points for Under-served/At-risk Student Placements	0.50		398	199	475	238	378	189	484	242
Additional Points for Placements from High Demand/High Impact Programs	1.00		170	170	206	206	211	211	311	311
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	91%	91	93%	93%	82%	82	93%	93
Category Total				1,455		1,648		1,347		1,751
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	92%	46	83%	42	83%	42	77%	39
600 – 899 Hours		75	40%	30	29%	22	41%	31	22%	17
≥ 900 Hours		100	47%	47	38%	38	38%	38	31%	31
Certificate-seeking Graduates per FTE										
<i>Certificate-seeking Graduates</i>		50	1.33	66	1.38	69	1.01	51	0.86	43
<i>Certificate-seeking Membership Hours</i>			1,128		1,190		758		707	
<i>Certificate-seeking Membership Hours</i>			764,225		778,644		673,846		738,108	
Category Total				190		171		161		129

* Category totals may not equal the sum of their parts due to rounding error.

Table 17: Southwest Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Southwest Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		142	142	253	253	223	223	222	222
600 – 899 Hours	3.00		44	132	58	174	48	144	87	261
≥ 900 Hours	5.00		25	125	30	150	48	240	62	310
Additional Points for Graduates from High Demand/High Impact Programs	1.00		48	48	31	31	59	59	91	91
Category Total				447		608		666		884
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		21	4	38	8	70	14	69	14
< 60 Hours	0.10		85	9	304	30	619	62	407	41
Category Total				13		38		76		55
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		34	9	118	30	59	15	58	15
600 – 899 Hours	0.50		-	-	-	-	-	-	-	-
≥ 900 Hours	1.00		-	-	1	1	1	1	-	-
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	5%	10	15%	29	14%	29	10%	20
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	7%	7	9%	9	16%	16	17%	17
Category Total				25		69		60		52
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		162	162	191	191	219	219	260	260
<i>Military Service</i>			139		151		175		206	
<i>Continuing Education</i>			-		-		1		-	
<i>Continuing Education</i>			23		40		43		54	
Additional Points for Under-served/At-risk Student Placements	0.50		84	42	103	52	110	55	142	71
Additional Points for Placements from High Demand/High Impact Programs	1.00		47	47	32	32	54	54	77	77
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	83%	83	93%	93	87%	87	86%	86
Category Total				334		368		415		494
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	88%	44	90%	45	94%	47	91%	46
600 – 899 Hours		75	76%	57	83%	62	63%	47	70%	53
≥ 900 Hours		100	37%	37	49%	49	47%	47	58%	58
Certificate-seeking Graduates per FTE		50	1.33	66	1.89	95	1.62	81	1.66	83
<i>Certificate-seeking Graduates</i>			177		222		259		313	
<i>Certificate-seeking Membership Hours</i>			120,101		105,525		143,500		169,365	
Category Total				204		250		222		240

* Category totals may not equal the sum of their parts due to rounding error.

Table 18: Tooele Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

		Tooele Technical College								
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		140	140	162	162	147	147	108	108
600 – 899 Hours	3.00		17	51	13	39	18	54	19	57
≥ 900 Hours	5.00		49	245	53	265	56	280	69	345
Additional Points for Graduates from High Demand/High Impact Programs	1.00		58	58	66	66	63	63	82	82
Category Total				494		532		544		592
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		9	2	30	6	25	5	16	3
< 60 Hours	0.10		12	1	22	2	33	3	54	5
Category Total				3		8		8		9
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		11	3	17	4	14	4	12	3
600 – 899 Hours	0.50		-	-	1	1	-	-	-	-
≥ 900 Hours	1.00		1	1	1	1	-	-	2	2
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	12%	24	16%	31	9%	19	12%	24
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	26%	26	35%	35	26%	26	24%	24
Category Total				54		72		48		53
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		91	91	85	85	138	138	143	143
<i>Military Service</i>			-	-	-	-	-	-	1	1
<i>Continuing Education</i>			104	104	116	116	90	90	76	76
Additional Points for Under-served/At-risk Student Placements	0.50		103	52	108	54	115	58	105	53
Additional Points for Placements from High Demand/High Impact Programs	1.00		50	50	57	57	75	75	95	95
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	92%	92	97%	97	97%	97	99%	99
Category Total				389		409		458		466
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	94%	47	81%	41	60%	30	63%	31
600 – 899 Hours		75	100%	75	55%	41	62%	47	58%	43
≥ 900 Hours		100	63%	63	66%	66	40%	40	44%	44
Certificate-seeking Graduates per FTE										
<i>Certificate-seeking Graduates</i>		50	1.58	79	1.71	85	1.57	78	1.25	63
<i>Certificate-seeking Membership Hours</i>			194	194	209	209	207	207	182	182
Category Total				263		233		195		182

* Category totals may not equal the sum of their parts due to rounding error.

Table 19: Uintah Basin Technical College Performance-based Funding Metrics and FY 2015-18 Attainment

Uintah Basin Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		689	689	422	422	399	399	425	425
600 – 899 Hours	3.00		51	153	86	258	46	138	33	99
≥ 900 Hours	5.00		41	205	63	315	77	385	84	420
Additional Points for Graduates from High Demand/High Impact Programs	1.00		197	197	152	152	136	136	134	134
Category Total				1,244		1,147		1,058		1,078
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		90	18	57	11	45	9	31	6
< 60 Hours	0.10		2,703	270	1,943	194	1,595	160	1,771	177
Category Total				288		206		169		183
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		115	29	131	33	122	31	153	38
600 – 899 Hours	0.50		19	10	26	13	32	16	28	14
≥ 900 Hours	1.00		-	-	11	11	3	3	7	7
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	19%	38	18%	35	20%	40	22%	44
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	19%	19	21%	21	20%	20	22%	22
Category Total				96		114		110		126
Placement (25%)										
Total Certificate-seeking Student Placements										
<i>Related Employment</i>	1.00		570	570	312	312	319	319	335	335
<i>Military Service</i>			545		273		288		304	
<i>Continuing Education</i>			-		-		-		-	
<i>Continuing Education</i>			25		39		31		31	
Additional Points for Under-served/At-risk Student Placements	0.50		139	70	92	46	102	51	78	39
Additional Points for Placements from High Demand/High Impact Programs	1.00		124	124	97	97	104	104	94	94
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	95%	95	87%	87	91%	91	95%	95
Category Total				859		542		565		563
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	96%	48	89%	44	87%	44	95%	48
600 – 899 Hours		75	47%	35	58%	43	56%	42	56%	42
≥ 900 Hours		100	57%	57	55%	55	46%	46	68%	68
Certificate-seeking Graduates per FTE		50	2.95	147	1.81	90	1.96	98	2.37	119
<i>Certificate-seeking Graduates</i>			647		403		365		354	
<i>Certificate-seeking Membership Hours</i>			197,634		200,531		167,246		134,206	
Category Total				287		233		230		276

* Category totals may not equal the sum of their parts due to rounding error.

Utah System of Technical Colleges 10-year Goals

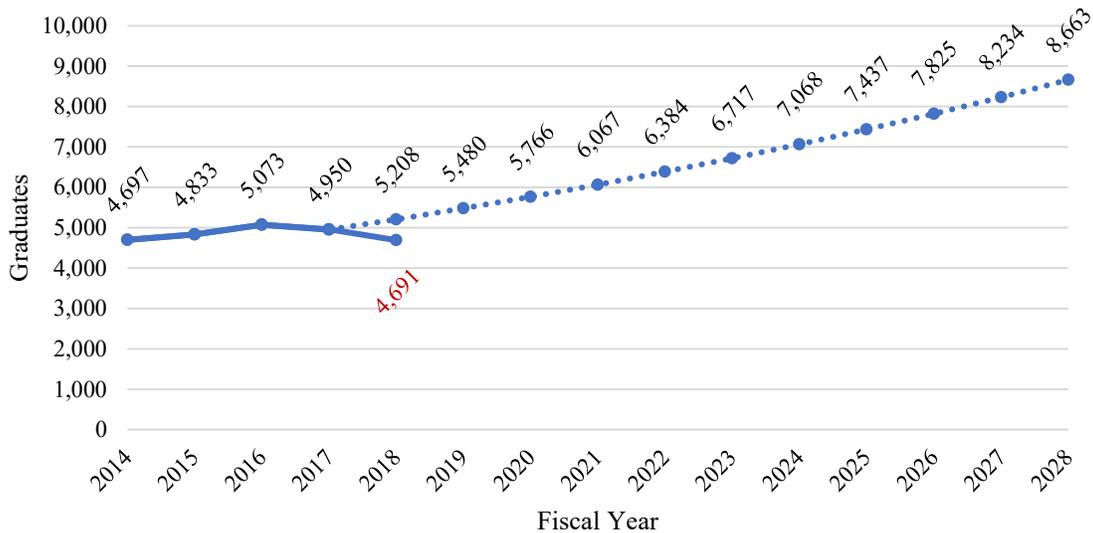
In late 2017 the Utah System of Technical Colleges Board of Trustees established the following 10-year goals and associated metrics to assess system-wide performance, using 2017 as the baseline for all future improvements. In the graphics that follow, previously established goals are shown using dotted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

Please note that UTECH 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.

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: UTECH Postsecondary Graduates, FY 2014 - FY 2018
with Desired FY 2019 - FY 2028 Growth**

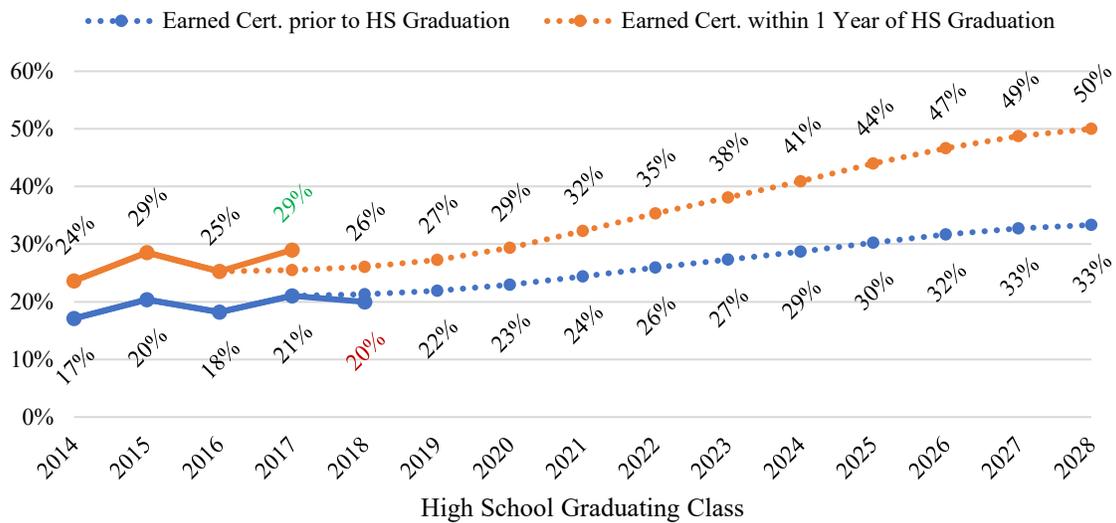


Postsecondary graduates from FY 2014-16 were reported in prior reports published by the Board of Trustees. Under old policy, students were classified as completers upon receipt of a postsecondary certificate, regardless of some students' statuses as being still enrolled. Now, students are classified 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: UTECH 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.

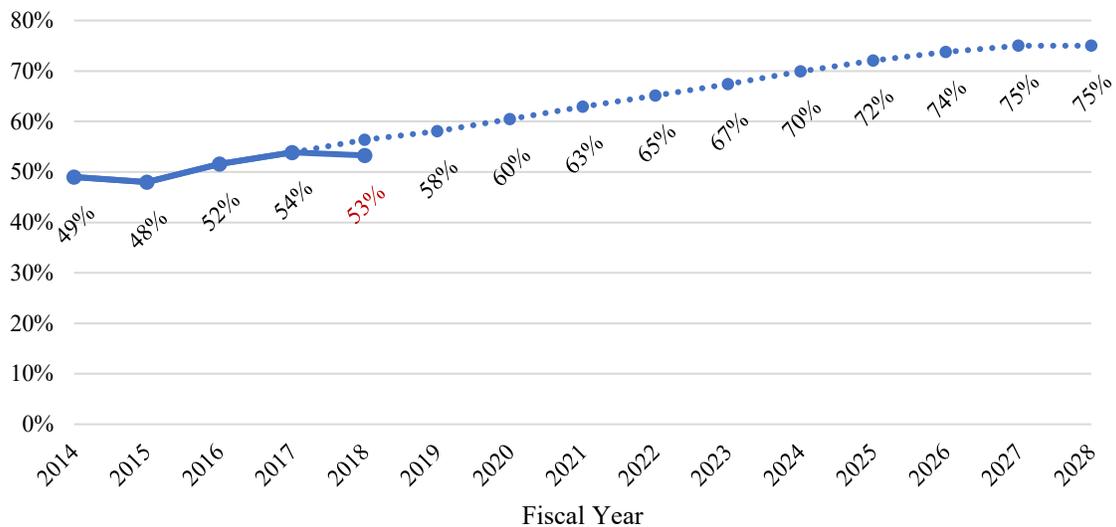
To calculate the percentage of students earning a certificate prior to or within one year of high school graduation, we look at the members of a high school graduating cohort that enrolled at a technical college, checking to see if they received an award in the year after grade 12. Note that while some students may fail to graduate from high school on time, UTECH is limited in reclassifying them in a different high school graduation cohort. Rate calculations are based on UTECH 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: UTECH Under-served Student Graduation Rates, FY 2014 - FY 2018 with Desired FY 2019 - FY 2028 Growth



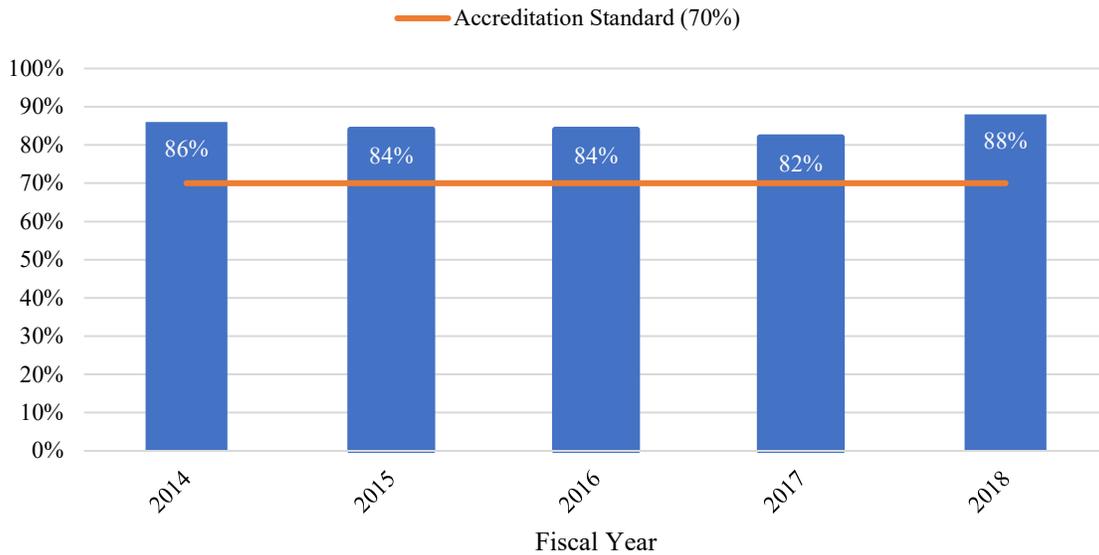
Under-served students are those of ethnic/racial minority status, students receiving Pell Grants or who are sponsored by the Bureau of Indian Affairs or the Utah Department of Workforce Services, students with a disability, or those identified as single parents, displaced homemakers, economically disadvantaged, 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 over 53%.

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: UTECH Placement Rates, FY 2014 - FY 2018

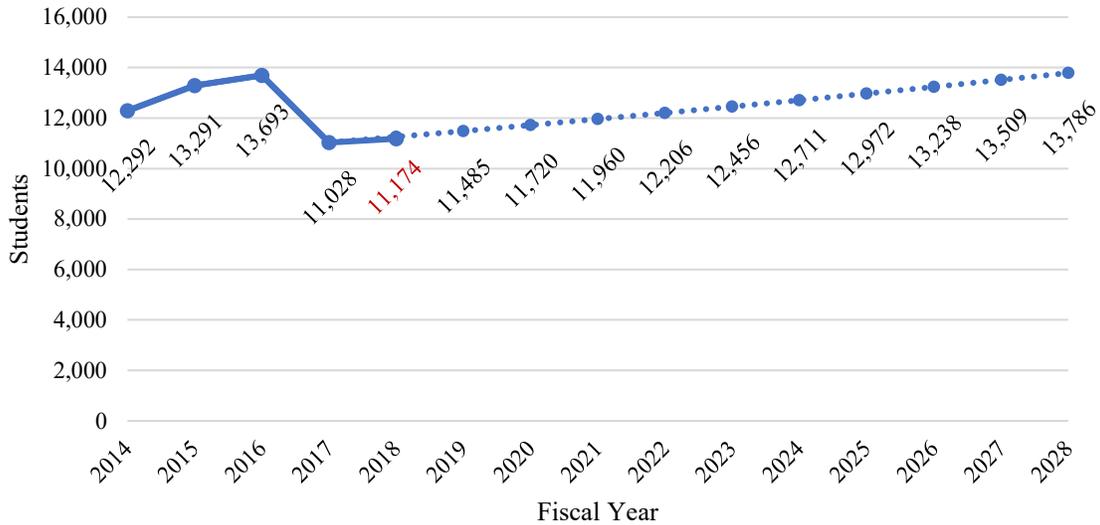


One measure of the extent to which technical colleges meet the needs of Utah employers for technically skilled workers is their placement rate. The colleges, to maintain accreditation by the Council on Occupational Education (COE), must maintain a 70% placement rate *for each program*. If a program fails 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 UTECH 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 saw improvement to 88%. Technical colleges are sending more students to work and at higher rates than in previous years.

- **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



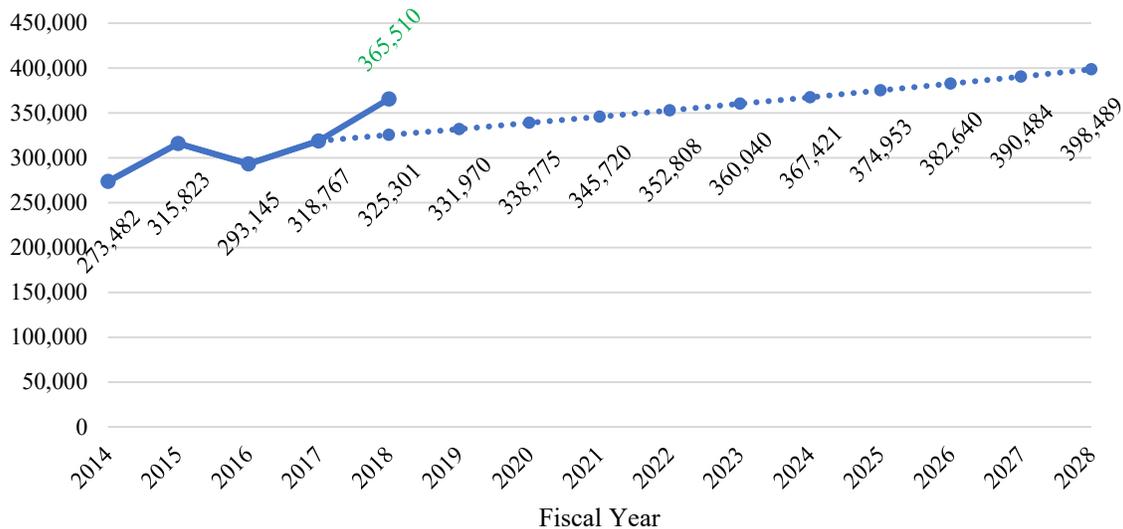
Recent revisions to UTECH policies clarified that certain types of courses previously taught at the technical colleges will no longer factor into membership hour or student headcount totals. These revisions resulted in a 21% decline in the system-wide number of distinct students enrolled in short-term 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 UTECH's number of short-term occupational trainees grew by only 1.32%, 80 students short of its systemwide goal.

- **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



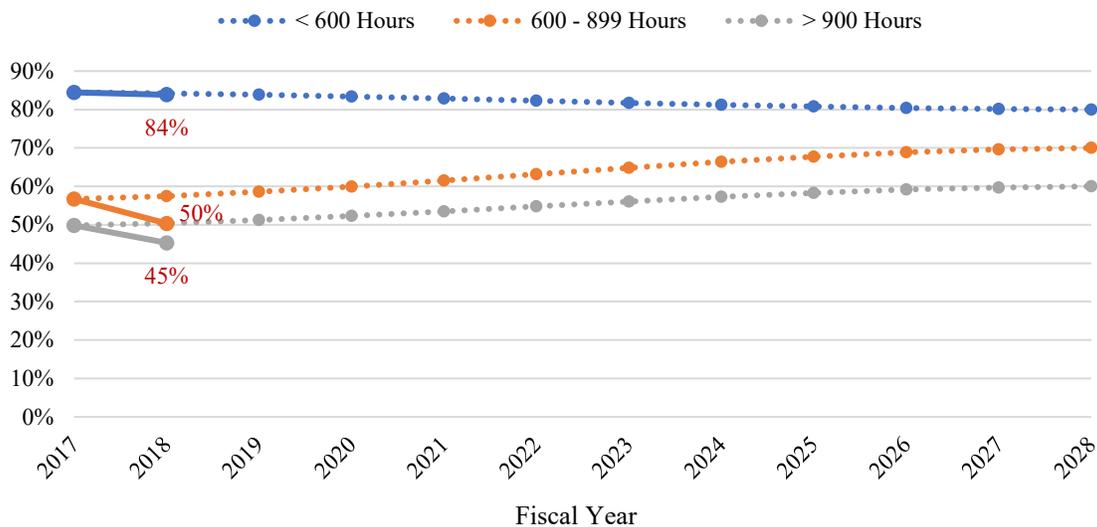
In FY 2017 the Utah System of Technical Colleges received an additional \$800,000 in state appropriations for the Custom Fit program intended to bolster the number of training opportunities to local companies, resulting in further economic development of the state. After a year of acclimation to increased 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 System of Technical Colleges 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 UTECH 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



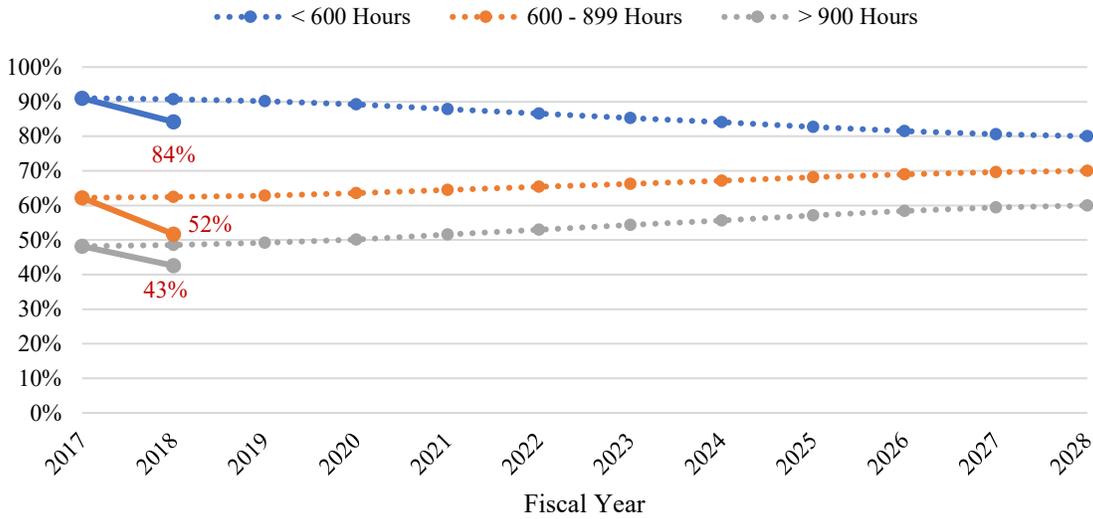
The graduation rate for the shortest of programs in FY 2018 is already at 84%. As we move forward, the Board of Trustees expects graduation rates for programs of less than 600 hours to continue to exceed the 80% mark. Medium-length and longer programs graduation rates are at 50% and 45%, both lower than goals established last year. 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 medium-length and longer 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 as a significant number of 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 desired graduation rates of other programs at the colleges (i.e., an 80% graduation rate for programs of less than 600 hours in length, 70% for programs of 600-899 hours, and 60% for programs of 900 hours or more).

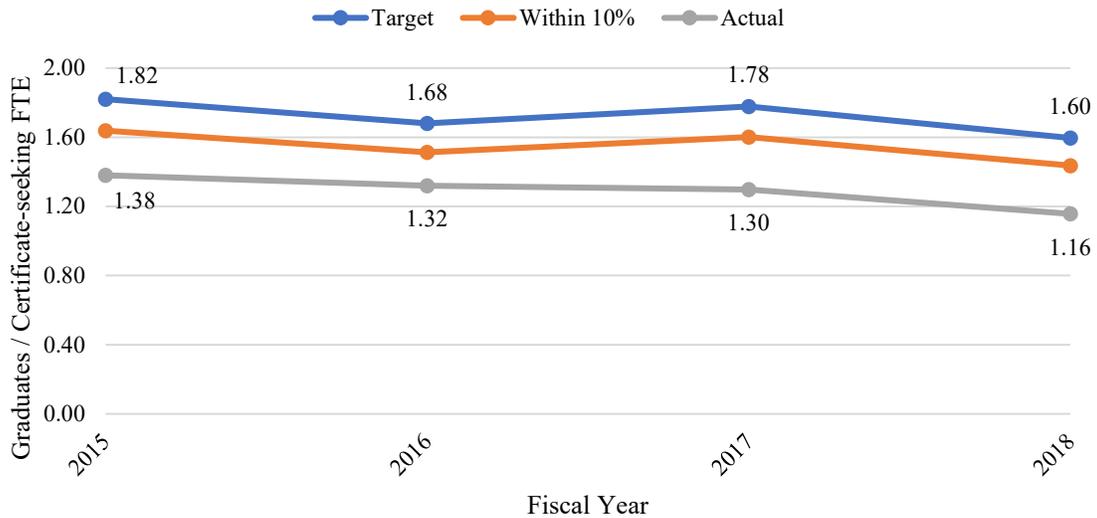
In FY 2018, high-demand program headcounts declined by over 600 students. High-wage/high-demand program graduation rates stratified by length each fell, following the same trends as observed in Figure 7. High-impact programs have similar graduation rates to programs not deemed as such.

Figure 8: UTECH 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: UTECH Graduates per Certificate-seeking FTE, FY 2015 - 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 up to 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 workers with specific skillsets. Furthermore, not every student at a technical college is seeking a credential; a large number enroll for short-term training that is uncredentialed. Because of these considerations, UTECH 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, UTECH calculates an "ideal" graduates per FTE. This number is derived by dividing 900 hours by the weighted average length of certificates awarded in a given fiscal year. 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 UTECH 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.

(Note that prior to FY 2017 technical colleges annually reported the number of certificates awarded during each fiscal year, including so-called "exit point" certificates awarded for completion of portions of approved programs but that allowed students to obtain gainful employment with the skills obtained [e.g., a certificate in Braking Systems allows students to obtain employment at automotive repair shops, though it is only part of a full automotive program]. In early 2017 UTECH moved to report only full program graduates, excluding exit point awardees. In Figure 9 above, data reported for FY 2015-16 will not match figures included in prior years' annual reports, as UTECH staff herein calculate a certificate-seeking graduates per FTE statistic looking only at full program graduates from those years to ensure comparability with data from FY 2017-18. This is the same methodology as is used in calculating efficiency in the UTECH performance-based funding model.)

In FY 2018 the ideal certificate-seeking graduates per FTE dropped to 1.60. This is a function of significantly longer programs. Technical colleges did not meet that standard, coming in at 1.16 graduates per certificate-seeking FTE.

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 20: 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 UTECH policy, differential tuition rates must be approved annually by the UTECH 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.

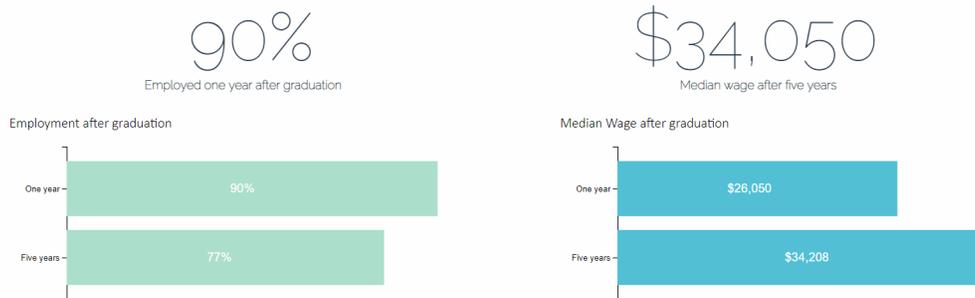
Technical college fees differ from program to program and college to college and are charged in addition to tuition. Fees typically help cover the cost of consumables and/or college services.

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 UTECH 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: UTECH Students' Employment and Wage Information 1 and 5 Years Post-Graduation

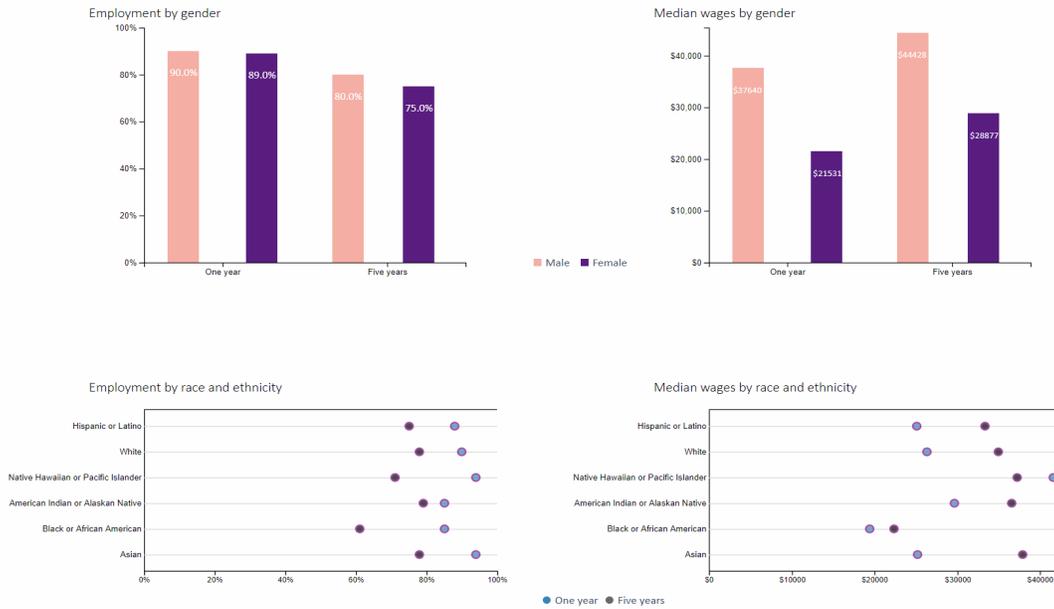
Employment and wages following graduation from a technical college



(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: UTECH Students' Employment and Wage Information 1 and 5 Years Post-Graduation, Stratified by Gender and Racial/Ethnic Demographic



(Source: P20 Dashboard. 2018. Utah Data Research Center. Accessed October 22, 2018.)

UDRC has also concluded that fully 45% of UTECH 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: UTECH Graduates Placed in High-demand Industries
Percent of technical college completers in high demand fields



(Source: P20 Dashboard. 2018. Utah Data Research Center. Accessed October 22, 2018.)

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

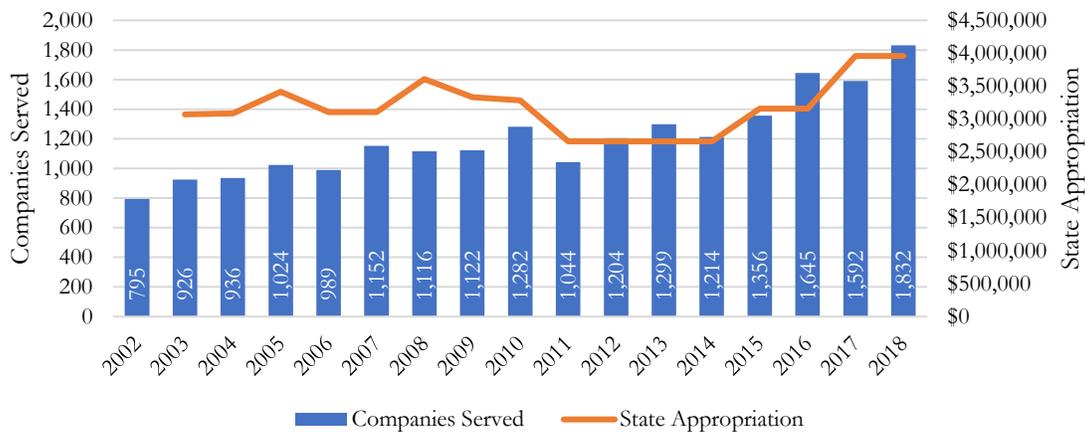
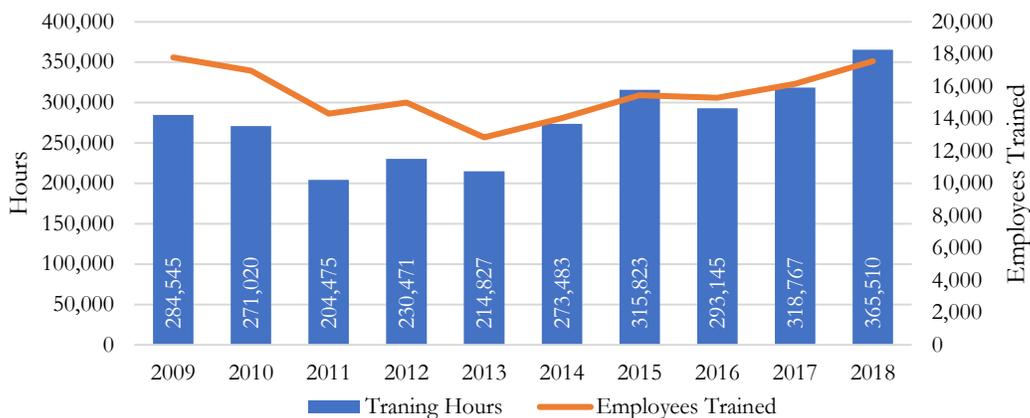


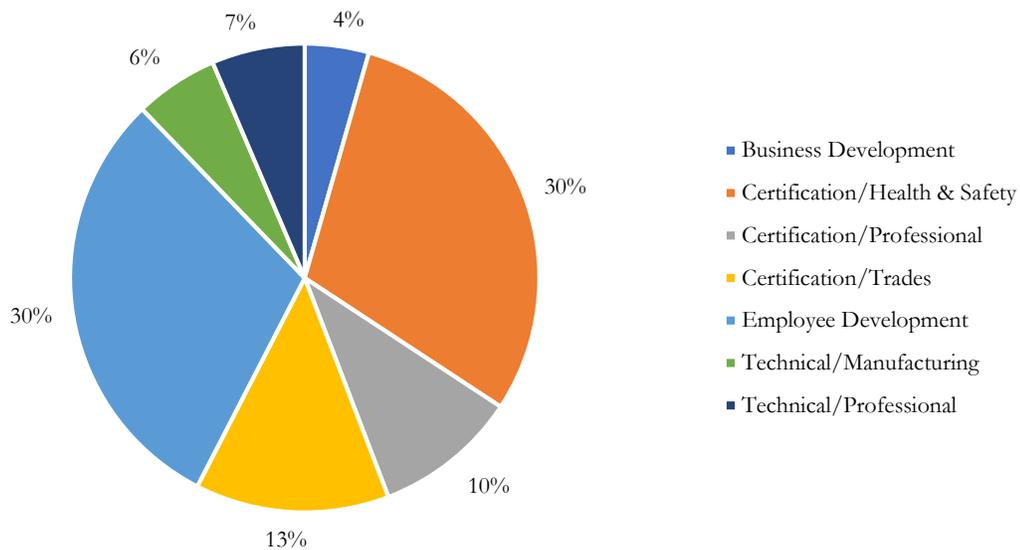
Figure 14: Custom Fit Instructional Hours and Employees Trained, FY 2009 - FY 2018



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.

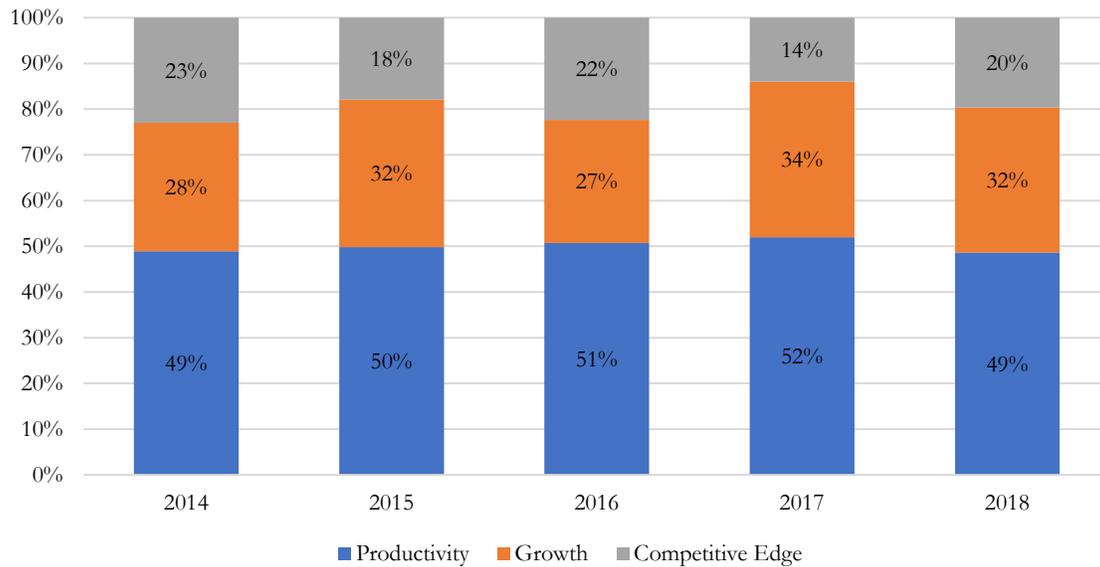
53% of all Custom Fit courses were taught this year with employee industry certifications being the end goal. 30% of all trainings were designed to provide health and safety certifications (e.g., Forklift Safety, Hazardous Waste Operations and Emergency Response, etc.), 10% professional certifications (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



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



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 UTECH policy to be at least 50%, was 59%.

Table 21: 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
UTECH 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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UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

January 17, 2019

ITEM A4

TOPIC: FY 2018 COE Completion, Placement, and Licensure Rates

BACKGROUND

The Council on Occupational Education (COE), which provides institutional accreditation for the eight technical colleges, requires each institution to submit an annual report in December affirming compliance with accreditation standards and highlighting performance in its approved programs.

COE requires each college to maintain a minimum 60% completion, 70% placement, and 70% licensure in each program offered at each campus location. If any program at any campus location falls below one of these thresholds, it is placed under "heightened monitoring" status, and the college is required to submit an improvement plan to bring the program up to minimum standards. Alternatively, the college may elect to discontinue the program within 18-24 months if it is unable to meet accreditation requirements.

The attached report lists the completion, placement, and licensure rates reported by all colleges in their FY 2018 COE annual reports. Those programs whose completion or placement rates are highlighted in red are in "heightened monitoring" status, with their improvement plans included herein.

RECOMMENDATION

Information/discussion only.

Attachments: FY 2018 COE Completion, Placement, and Licensure Rates

FY 2018 Completion, Placement, and Licensure Rates as Reported to the Council on Occupational Education

Bridgerland Technical College - Main Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Animal Sciences	83%	97%	
Auto Collision	75%	80%	
Automated Manufacturing	76%	86%	
Automotive Service	68%	92%	
Building Technology	72%	83%	
Business Technology	61%	94%	
Commerical Driver's License	80%	88%	100%
Culinary Arts	79%	92%	
Dental Assisting	74%	90%	
Diesel	87%	92%	
Drafting	65%	100%	
Electronic Engineering Technology	83%	100%	
Emergency Medical Technician	93%	86%	80%
Fashion Merchandising and Development	100%	100%	
Fire and Rescue Services	91%	80%	
Heavy Equipment Operator	100%	100%	
Heavy Equipment Operator/CDL	95%	81%	100%
Information Technology	63%	90%	
Interior Design	62%	100%	
Machining Technology	92%	100%	
Meat Services	91%	100%	
Media Design	68%	89%	
Medical Assisting	65%	100%	
Nursing Assistant	87%	89%	93%
Pharmacy Technician	63%	100%	100%
Police Academy	60%	100%	100%
Practical Nursing	96%	89%	100%
Real Estate	86%	83%	100%
Web & Mobile Development	63%	100%	
Welding Technology	62%	88%	

Bridgerland Technical College - Brigham City Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Automated Manufacturing	76%	92%	
Business Technology	77%	100%	
Cosmetology/Barbering	70%	100%	100%
Drafting	100%	75%	
Information Technology	67%	80%	
Master Esthetics	86%	75%	100%
Media Design	100%	100%	
Nursing Assistant	70%	100%	100%

Davis Technical College - Main Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Architectural & Engineering Design	71%	100%	
Automation and Robotics	82%	97%	
Automotive Technology	76%	93%	
Business Administrative Services	89%	88%	
CNC Machining	70%	95%	
Composite Materials Technology	67%	94%	
Cosmetology	72%	92%	100%
Culinary Arts	75%	100%	
Cybersecurity	61%	91%	
Dental Assisting	71%	90%	
Diesel/Heavy Duty Technology	88%	98%	
Digital Media Design	68%	89%	
Emergency Medical Technician	73%	71%	
Esthetician	96%	96%	100%
Firefighter	97%	71%	
Health Information Technology	75%	91%	
Heating and Air Conditioning	60%	92%	
Master Esthetician	84%	95%	100%
Medical Assistant	66%	93%	
Nail Technician	76%	90%	100%
Nurse Assistant	93%	89%	100%

FY 2018 Completion, Placement, and Licensure Rates as Reported to the Council on Occupational Education

Pharmacy Technician	94%	100%	100%
Phlebotomy	89%	88%	
Plastic Injection Molding	86%	100%	
Practical Nurse	94%	100%	100%
Radiology Practical Technician	78%	79%	
Surgical Technology	90%	100%	
Welding Technology	65%	87%	

Davis Technical College - Draper Campus (Utah State Prison)

Program Name	Completion Rate	Placement Rate	Licensure Rate
Automotive Technology	100%	100%	
Business Administrative Services	100%	100%	
CNC Machining	100%	100%	
Culinary Arts	100%	100%	
Welding Technology	100%	100%	

Dixie Technical College - Main Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Advanced Emergency Medical Technician	100%	100%	
CNC Machining	100%	100%	
Commercial Driver's License	88%	100%	
Diesel (Certificate)	93%	100%	
Digital Media Design	86%	100%	
Drafting and Design	67%	88%	
Emergency Medical Technician	83%	74%	
HVACR Technician	90%	100%	
Industrial Automation Technician	100%	100%	
Information Technology	94%	94%	
Medical Assisting	91%	100%	
Medication Aide	100%	100%	
Nursing Assistant	100%	100%	
Operations Management	100%	100%	
Pharmacy Technician	92%	97%	97%
Phlebotomy Technician	100%	78%	

Mountainland Technical College - Thanksgiving Point Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Advanced Emergency Medical Technician	92%	83%	77%
Automotive Technology	64%	71%	
Commercial Truck Driving	94%	79%	100%
Cosmetology	96%	82%	100%
Culinary Arts I	90%	89%	
Culinary Arts II	100%	70%	
Dental Assisting (Assistant)	72%	92%	
Digital Media	63%	75%	
Information Technology - Windows Administrator (Administrator)	62%	73%	
Medical Assistant	90%	75%	
Medical Billing and Coding	94%	100%	
Medical Office Administration	67%	100%	
Nail Technician	100%	77%	100%
Nurse Assistant	95%	76%	100%
Nurse Assistant - Accelerated	89%	80%	100%
Pharmacy Technician	80%	95%	100%
Phlebotomy Technician	93%	76%	
Practical Nursing	91%	88%	98%
Surgical Technician	95%	100%	79%
Web Programming & Development	88%	88%	

Mountainland Technical College - Orem Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Dental Assisting (Assistant)	93%	88%	
Electrical Apprenticeship	96%		
Emergency Medical Technician	100%	75%	100%
Fitting Technology	100%	100%	
HVAC Apprenticeship	100%		
Information Technology: Technician + Project Management	100%		

FY 2018 Completion, Placement, and Licensure Rates as Reported to the Council on Occupational Education

Information Technology: Windows Administrator (Administrator)	73%	75%	
Medical Assistant	82%	93%	
Nurse Assistant	100%	54%	100%
Nurse Assistant - Accelerated	97%	81%	100%
Phlebotomy Technician	100%	82%	
Pipe Welding Processes	71%	100%	
Plumbing Apprenticeship	94%		
Precision Machining	75%	83%	
Welding Technology	82%	82%	

Mountainland Technical College - Salt Lake City

Program Name	Completion Rate	Placement Rate	Licensure Rate
Construction Craft Skilled Laborer	100%		
Form Builder Rough Carpenter	100%		

Mountainland Technical College - Spanish Fork Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Automotive Technology	100%	100%	
Cosmetology	85%	80%	100%
Dental Assisting (Assistant)	92%	87%	
Emergency Medical Technician	78%	100%	80%
Information Technology: Windows Administrator	75%	100%	
Medical Assistant	83%	93%	
Medical Billing and Coding	67%	100%	
Medical Office Administration	100%	100%	
Nail Technician	92%	80%	100%
Nurse Assistant	100%	79%	100%
Nurse Assistant - Accelerated	100%	96%	100%
Pharmacy Technician	91%	88%	100%

Ogden-Weber Technical College - Main Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Baking and Pastry	100%	75%	
Barbering	58%	92%	100%
Business	71%	90%	
Computer Aided Design	63%	100%	
Construction	89%	85%	
Cosmetology	64%	88%	100%
Culinary Arts	76%	85%	
Dental Assisting	75%	100%	
Electrical	89%	92%	
Graphic Design	72%	95%	
Health Information	75%	80%	
HVAC	93%	100%	
Industrial Automation	87%	97%	
Information Technology	62%	93%	
Machinist	88%	98%	
Medical Assisting	65%	100%	
Nail Tech	80%	93%	100%
Nursing Assistant	83%	87%	
Pharmacy Tech	62%	92%	100%
Plumbing	100%	99%	
Practical Nursing	91%	97%	100%
Real Estate	91%	97%	100%
Software Development	63%	93%	
Web Development	63%	73%	
Welding	77%	94%	

Ogden-Weber Technical College - Business Depot Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Automotive	67%	100%	
Composites	67%	95%	
Non-Destructive Inspection	70%	92%	

Southwest Technical College - Main Campus

FY 2018 Completion, Placement, and Licensure Rates as Reported to the Council on Occupational Education

Program Name	Completion Rate	Placement Rate	Licensure Rate
Accounting	100%	100%	
Advanced Emergency Medical Technician-AEMT	89%	88%	100%
Aircraft Assembler	100%		
Business	86%	100%	
Business Specialist	100%	100%	
Computer Science-Information Technology	80%	71%	
Culinary Arts	83%	78%	
Digital Media	67%	80%	
Digital Media Specialist	100%	100%	
Emergency Medical Technician-Basic	92%	91%	100%
Industrial Maintenance and Automation	89%	81%	
Medical Clinical Assistant	77%	88%	
Nursing Assistant	92%	92%	100%
Phlebotomy	100%	75%	
Production Welder	100%	88%	
Structural Steel and Pipe Welder	100%	100%	
Welding Essentials	60%	92%	

Southwest Technical College - Automotive Center

Program Name	Completion Rate	Placement Rate	Licensure Rate
Automotive Technician	70%	100%	
Professional Truck Driving	90%	76%	100%

Southwest Technical College - Beaver

Program Name	Completion Rate	Placement Rate	Licensure Rate
Nursing Assistant	83%	80%	100%

Southwest Technical College - Circle 4 Farms

Program Name	Completion Rate	Placement Rate	Licensure Rate
Advanced Swine Production	100%		
Pork Production	100%		

Southwest Technical College - Kane

Program Name	Completion Rate	Placement Rate	Licensure Rate
Nursing Assistant	60%	100%	100%

Southwest Technical College - Richfield

Program Name	Completion Rate	Placement Rate	Licensure Rate
Professional Truck Driving	100%	88%	100%

Tooele Technical College - Main Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Accounting Clerk	80%	100%	
Barbering	60%	100%	100%
Certified Nursing Assistant	71%	100%	100%
Clinical Medical Assistant	63%	100%	
Commercial Driver's License (CDL)	100%	100%	100%
Computer Upgrade and Repair Technician (A+)	64%	94%	
Cosmetology/Barbering	61%	100%	100%
Executive Assistant	100%	100%	
Heavy Duty Diesel Technician	67%	100%	
Industrial Maintenance Technician	76%	100%	
Medical Billing and Coding	67%	100%	
Nail Technician	92%	100%	100%
Nail Technician Instructor	100%	100%	100%
Network Administrator (MCSA)	100%	100%	
Networking Engineer (CCNA)	67%	100%	
Networking Technician (Net+)	89%	100%	
Office Clerk	78%	86%	
Office Manager	67%	100%	
Phlebotomy Technician	74%	100%	
Practical Nursing	91%	100%	100%
Receptionist	68%	100%	
Welding Technician I	72%	100%	

FY 2018 Completion, Placement, and Licensure Rates as Reported to the Council on Occupational Education

Welding Technician II	60%	100%
Welding Technician III	67%	100%

Uintah Basin Technical College - Roosevelt Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
Auto Technology	100%	100%	
Basic Corrections Officer	100%	100%	
Carpentry	100%	100%	
CDL	100%	94%	100%
Culinary Arts	100%	100%	
Law Enforcement Officer	80%	100%	
Medical Assistant	100%	83%	
Nurse Assistant	96%	96%	
Office Professional	70%	100%	
Pharmacy Technician	92%	100%	100%
Practical Nursing	100%	100%	100%
Special Functions Officer	100%	100%	
Welding	86%	92%	

Uintah Basin Technical College - Vernal Campus

Program Name	Completion Rate	Placement Rate	Licensure Rate
CDL	86%	94%	100%
Civil Technology	71%	100%	
Heavy Duty Diesel	75%	100%	
Nurse Assistant	100%	81%	
Office Professional	100%	92%	
Welding	74%	93%	
Well Control	100%	100%	

INSTITUTIONAL PLAN OF IMPROVEMENT FOR TRIGGERED PROGRAMS (NARRATIVE)

SCHOOL NAME: Mountainland Technical College

SCHOOL ID: 250618

PROGRAM NAME: Nurse Assistant

- CURRENT STATUS: Actively enrolling students and producing graduates for 2018 Annual Report.
 Actively enrolling students and will not produce graduates for 2018 Annual Report .
 Deleted – No students currently enrolled.
 Teaching out - Students currently enrolled.
Date of Teach out completion:

PROGRAM COMPLIANCE DEADLINE: 08/14/2020
(From Student Achievement Report)

DATE OF SUBMISSION OF IMPROVEMENT PLAN:

IMPROVEMENT PLAN FOR ABOVE PROGRAM (If program is not deleted or in Teach Out):

The Nurse Assistant Program in Orem is typically made up of high school students with very few adults. This makes placement harder to meet. There were three students who completed the program in December 2017 and two that completed in May 2018 who we were unable to make contact with. Multiple attempts were made through phone, text, email, Facebook and LinkedIn with no success.

While there is a high demand for Certified Nurse Assistants in the Mountainland Region, many students choose not to be employed as one because they can make more money at other jobs. While they have licensed, they have chosen another career path. This has also contributed to the low placement percentage.

In the future, the Nurse Assistant instructors will screen the students ahead of time to find out who wants to work as a CNA and who is not interested in doing that. The Nurse Assistant Department will also keep in better contact with the students after they graduate so they have current contact information and know when they get a job or start school elsewhere.

INSTITUTIONAL PLAN OF IMPROVEMENT FOR TRIGGERED PROGRAMS (NARRATIVE)

SCHOOL NAME: Ogden-Weber Technical College

SCHOOL ID: 250700

PROGRAM NAME: Barbering

CURRENT STATUS: Actively enrolling students and producing graduates for 2018 Annual Report.

Actively enrolling students and will not produce graduates for 2018 Annual Report .

Deleted – No students currently enrolled.

Teaching out - Students currently enrolled.

Date of Teach out completion:

PROGRAM COMPLIANCE DEADLINE:
(From Student Achievement Report)

DATE OF SUBMISSION OF IMPROVEMENT PLAN: 12/13/18

IMPROVEMENT PLAN FOR ABOVE PROGRAM (If program is not deleted or in Teach Out):

Institutional Plan of Improvement

PROGRAM OREINTATION

A web page with an in depth orientation video. This video would discuss the barber industry. The time commitment to the program. The school leave of absents policy, attendance and progress requirements. At the end of the orientation video there would be a link to the barbering program instructor. This would let the new students ask questions if needed. Also when the orientation video ends an email would be sent to the barbering instructor so they could email or a call the new student and welcome them to the barber program.

REFINE PROGRESS FORMAT

The barbering program has instituted a process where barbers can offer more services to clients. This process will give them more opportunities to practice their hands on skills and let them receive more credit if the barber choose to offers more services. This will increase the frequency of students to earn progress hours and motivate them to accelerate their progress.

DEFINE STUDENTS NEEDS

Development of a system to frequently assess every student's needs.

Have students hand in progress sheets every week. This will help evaluate student's participation.

A monthly meeting with each student to discuss achievements and ways to improve.

During that monthly meeting discuss a student's attendance, progress or lack of progress. How as a program can we help the student?

Offer a student to sit down with a school counselor to help with school problems or problems outside school.

MAKE THE CURRICULUM MORE ENGAGING

Partner with Center for Teaching and Learning to review quiz preparation materials to identify and implement strategies and tools that increase the engagement level for these activities. This may include the following: Roleplaying, discussions, use of multimedia and visits to local barber shops.

MENTORING

Coordinate with Guest Barbering professionals to help mentor students through the program to increase completion and placement rates.

UTAH SYSTEM OF TECHNICAL COLLEGES



AGENDA ITEM USTC BOARD OF TRUSTEES EXECUTIVE COMMITTEE January 17, 2019

ITEM B

TOPIC: Strategic Workforce Investment Proposals

BACKGROUND

The Strategic Workforce Investment (SWI), created and funded by Utah statute, provides resources to establish educational pathway partnerships that serve regional industry workforce needs. Pathway programs are intended to provide workforce for high demand and high wage occupations.

SWI proposals must reflect a program of study that is responsive to the workforce needs of the CTE region in a strategic industry cluster identified by the Governor's Office of Economic Development (GOED). Programs must lead to the attainment of a stackable sequence of credentials; include a non-duplicative progression of courses that include both academic and CTE content; provide for expected student enrollment, attainment rates, and job placement rates; and show evidence of input and support from an industry advisory group.

Eligible proposals must demonstrate a partnership between at least two of the following: a technical college, a school district or charter school, and an institution of the Utah System of Higher Education. Proposals involving technical colleges require evidence of support from the UTech Board of Trustees.

The following SWI FY-2019 proposals involving technical colleges have been submitted to GOED with complete proposals attached. Evidence of Board support is required for proposals to be considered by GOED and the legislature. Budget amounts are shown as (\$one-time + \$annual on-going).

Please click each link:

- [Bridgerland, Davis, Mountainland, and Ogden-Weber – with USU: Software and IT \(\\$0 + \\$370,000\)](#)
- [Bridgerland and Uintah Basin – with USU: Life Sciences \(Veterinarian Technology\) \(\\$0 + \\$350,000\)](#)
- [Davis – with USU: Outdoor Products and Recreation \(\\$300,000 + \\$140,000\)](#)
- [Dixie – with DSU: Life Sciences \(Nursing\) \(\\$0 + \\$220,000\)](#)
- [Ogden-Weber and Davis – with WSU and Davis, Morgan, Ogden, and Weber School Districts: Construction \(Construction and Building Design\) \(\\$100,000 + \\$260,000\)](#)
- [Ogden-Weber and Davis – with WSU and Davis, Morgan, Ogden, and Weber School Districts: Software and IT \(\\$70,000 + \\$295,000\)](#)
- [Tooele – with Tooele School District: Aerospace and Defense \(Industrial Maintenance and Automation Technology\) \(\\$159,000 + \\$187,500\)](#)
- [Uintah Basin – with USU: Energy \(Geoscience Technology\) \(\\$92,800 + \\$197,775\)](#)

RECOMMENDATIONS

USTC Administration recommends that the Board of Trustees document its support of the attached Strategic Workforce Investment proposals as listed above. Total request is \$2,742,075.

Attachments: SWI Proposals (8) -linked above

UTAH SYSTEM OF TECHNICAL COLLEGES



AGENDA ITEM

USTC BOARD OF TRUSTEES 17 January 2019

ITEM C

TOPIC: Board of Trustees Meeting Scheduling Considerations

BACKGROUND

With the active schedules of Board members, many have been unable to attend recent meetings. While a minimum quorum of eight allows the Board to legally act in meetings, a meeting schedule that will accommodate most of the members will assure that a quorum will always be present, provide quality consideration and decisions for System issues and decisions, and best utilize the time of members and participants who do attend.

In accordance with USTC Policy 101.8.8, meetings are called by the Chair, the Vice Chair, or a majority of the members. The following are the remaining regular meetings that have been scheduled for the Board.

March 21, 2019 – 10:00-2:00 @ Uintah Basin Technical College

May 9, 2019 – 10:00-2:00 @Southwest Technical College

(Previously May 16, 2019 – rescheduled)

September 19, 2019 – 10:00-2:00 @Bridgerland Technical College

November 21, 2019 – 10:00-2:00 @Mountainland Technical College

RECOMMENDATIONS

Board leadership recommends that Board members consider and discuss the dates, days of the week, times of day, locations, and other factors that would facilitate maximum participation, and recommend any changes to the current schedule and future years for consideration by the Chair.

No attachments

Board of Trustees Appointments & Terms

Constituency	Name	Appointment	Term Expiration	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
College Representatives																	
Bridgerland Technical College	Scott Theurer	June 8, 2016	June 30, 2021														
Davis Technical College	Mike Jensen ¹	April 18, 2012	June 30, 2021														
Dixie Technical College	Stephen Wade	June 12, 2014	June 30, 2019														
Mountainland Technical College	Jim Evans ^{1,2}	April 3, 2008	June 30, 2019														
Ogden-Weber Technical College	Steve Moore ^{1,3}	September 22, 2011	June 30, 2021														
Southwest Technical College	Chuck Taylor	June 30, 2017	June 30, 2019														
Tooele Technical College	Charles Hansen	October 2, 2018	June 30, 2021														
Uintah Basin Technical College	Mike Angus	January 15, 2015	June 30, 2019														
Industry/Other Representatives																	
Region ⁴																	
Snow College ⁵	--	Brian Florang	January 15, 2015	June 30, 2019													
Information Technology	--	Aaron Osmond	June 30, 2017	June 30, 2021													
Manufacturing	Ogden-Weber	Susan Johnson	June 30, 2017	June 30, 2021													
Health Care	Tooele	Catherine Carter	June 30, 2017	June 30, 2021													
Transportation	Dixie	Brecken Cox	June 30, 2017	June 30, 2019													
Union Craft, Trade, or Apprenticeship	Mountainland	Russell Lamoreaux	November 14, 2018	June 30, 2019													
Non-union Craft, Trade, or Apprenticeship	Mountainland	Brad Tanner ¹	June 15, 2010	June 30, 2021													

¹ Not eligible for Board reappointment due to term limits.

² Elected to serve 2nd consecutive full term as Board Chair from 7/1/2017 to 6/30/2019 (not eligible for re-election)

³ Elected to serve 2nd consecutive full term as Board Vice Chair from 7/1/2017 to 6/30/2019 (not eligible for re-election)

⁴ At least 4 industry representatives must reside in a geographic region served by a technical college. No more than 2 industry representatives may reside in a single geographic region served by a technical college.

⁵ Upon the expiration of Mr. Florang's term, the Board representative from Snow College will be replaced with an industry representative from the Life Sciences sector.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

17 January 2019



ITEM E

TOPIC: Boards of Directors Meeting Agendas and Minutes

BACKGROUND

In the September 2018 meeting of the Board, some trustees requested that agendas and minutes of local technical college boards of directors meetings be provided to trustees so that trustees can be aware of issues and progress of the colleges throughout the year.

Accordingly, the local colleges have been forwarding board meeting agendas, and minutes of previous meetings as they are approved, to the Office of the Commissioner, where they are forwarded via email to members of the Board of Trustees.

In accordance with statutory requirements, local board meeting agendas and minutes are also posted on the Utah Public Notice website at <http://pmn.utah.gov/>. Agendas are to be posted at least 24 hours prior to a meeting. Recordings of meetings must be posted within three days of a meeting. Preliminary draft minutes of meetings are posted within 30 days of a meeting and are updated as soon as they are approved. The website is open to the public. Trustees and other citizens who subscribe to notifications for given boards will receive email notifications immediately when any items are posted or updated on the website, with links to the updated documents. Trustees can also download this information on colleges' websites.

RECOMMENDATIONS

USTC administration recommends that members of the Board discuss and provide feedback regarding the provision of meeting information for technical college boards of directors.

UTAH SYSTEM OF TECHNICAL COLLEGES



AGENDA ITEM

USTC BOARD OF TRUSTEES 17 January 2019

ITEM F

TOPIC: 2019 Legislative Planning Discussion

BACKGROUND

The General Session of the 2017 Utah Legislature convenes on Monday, January 28th, and adjourns at midnight on Thursday, March 14th.

Interim Commissioner Haines will brief the Board on issues and expectations for UTech during the legislative session, based on preliminary discussions with leadership of the Higher Education Appropriations Subcommittee and other legislators in preparation for the session. Discussion will include the UTech budget request, which was approved by the Board in September, as well as capital facilities, initiatives, and legislation.

RECOMMENDATIONS

Information/discussion only

ATTACHMENT:

USTC Legislative Budget Request Summary – FY2020



Utah System of Technical Colleges

Legislative Budget Request Summary

For the Fiscal Year Ending June 30, 2020

Approved by the Board of Trustees 12/16/201

Anticipated FY 2020 Base Budget (State Tax Funds Only)		\$ 97,405,600
Ongoing Budget Increase Requested		\$ 12,900,000
1. Compensation		\$ 2,000,000
* Merit-Based Salary Increases (Estimated)	2,000,000	
* Health Insurance Premium Increases	-	
2. Employer-Driven Program Expansion/Student Support		\$ 7,000,000
Bridgerland Technical College	740,000	
Davis Technical College	1,700,000	
Dixie Technical College	700,000	
Mountainland Technical College	1,630,000	
Ogden-Weber Technical College	900,000	
Southwest Technical College	355,000	
Tooele Technical College	275,000	
Uintah Basin Technical College	700,000	
3. Equipment Funds		\$ 3,000,000
4. Custom Fit		\$ 650,000
Davis Technical College	200,000	
Mountainland Technical College	200,000	
Ogden-Weber Technical College	200,000	
USU - Eastern	25,000	
Snow College	25,000	
5. System Requests		\$ 250,000
Data Analyst	125,000	
Software Developer	125,000	

* Place holder only - will refine as more information becomes available



UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

Jan 17, 2019

ITEM G

TOPIC: Dixie Tech Public/Private Partnership with Southern Utah Homebuilders Association

BACKGROUND

The Southern Utah Homebuilders Association (SUHBA) Executive Director, Mari Krashowetz, President Kelle Stephens, The SUHBA Board leadership and Dixie Tech Board leadership have begun exploratory conversations about the possibility of entering into a public/private partnership. The partnership would result in the construction of a building on the Dixie Tech campus to accommodate SUHBA offices and to provide additional classroom space to enable Dixie Tech to open additional apprenticeship sections, a CNC wood program, and a construction technology program.

These conversations are in very early stages and ongoing study and discussion will need to take place to determine feasibility. The Dixie Tech Board of Directors felt it was necessary and appropriate to apprise the Board of Trustees of these discussions from the beginning. It is understood that final Board of Trustees' approval would be sought and received prior to the consideration of any agreement.

No attachments

UTAH SYSTEM OF TECHNICAL COLLEGES



AGENDA ITEM

BOARD OF TRUSTEES

March 19, 2020

ITEM: H

TOPIC: Capital Facilities Committee Report/ Prioritization of Dedicated Projects

BACKGROUND

The Council of Presidents were assigned by the Capital Facilities Committee to prioritize and rank dedicated projects. The presidents met on February 12 and recommended that Mountainland Technical College's Provo Campus project and Tooele Technical College's Building Expansion emerge as joint number 1 priorities.

The Capital Facilities Committee met via teleconference on March 6 to discuss the projects and consider the presidents' recommendation. The committee wishes to express appreciation to the Council of Presidents for their work on the prioritization but decided that based on a statutory requirement that the Board create a prioritized list that it would be preferable to assign rankings. After discussing both projects and regional and college issues, the committee unanimously decided to recommend Mountainland Tech's project as number 1 and Tooele Tech's project as number 2.

Mountainland Technical College's Provo Campus project is a complete remodel of the Fourth District Court Building in downtown Provo. The project adds nearly 58,000 square feet for 9 critical programs in an underserved area of the Utah County. The cost to complete is \$7,975,000, and approval of this project will give the college the opportunity to request over \$480,000 in O&M funding from the state. The Mountainland Region is experiencing tremendous growth. This building coming online will help MTECH better serve its students, communities, and employers. The college is working with DFCM and the contractor to ensure affordability and efficiency in the construction process.

Tooele Technical College's Building Expansion project represents two concurrent remodels and additions to its existing campus building. The project will add over 42,000 square feet of instructional space and allow the college to request over \$352,000 in O&M funding from the state. The cost to complete the project is \$14,112,886. This project will allow the college to expand its capacity in key programs in high demand in a very rapidly growing region of the state. The college worked hard to maximize the number of programs that could be offered in the building when originally constructed resulting in smaller lab and classroom sizes in some cases. This project will allow Tooele Tech to better serve its region as the college continues to grow and expand.

Attachments:

Project request and feasibility statements for Mountainland Tech and Tooele Tech

FY 2021 Capital Development Project Request & Feasibility Statement

All sections of this application request must be filled out in detail or it may be returned for completion
Note: In order to facilitate brevity, instructions in italics should be deleted in the submitted document.

Type of Request: State Funded Non-State Funded
 Non-State Funded with O&M Request Land Bank
 Dedicated State Funded Non-Dedicated State Funded

Agency/Institution: Mountainland Technical College

Project Name: Provo Campus

Agency/Institution Priority: #1

Project Scope:

Total Project Space (Gross Square Feet)	<u>57,797</u>
New Space Requirement (Gross Square Feet)	<u>0</u>
Remodeled Space (GSF)	<u>38,514</u>
Space to be Demolished (GSF)	<u>0</u>

Types of Space - Describe the types and amounts of space proposed to meet the programmatic requirements.

This request is for the funding to complete the remodeling of the Fourth District Court Building in Provo and converting the space into state-of-the-art classrooms and labs. Approximately 58,000 square feet of total space will be used for classrooms, labs, offices, and study areas. Approximately 18,000 square feet of space has already been remodeled or is scheduled for remodeling and upgrading through the capital improvement process.

Capital Funding:

Preliminary Cost Estimate: \$ 7,975,000

Costs are based on the recent cost estimate for completion of the remodel of Mountainland Technical College Provo Campus.

Previous State Funding \$ _____

Identify state funding previously provided for this project; i.e., planning, land purchase, etc.

Prior State Funding through the capital improvement process has allowed for the remodel or scheduled remodel of approximately 18,000 square feet.

Other Sources of Funding \$ _____

Some of the space being upgraded will be done through the capital improvement process.

FY 2021 Requested Funding \$ 7,975,000

Ongoing Operating Budget Funding:

Increase in State Funded O&M: \$ 480,871 100 % of total O&M

New Program Costs: \$ 0

No new program funds are being requested through the capital development process. All program development and/or expansion will be addressed through the Legislative process in the Higher Education Appropriations Subcommittee

New FTEs Required for O&M and Programs O&M 4.0 Programs 13.0

It is projected that 4.0 new FTE will be required for increased capacity in facilities and building maintenance. It is projected that 13.0 new FTE will be necessary to deliver the new and/or expanded instructional programs. Programs and O&M FTE will be phased in as programs grow and are under development. These new FTE will not be paid from O & M or New Programs costs as listed above.

Existing Facility:

The new Provo campus is located in downtown Provo. The building was formerly used as the Fourth District Court Building. The state transferred the building to MTECH in 2019. All of the programs to be located in the building will be either new programs or expansion/replication of existing programs located elsewhere in the region that are insufficient to meet industry demand. All program offerings will be held to strict standards and national completion/placement/licensure accreditation requirements. The areas of focus will be healthcare and technology programs.

Existing Space (square feet) Currently Occupied 4,500

Project Executive Summary:

MTECH is proposing the remodel and retrofit of the Fourth District Court Building in Provo. The building is 57,797 square feet and will house a variety of programs offered by MTECH. The land for the campus and the building was transferred to the College for the purpose of retrofitting the building into the MTECH Provo Campus.

The building is located in downtown Provo, which is an underserved area of Utah County. This new campus will help the College better serve the students in the Provo area.

Programs to be taught in the building include Information Technology, Web Programming and Development, Medical Assistant, Nurse Assistant, Medical Billing and Coding, Dental Assistant, Surgical Technology, and Mobile Development. The program capacity will increase in all programs that currently have insufficient capacity to meet the demands of business and industry.

The building will be programmed utilizing functional but affordable materials. The facility will incorporate sealed concrete floors as well as dual use classrooms for maximum efficiency at a lower cost per square foot. It is anticipated that the number of students to be taught in the facilities will increase substantially as will program and occupational certificates.

Growth:

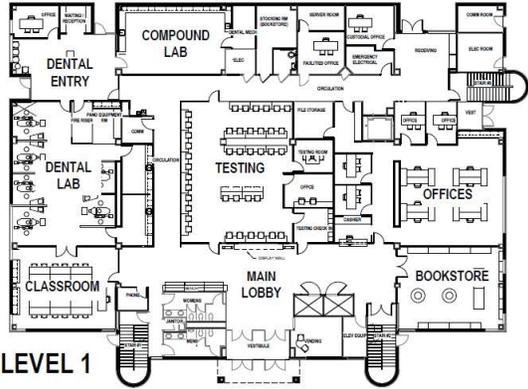
The Mountainland region is experiencing a tremendous amount of growth. It is estimated that the three-county region will grow to over 826,000 residents by the end of this year. The Mountainland Association of Governments project that Utah County alone will have a population of over one (1) million residents by the year 2040. The MTECH Provo Campus will help meet the needs of a growing workforce.

In order to meet the growing demand for MTECH programs we have implemented multiple program offerings in the late afternoon in between the daytime and evening programs. Also, we have been forced to lease additional building space in order to expand program offerings. Funds used for leases takes funding away from new programs or program expansion. It is imperative to secure additional space to meet the needs of an exploding population and industry.

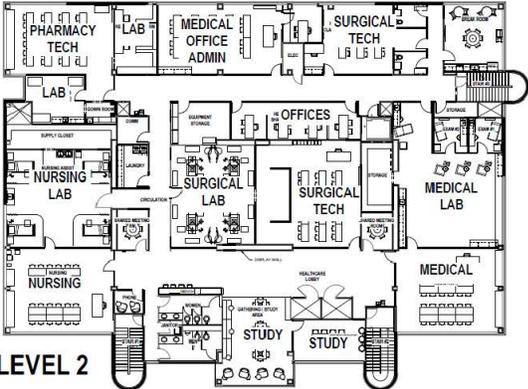
Photographs and Maps:



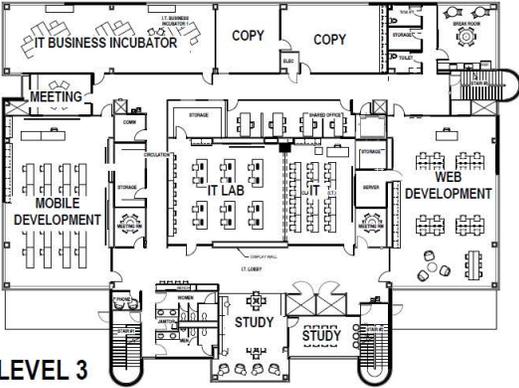
Mountainland Technical College Provo Campus



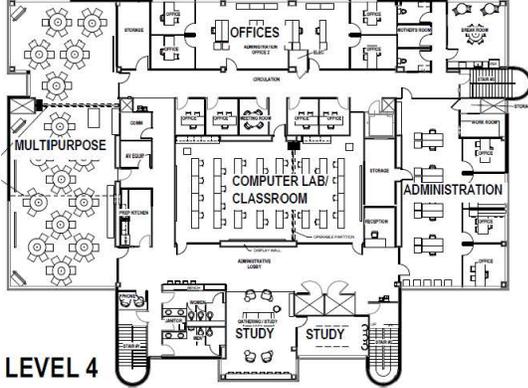
LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4

Utah System of Technical Colleges

FY2021 - Request of Dedicated Capital Project Funds & Feasibility Statement



Tooele Technical College
Building Expansion

Board of Trustees – March 19, 2020

FY 2021 Technical Colleges Capital Projects Funding Request
& Feasibility Statement

Type of Request: Dedicated Project Funds
Agency/Institution: Tooele Technical College
Building Project: **Tooele Technical College Building Expansion**



Project Scope:

Total Project Space (Gross Square Feet)	56,484
New Space Requirement (GSP)	30,911
Remodeled Space (GSP)	13,648 Existing Building
	11,925 Warehouse
Space to be Demolished (GSP)	0

Capital Funding:

Preliminary Cost Estimate – (Total CBE Cost):	\$14,112,886
Previous State Funding (Original Building):	\$12,825,000
Other Sources of Funding:	\$10,000
FY2022 UTech Dedicated Fund Request:	\$14,102,886

Other Sources of Funding:

Kenworth Sales Company has generously donated \$10,000 towards the construction of this expansion project. They have challenged other businesses to do likewise. So far, no additional donations have been collected.

Ongoing Operating Budget Funding:

Increase in State Operating Budget Funding: \$352,112 (@8.32 a square foot)
 Obtaining new O&M funding from the legislature for this building expansion is vitally important for College to fulfill its mission when this new space is operational. The College does not have the means to operate this new space without new O&M funding.

Project Executive Summary:

The Tooele Technical College’s Board of Directors at its January Board Meeting, officially approved this proposal. The purpose of this expansion is to increase enrollment and the scope of our services and position the college to offer its services in a professional and effective manner for many years to come. The college has grown to the point that it will soon be unable to serve additional students, or add additional programs without a solution to its space limitations. The Board believes the feasibility study created by the College with the assistance

of Method Studio, presents the most practical and cost-effective manner for the College to continue growing and be positioned to continue to meet its mission for the benefit of its students and the businesses the college serve.

In 2013, the Tooele Technical College’s first and only building was finished with State Legislative funding of \$12.3 million. Because of the community’s passion and commitment to technical education, the project also received \$5,000,000 from Tooele City, and 8.5 acres was unconditionally to the College from Utah State University; which entered into a 99-year unconditional lease with the College. During the construction of the building, the College focused, within the tight construction budget, on maximizing the number of programs it could offer in this first building. Consequently, many labs and classrooms were reduced in size to maximize program offerings. Every space designated for programs is now being used for that purpose. Even the bookstore has been remodeled to become a new nursing assistant classroom.



Feasibility and Planning Study:

Recognizing current growth patterns and increasing employer demands for a trained worker, Tooele Tech initiated a feasibility study to develop the best plan to address these realities. This process carefully and responsibly considered the most efficient and pragmatic plan to expand its capital facilities to meet current enrollment pressures and the economic growth pressures. The College has coordinated this project with DFCM leadership and engaged Method Studio, who are the principle architects on its existing building to determine a concept of how to efficiently plan for growth, associated costs, square footage requirements, which meet state building standards. The seven-month feasibility process is now complete and this document is the result of these efforts.

Unprecedented Growth of Tooele Technical College:

The College, within the last few years, has solidified a new partnership with Tooele County School District. Juniors and seniors are now allowed, as part of their normal high school schedules, to take advantage of educational opportunities alongside of the adult students already enrolled in the programs. This new partnership, along with the growth that is occurring in our county, has led to unprecedented growth in most of our instructional areas. The programs affected by this building expansion are all up significantly, and the College’s membership hours overall were up 32% last year and continue to rise this year. If space requirements are not addressed soon, the growth the college is experiencing will soon cease as space in the core hours of the day are now beyond the optimal capacities. To illustrate this point, 2nd quarter enrollments compared to the last two fiscal years are:

- Up 43% in Diesel from FY19up 67% over FY18.
- Up 33% in Industrial Maintenance.....up 75% over FY18.
- Up 61% in Welding from FY19.....up 123% over FY18.

The Board of Directors, the administration and local stake holders firmly believe it is time for the College to expand its available program space for it to continue to play a significant role of developing the workforce, not only in Tooele County but along the Wasatch Front.

Sharing Space with other Educational Entities is Not an Option:

The Tooele School District nor Utah State University Tooele are not an option for Tooele Tech to expand its program offerings, as attested to in letters attached to this document. Tooele School District is also lacking appropriate building space for its students, with all three of its largest high schools over 130% of compacity. The District projects to have 3,000 more students in the next 5 years, a 16% growth by 2024. USU does have some scientific laboratories open during the day, but these laboratories cannot be used for the programs needed by Tooele Tech. Both Tooele School District and USU have written letters of support for this project and have also expressed the realities that they do not have any space which can be used to address the programs which are affected by this proposal.

Economic Snapshot of Tooele County:

The US Census listed Tooele County as the second fastest-growing county in the state and the seventh in the country. Tooele Technical College not only educates students for jobs within Tooele County, but for jobs along the Wasatch Front. Over 50% of Tooele’s working population is employed outside the County. Therefore, the College must be in a position to efficiently train secondary students and adults, who live mostly in Tooele County, for opportunities available in not only Tooele County, but in the western and northwestern quadrants of Salt Lake valley, and other areas of along the Wasatch Front.



This project is a critical component in helping to address Utah’s workforce needs, especially as forecasts for Utah’s unemployment rate is at 3.0% or lower which shows further tightening of the labor market and little relief for employers seeking skilled workers. According to DWS, the hardest hit occupations of construction, logistics, manufacturing, energy production and IT industries, have a heavy presence in Tooele County and are supported by Tooele Tech’s programs. This workforce shortage will continue to tighten on the Western Wasatch Front as more businesses choose to locate in Tooele County.

Tooele County is ideally positioned for business logistics. Being that Denver and Las Vegas are a one day’s drive, and Los Angeles and San Francisco in direct line of the I-15 and I-80 corridors, Tooele County and West Salt Lake are prime spots for the proposed Inland Port, along with most west coast cities a being, one-hour flight from Salt Lake City’s international airport. Speaking of Tooele’s proximity for business, Craig Anderson, general manager of Syracuse Castings West said of Tooele County, “Tooele is a great place geographically because it puts you out of the traffic of the Wasatch Front, but keeps you within 25 minutes of Salt Lake. We could have chosen anywhere in the western United States, but we chose Tooele.”

Feasibility/Planning:

The feasibility plan has identified the most pressing needs as follows:

TOOELE TECHNICAL COLLEGE EXPANSION AND REMODEL FEASIBILITY STUDY

OVERALL SUMMARY

EXISTING CAMPUS BUILDING			
	SQUARE FEET	COST/SF	TOTAL COST
DIESEL EXPANSION	12,094	\$273.22	\$3,304,375
COSMETOLOGY	5,666	\$262.90	\$1,489,600
HEALTH SCIENCES	8,795	\$120.62	\$1,060,860
WELDING	3,170	\$105.99	\$336,000
INDUSTRIAL MAINTENANCE	5,150	\$138.74	\$714,500
POST	1,823	\$261.98	\$477,590
ADDITIONAL PROGRAM SPACE	3,454	\$250.00	\$863,500
SUPPORT SPACES	4,407	\$215.65	\$950,360
SITE DEVELOPMENT	45,000	\$8.44	\$380,000
SUB TOTAL	44,559	\$214.92	\$8,076,785
TCSO BUILDING AND SITE			
	SQUARE FEET	COST/SF	TOTAL COST
SITE DEVELOPMENT COSTS	106,900	\$5.85	\$625,800
CORE & SHELL & SEISMIC UPGRADE	NA	\$19.56	\$806,000
CONSTRUCTION TRADES FITOUT	11,925	\$83.06	\$990,500
CDL DRIVING RANGE	43,250	\$10.82	\$468,000
TOTAL CONSTRUCTION COST	11,925	\$150.65	\$1,796,500
TOTAL SITE COST	150,150	\$7.28	\$1,093,800
SUBTOTAL			\$2,890,300
TOTALS			
	SQUARE FEET	COST/SF	TOTAL COST
EXISTING CAMPUS BUILDING	44,559	\$214.92	\$8,076,785
TCSO BUILDING	11,925	\$242.37	\$2,890,300
CONSTRUCTION COST	56,484	\$194.16	\$11,017,085
Design Contingency	5%	\$9.71	\$550,854
TOTAL CONSTRUCTION COST	56,484	\$203.87	\$11,567,939
SOFT COST	22%	\$44.85	\$2,544,947
TOTAL PROJECT COST		\$248.72	\$14,112,886

Justification for the program and support space and other costs associated with the College's expansion feasibility study:

- ### Expand the Diesel Technology Lab

The Heavy-Duty Diesel Program, is at or above its established enrollment capacity most hours of the day. The size of the Diesel Lab was the most affected when the original building budget required tough budgetary choices when the current building was designed. The Diesel faculty have done a masterful job organizing the space to give students the best experience possible, but the lab has always been smaller than what is truly needed to operate an effective program safely and efficiently. Tooele Tech was recently been added to the Governor's Northern Utah Tech Pathway program, which has led to increased notoriety, student growth, and equipment donations, and articulation agreements. At the recommendation of its Occupational Advisory Committee, the program



March 10, 2020

applied for Associated Equipment Distributors (AED) accreditation and earned provisional accreditation. AED requires that the College to add heavy construction equipment to the program to be in good standing. As the program expands and incorporates more hydraulics and construction equipment, there is simply no space to put it. Indeed, currently we put several training stations on a mezzanine which is not ADA compatible, nor an effect space to teach these competencies. It is now time this lab be right-sized to meet not only current needs, but the student needs for the next ten or more years.

Diesel membership hours grew by 42% last fiscal year and is up an additional 39% year-to-date. Because this program is not available at any high schools, and there is increased industry demand and job forecasts, we see this program tripling in size once we satisfy the need for adequate instructional space and equipment, and add additional instructors over the next few years.

- **Relocation of the Cosmetology, Barbering, and Nail Technician Programs**

The Cosmetology Program is one of our largest programs with 3.5 faculty members and has flourished the last few years at Tooele Tech. The college is proud of this program and the many graduates who are now working and supporting their families in this industry.

The program is the right size for our community in terms of enrollment, but is not being taught in a space that is appropriate. By necessity, it is being operated in a space designed for an industrial program. The instructors have made the program work, but it has not been optimal. This space is located in an area of the building which is desperately needed by two other program areas; Welding Technology, and Industrial Maintenance which includes Automation and Composites. In order for these two programs to increase the size of their labs, it is necessary to relocate the Cosmetology Program to a new space on the south end of the building, which will have the significant benefit of being designed and built for its specific needs.



The Cosmetology Program is at capacity and grew by 15% last year. The college projects that it will maintain its enrollment size for the foreseeable future as it is meeting industry demands. Although we don't expect enrollment growth with the relocation of this program, it will significantly raise the efficiency and quality of the program by operating it in a space designed for its purpose. But the real benefit is that the current space will be used to provide our industrial programs with the additional space they need to meet industry and student demands.

In addition, our Nail Technician Program, which is up 177% this past year, will be added to the cosmetology program area where there will be a lot of synergy. We will use the current nail classroom/lab for a new Robotics program.

- **Expansion of the Welding Lab**

The Welding Program is also at capacity most hours of the day. The College has recently entered into a partnership with Norco, the world's largest supplier of welding equipment. This partnership will increase our status in the welding industry, ensure we have the latest equipment for our students to learn on, and will lead to increased student demand.

The Welding Program's membership hours grew by 66% last year, and with new secondary enrollments, membership hours are up 64% year-to-date. Industry demand for this occupation is expected to remain strong and is one of the fastest growing professions in America. The welding industry offers higher than average starting pay, good benefits and many career options.

- **Expansion of the Industrial Maintenance, Automation and Composites Lab**

Last year we added a Composites Program to our College. We are proud partners in the Governor's Office of Economic Development's Utah Aerospace Pathways pathway. This program has proven to be very beneficial to students and has strengthened our partnership with the school district and industry partners such as Hexcel, ATK, Boeing, Janicki, and Lockheed Martin.

Without additional instructional space options, it was wise to begin this program in the Industrial Maintenance and Automation classroom/lab area. This arrangement works in a limited fashion, with much praise and credit given to faculty who have the college's mission and their student's best interest in mind, but it is not sustainable. This lab is already very busy with Industrial Maintenance and Automation students. Expanding this program's space will provide an instructional area specifically designed for Composites and allow the other program to have more space to handle the growth it is also experiencing.

Industrial Maintenance and Automation membership hours were up 38% last year and with the addition of Composites, membership hours continue to be up 45% year-to-date. The demand for the several competencies taught in this program will be in demand for several years to come, especially as more manufacturing facilities are expanded or built in our service area.

- **Remodel Warehouse for Building Trades and CDL Classroom and Driving Range**

The College has agreed to terms to purchase land from the school district directly

west of the current building. This property has a 12,000 sq. ft. warehouse on it that can be remolded and upgraded for code requirements which are necessary for an educational facility. The architects have determined that remodeling this warehouse is more



efficiently than building new space. We will relocate our Electrician Apprenticeship classroom (currently being taught in the RN classroom at night), the CDL classroom, and move our Building Trades classroom and lab to this new space. Because the CDL range will be eliminated by the Diesel Lab expansion, the College will be required to build a new driving range on the new property and add the new classroom next to the range for safety and efficiency. This effort is not an additional project, but a critical part of the overall plan which could not happen without this building.

The CDL Program was up 87% last year and the demand for this program will be steady for many years to come. The Electrician Apprentice Program will also be taught in this space and was up by 262% last year and 100% this year with 45 apprentices.

- **Increase Space for Medical Assisting and Practical Nursing**

The Medical Assisting and Practical Nursing (PN) Programs need more space to meet current and future demands. The PN classroom needs to be expanded to hold 24 students. Medical Assisting Programs continue to grow and need more room in both the classroom and lab spaces to meet growth demands.

Medical Assisting grew by 29% last year. PN was up 42% last year. Demand for both of these programs is also expected to increase in the future.

- **Build out Second Floor left Unfinished During the Original Construction**

When the building was first built, a second floor was left unfinished due to budget constraints. During this expansion project, we plan to build out this second floor.

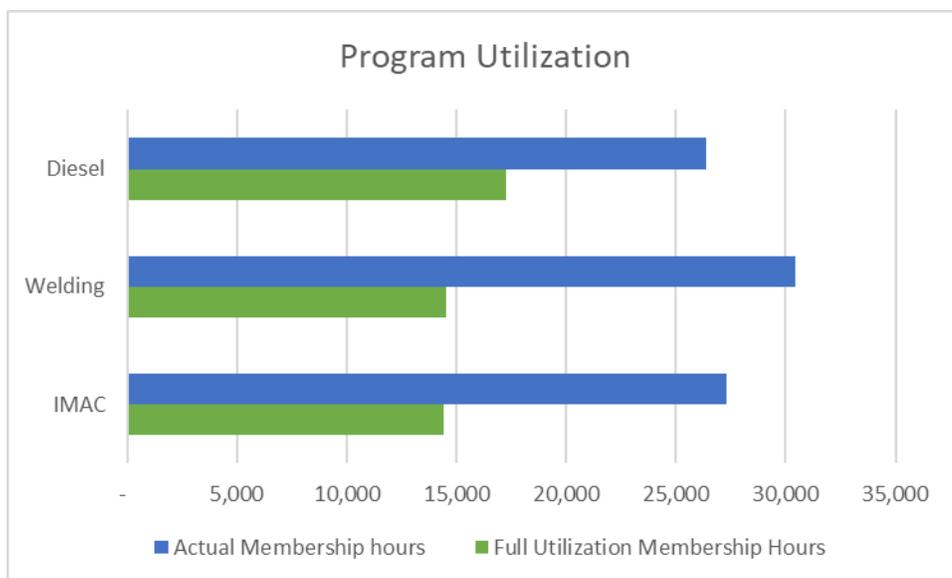
This space will allow us to:

- Relocate faculty and administrative offices disturbed by the medical expansion
- Relocate POST Academy from shared-space in our Multipurpose room to a classroom and physical training space with showers
- Add Robotics classroom and lab
- Add Pharmacy Technician classroom and lab
- Add classroom for Custom Fit training with a multi-use computer lab

Space Utilization and Life Safety Considerations:

The college has applied the current space utilization formulas to the primary programs affected by this expansion. In every case, the programs are currently over capacity and the space utilization formula shows a need for additional space to meet current and future demands.

The Space Utilization Rate is determined by using the space utilization formula to determine the what the total membership hours should be for a given program and then dividing that number by the actual membership hours. The Space Utilization Rate is depicted below for the three main programs. For each program listed, the College is putting through about twice as many more students than what was designed for that space.



For Diesel, Welding, and Industrial Maintenance and Composites (IMAC) using current membership hour rates, applying the space allocations standards, there is a space gap of 12,731 Sq. Ft. For these programs, the total new space will be 18,215 Sq. Ft. The space we have requested is believed to satisfy our current needs and projected growth over the next several years.

	Current Actual	Current Need	Space Gap
Program	Sq. Ft.	Sq. Ft.	Sq. Ft.
IMAC	4,508	8,546	(4,038)
Welding	5,105	10,671	(5,566)
Diesel	5,912	9,039	(3,127)
Total Sq. Ft.	15,525	28,256	(12,731)

Potential Membership and FTE Growth with Expansion:

As noted previously in many of our programs we are currently serving more students than the space is generally allotted for. We have been able to complete these efficiencies through skilled organization and by hiring additional staff for safety and instructional purposes. The current classrooms have a capacity setting based on safety and efficiencies accomplished. With the building expansion, our capacity would essentially double. This would take care of the building needs in Tooele for several years to come. It is estimated that it will take 4-5 years to reach capacity in most of these expanded program areas. Of course, some of the growth potential is contingent upon obtaining additional funding over the next few years to hire new faculty.

Program Area	Current Capacity per hr.	New Capacity per hr.	Membership Hr. FY20 Est.	Maximum Membership Hrs. With Expansion	FTE FY20 Est.	Maximum New FTE With Expansion
Building Trades‡	---	16	---	22,861	---	25.40
*Business	24	24	19,804	34,292	22.00	38.10
*Certified Nursing Assist.	20	20	9,335	9,335	10.37	10.37
Commercial Drivers Lic.‡	8	12	6,828	17,146	7.59	19.05
Composites‡	16	24	2,578	34,292	2.86	38.10
*Cosmetology	25	25	41,950	43,740	46.61	48.60
*Cybersecurity	20	20	20,959	28,577	23.29	31.75
Diesel‡	20	45	29,847	64,298	33.16	71.44
Electrician Apprenticeship‡	20	30	6,723	42,865	7.47	47.63
IMAT‡	15	34	31,123	48,581	34.58	53.98
MA‡	18	40	28,527	57,154	31.70	63.50
*Nail Technician	10	10	9,406	11,664	10.45	12.96
Nursing‡	20	24	10,800	18,896	12.00	21.00
Pharmacy Tech‡	---	25	---	35,721	---	39.69
*POST	12	12	3,240	8,748	3.60	9.72
Robotics‡	---	16	---	22,861	---	25.40
*Software Development	20	20	13,291	28,577	14.77	31.75
Welding‡	15	30	35,534	42,865	39.48	47.63
TOTALS:			269,945	572,473	299.94	636.08

*Program will maintain current capacity rates

‡ = Growth estimates based on the ability to hire additional faculty

The Expansion would allow us to almost **double** current program compacity.

Economic outlook for occupations affected by this expansion project:

Using JobsEQ, we were able to identify the job demand for the programtic areas affected by our building expansion. Because over 50% of our population are employed outside of Tooele County, we have also included the job demand for Salt Lake County, as well as Tooele County.

Job Demand by Program Area in the next Five (5) Years			
Program Area	Tooele County	SL County	Total Demand
CDL	177	7,820	7,997
Composite Techs.	10	512	522
Diesel Techs.	20	822	842
Industrial Maint.	14	770	784
Medical Assistants	51	2,109	2,160
*Nursing	97	5,559	5,656
POST	32	805	837
Welding/Fabricators	96	5,723	5,819
Job Demand within Service Region:			24,617

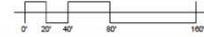
*Job Demand Data based on postings for both RN & PN licensed nurses.

Appendix

PARKING COUNTS		
LOT	EXISTING	PROPOSED
	11 STALLS - 1 ADA	19 STALLS - 2 ADA
	206 STALLS - 7 ADA	204 STALLS - 9 ADA
	NA	42 STALLS - 3 ADA
	NA	30 STALLS - 1 ADA
TOTAL	217 STALLS - 8 ADA	296 STALLS - 15 ADA
		78 NEW STALLS 7 NEW ADA



A1 Proposed Architectural Site Plan
1" = 40'±



380 West Aspen Avenue
Salt Lake City, Utah 84101
801.532.4422

THIS INFORMATION IS UNCLASSIFIED
DATE 05/01/2014 BY 60322/UC/BAW/STP/STP
REASON: 25X U.S. GOVERNMENT RECORDS
MANAGEMENT ACT (50 USC 1701)

THIS DRAWING IS UNCLASSIFIED
DATE 05/01/2014 BY 60322/UC/BAW/STP/STP
REASON: 25X U.S. GOVERNMENT RECORDS
MANAGEMENT ACT (50 USC 1701)

project:
**Tooele Tech
Expansion**

88 South Tooele Blvd
Tooele, UT 84074

PROJECT NUMBER:
DATE: 1/16/2020
revisions:

title:
**Proposed
Architectural
Site Plan**

sheet:
***AS101**
CONCEPT EXPANSION

March 10, 2020



EXISTING MAIN CAMPUS BUILDING		
Existing Name	Area	
LEVEL 01		
DIESEL LAB	5321 SF	
COSMETOLOGY	2376 SF	
COSMETOLOGY	1602 SF	
EXAM ROOMS	379 SF	
MEDICAL ASSISTING LAB	2897 SF	
MEDICAL ASSISTING LAB AND CLASSROOM	2096 SF	
NURSING CLASSROOM	834 SF	
NURSING CLASSROOM	520 SF	
NURSING LAB	1715 SF	
NURSING STORAGE	281 SF	
WELDING CLASSROOM	803 SF	
WELDING LAB	792 SF	
INDUSTRIAL MAINTENANCE	1175 SF	
INDUSTRIAL MAINTENANCE	3077 SF	
MULTIPURPOSE / CUSTOM FIT	3312 SF	
CAFE AND DINING	1381 SF	
CIRCULATION	1742 SF	
LOCKER ROOM / BATHROOM	422 SF	
NURSING CLASSROOM	318 SF	
RESTROOMS	309 SF	
STUDENT SERVICES / COUNSELING	3517 SF	
LEVEL 02		
LEVEL 01	51487 SF	
LEVEL 02		
STORAGE	1186 SF	
HALLS CLASSROOM	797 SF	
CIRCULATION	5330 SF	
MECHANICAL	2709 SF	
MECHANICAL CHASE	74 SF	
RESTROOMS	883 SF	
BUSINESS	1894 SF	
IT LAB	1452 SF	
ADMINISTRATION SUITE	4484 SF	
OFFICE	225 SF	
FACILITY SUPPORT	2347 SF	
LEVEL 02		
LEVEL 02	2389 SF	
LEVEL 02	17306 SF	
Grand total		

PROPOSED MAIN CAMPUS BUILDING TOTALS		
LEVEL 01		
EXISTING TO REMAIN	EXISTING DIESEL LAB	4321 SF
NEW	DIESEL CLASSROOM	11229 SF
NEW	DIESEL OFFICE	126 SF
NEW	COSMETOLOGY LAB	3622 SF
NEW	COSMETOLOGY CLASSROOM	961 SF
NEW	COSMETOLOGY STORAGE	423 SF
NEW	COSMETOLOGY OFFICE	278 SF
NEW	COSMETOLOGY STORAGE	81 SF
NEW	COSMETOLOGY STORAGE	12 SF
NEW	COSMETOLOGY RECEPTION	482 SF
EXISTING TO REMAIN	MEDICAL ASSISTING REHABING	2973 SF
EXISTING TO REMAIN	EXISTING NURSING STORAGE	281 SF
NEW	MEDICAL ASSISTING CLASSROOM NEW	786 SF
NEW	NURSING STOR. NEW	54 SF
NEW	NURSING LAB NEW	951 SF
NEW	MEDICAL ASSISTING EXAM ROOMS NEW	3622 SF
REMODEL	NURSING CLASSROOM	834 SF
REMODEL	NURSING CLASSROOM	520 SF
REMODEL	NURSING LAB REMODEL	1715 SF
REMODEL	MEDICAL ASSISTING LAB AND CLASSROOM REMODEL	2996 SF
REMODEL	MEDICAL ASSISTING OFFICES	179 SF
EXISTING TO REMAIN	WELDING LAB EXISTING	5884 SF
REMODEL	WELDING EXPANSION	1775 SF
REMODEL	WELDING CLASSROOM	803 SF
REMODEL	WELDING CLASSROOM	792 SF
EXISTING TO REMAIN	INDUSTRIAL MAINTENANCE LAB	1602 SF
EXISTING TO REMAIN	EXISTING COMPOSITES LAB	3077 SF
NEW	INDUSTRIAL MAINTENANCE LAB	1443 SF
REMODEL	INDUSTRIAL MAINTENANCE LAB	2709 SF
EXISTING TO REMAIN	EXISTING CIRCULATION	1742 SF
EXISTING TO REMAIN	LOCKER ROOM / BATHROOM	422 SF
EXISTING TO REMAIN	RESTROOMS	309 SF
EXISTING TO REMAIN	MULTIPURPOSE	3312 SF
EXISTING TO REMAIN	CAFE AND DINING	1381 SF
EXISTING TO REMAIN	BOOKSTORE	362 SF
NEW	RESTROOMS	362 SF
NEW	CIRCULATION	1711 SF
NEW	FIRE RISER	78 SF
NEW	CIRCULATION	151 SF
EXISTING TO REMAIN	STUDENT SERVICES / COUNSELING	3517 SF
LEVEL 01		79114 SF
LEVEL 02		
EXISTING TO REMAIN		3629 SF
NEW		2817 SF
REMODEL		12199 SF
TCSD		12000 SF
LEVEL 02		81116 SF
LEVEL 02		
EXISTING TO REMAIN		23833 SF
NEW		7766 SF
REMODEL		1581 SF
LEVEL 02		31080 SF
Grand total		118182 SF

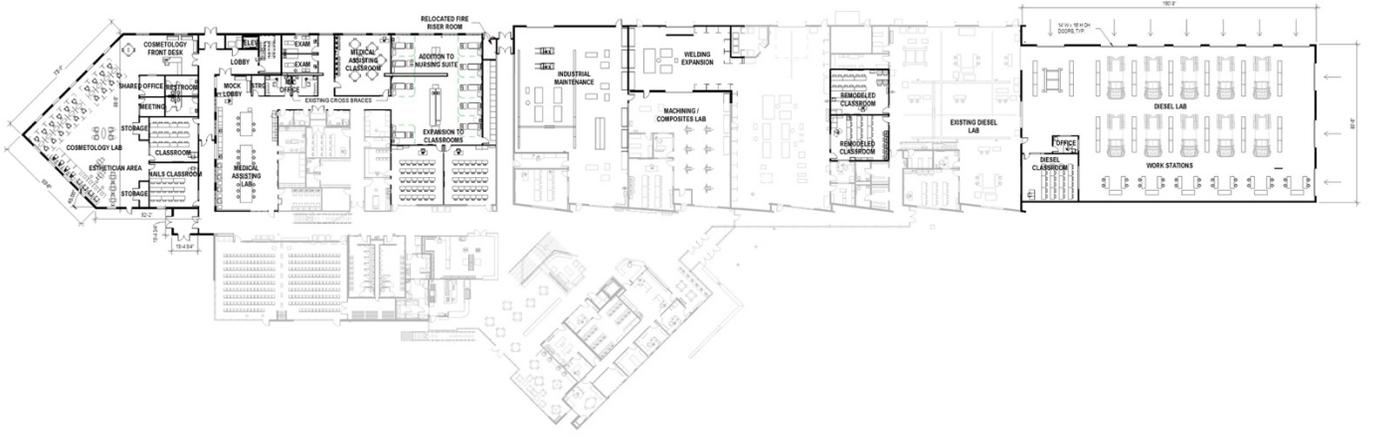
PROPOSED MAIN CAMPUS BUILDING TOTALS		
LEVEL 02		
EXISTING TO REMAIN	EXISTING DIESEL STORAGE	1186 SF
REMODEL	ROBOTICS LAB	792 SF
NEW	POST LAB	138 SF
NEW	POST CLASSROOM	881 SF
NEW	POST STORAGE	107 SF
NEW	POST LOCKER ROOMS	320 SF
NEW	OFFICE SUITE	1717 SF
NEW	PHARMACY TECH	1679 SF
EXISTING TO REMAIN	MECHANICAL	3709 SF
EXISTING TO REMAIN	EXISTING RESTROOMS	883 SF
EXISTING TO REMAIN	EXISTING CIRCULATION	3338 SF
NEW	CIRCULATION	1884 SF
REMODEL	CIRCULATION	74 SF
EXISTING TO REMAIN	IT SUITE	2422 SF
EXISTING TO REMAIN	BUSINESS TECH	1384 SF
EXISTING TO REMAIN	EXISTING ADMIN SUITE	4484 SF
EXISTING TO REMAIN	FACILITY SUPPORT	2347 SF
LEVEL 02		31080 SF
Grand total		106182 SF

TCSD BUILDING TOTALS		
TCSD	COL CLASSROOM	348 SF
TCSD	CONSTRUCTION TRADES LAB	1961 SF
TCSD	ELECTRICAL APPRENTICESHIP CLASSROOM	833 SF
TCSD	CONSTRUCTION TRADES CLASSROOM	3607 SF
TCSD	RESTROOMS	418 SF
TCSD	ENTRY	1474 SF
TCSD	STORAGE AND SUPPORT	361 SF
TCSD		1000 SF
LEVEL 01		
EXISTING TO REMAIN		3629 SF
NEW		2817 SF
REMODEL		12199 SF
TCSD		12000 SF
LEVEL 02		
EXISTING TO REMAIN		23833 SF
NEW		7766 SF
REMODEL		1581 SF
LEVEL 02		31080 SF
Grand total		118182 SF

TOTAL PROJECT SF COMPARISON		
LEVEL 01		
EXISTING TO REMAIN		79114 SF
NEW		2817 SF
REMODEL		12199 SF
TCSD		12000 SF
LEVEL 02		
EXISTING TO REMAIN		23833 SF
NEW		7766 SF
REMODEL		1581 SF
LEVEL 02		31080 SF
Grand total		118182 SF

PROPOSED LEVEL 1 EXPANSION		
NEW	DIESEL LAB	11229 SF
NEW	DIESEL CLASSROOM	729 SF
NEW	DIESEL OFFICE	126 SF
		12696 SF
NEW	COSMETOLOGY LAB	3622 SF
NEW	COSMETOLOGY CLASSROOM	961 SF
NEW	COSMETOLOGY STORAGE	423 SF
NEW	COSMETOLOGY OFFICE	278 SF
NEW	COSMETOLOGY STORAGE	81 SF
NEW	COSMETOLOGY STORAGE	12 SF
NEW	COSMETOLOGY RECEPTION	482 SF
		5689 SF
REMODEL	NURSING CLASSROOM	834 SF
REMODEL	NURSING CLASSROOM	520 SF
REMODEL	NURSING LAB REMODEL	1715 SF
NEW	MEDICAL ASSISTING LAB AND CLASSROOM NEW	786 SF
NEW	NURSING STOR. NEW	54 SF
NEW	NURSING LAB NEW	951 SF
NEW	MEDICAL ASSISTING EXAM ROOMS NEW	3622 SF
REMODEL	MEDICAL ASSISTING OFFICES	379 SF
		8594 SF
REMODEL	WELDING EXPANSION	1775 SF
REMODEL	WELDING CLASSROOM	803 SF
REMODEL	WELDING CLASSROOM	792 SF
		3369 SF
REMODEL	INDUSTRIAL MAINTENANCE LAB	2709 SF
NEW	INDUSTRIAL MAINTENANCE LAB	1443 SF
		3186 SF
NEW	RESTROOMS	362 SF
NEW	CIRCULATION	1711 SF
NEW	FIRE RISER	78 SF
NEW	CIRCULATION	151 SF
		2382 SF
		2816 SF

NOTE: ALL AREAS LISTED ARE GROSS BUILDING SQUARE FOOTAGE (INCLUSIVE OF WALL THICKNESS)



A1 Level 1 Concept - Full Build-Out
1" = 20'-0"
4/2/20

88 South Tooele Blvd
Tooele, UT 84074

project:
Tooele Tech
Expansion

title:
Proposed
Expansion -
Level 1

sheet:
***AE101**
CONCEPT EXPANSION

March 10, 2020



360 West Aspen Avenue
Salt Lake City, Utah 84101
801.532.4422

Method Architecture, LLC, 2010 South 1000 West, Suite 100, Salt Lake City, Utah 84115
PHOTO COURTESY OF UNIVERSITY OF UTAH ARCHITECTURE
WWW.METHODARCHITECTURE.COM

The design of this work was prepared by Method Architecture, LLC, a registered professional architectural firm in the State of Utah. The design is for the proposed expansion of the Tooele Tech Center, located at 88 South Tooele Blvd, Tooele, Utah. The design is subject to the approval of the Tooele City Council and the Utah State Board of Architecture.

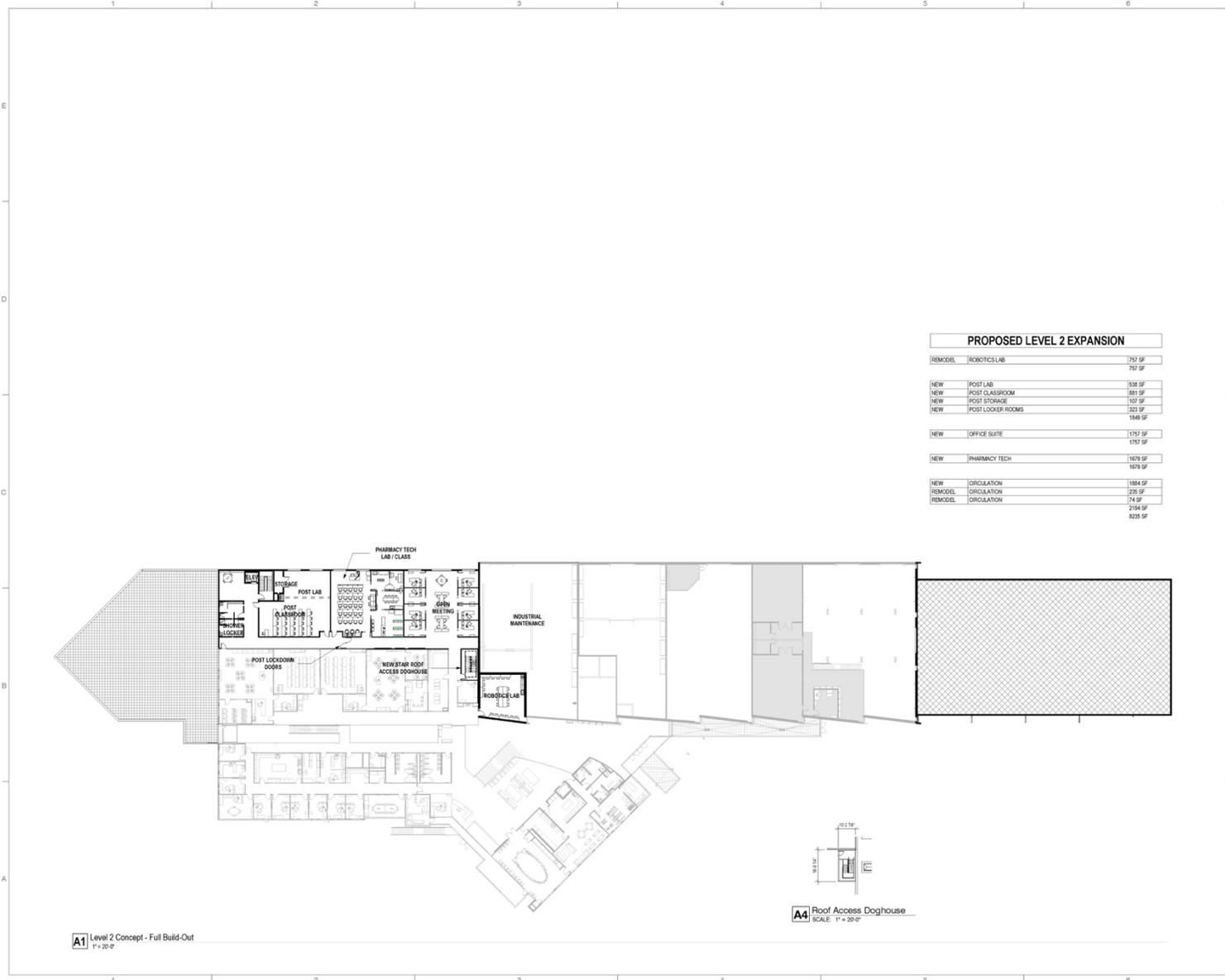
project:
**Tooele Tech
Expansion**

88 South Tooele Blvd
Tooele, UT 84074

PROJECT: 19000
DATE: 1/10/2020
REVISIONS:

title:
**Proposed
Expansion -
Level 2**

sheet:
***AE102**
CONCEPT EXPANSION



PROPOSED LEVEL 2 EXPANSION		
REMODEL	ROBOTICSLAB	757 SF
		757 SF
NEW	POST LAB	538 SF
NEW	POST CLASSROOM	585 SF
NEW	POST STORAGE	107 SF
NEW	POST LOCKER ROOMS	303 SF
		1493 SF
NEW	OFFICE SUITE	1757 SF
		1757 SF
NEW	PHARMACY TECH	1678 SF
		1678 SF
NEW	CIRCULATION	1084 SF
REMODEL	CIRCULATION	225 SF
REMODEL	CIRCULATION	74 SF
		2084 SF
		8238 SF

A4 Roof Access Doghouse
SCALE: 1" = 20'-0"

A1 Level 2 Concept - Full Build-Out
1" = 20'-0"

March 10, 2020



360 west aspen avenue
 salt lake city, utah 84101
 801.532.4422

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project:
**Tooele Tech
 Expansion**

88 South Tooele Blvd
 Tooele, UT 84074

project#: 19000
 date: 1/2020
 revisions:

title:
**Proposed
 Construction
 Trades Build
 Out**

sheet:
***AE103**
 CONCEPT EXPANSION

A4 Level 1 Concept - Construction Trades
 1-20-20

March 10, 2020



March 10, 2020



March 10, 2020



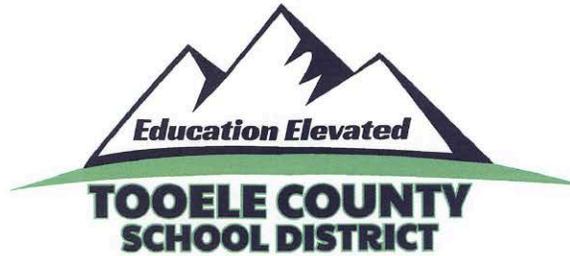
March 10, 2020



March 10, 2020



March 10, 2020



March 4th, 2020

Mr. Jim Russell
Executive Director
DFCM – State of Utah
350 N. State St., Suite 30
Salt Lake City, UT 84114

Dear Mr. Jim Russell:

I am pleased to write this letter to express the enthusiastic support Tooele School District has for Tooele Technical College's plans to expand its current facilities to meet student demands. We are proud of the relationship we have built with our Technical College. Currently, we transport students during our regular school day, from our three larger high schools to Tooele Tech. Also, as a K-16 alliance, we meet frequently with our high school counselors to help them understand the many opportunities the Tech provides our students. In the past two years as the direct result of our collective efforts, we have seen a dramatic increase in the number of high school students participating in Tooele Tech programs. However, without new space, we will soon be limited from sending any additional students who could benefit from these technical training programs.

Our school district is one of the fastest-growing districts in the state. Our three largest high schools are all over 130% of compacity. Although we would consider sharing space with the technical college, given our severe space constraints, this is not a possibility.

A significant part of Tooele Tech's building expansion project includes the remodel of a warehouse located next to its current building. Our district has committed to sell this property to the Technical College as soon as we can sell another school district property so that we will have the funds to consolidate all of our warehouse operations into a new central location we have recently purchased. We are committed to being out of the building by July 1st, 2021, which we understand is the earliest any remodeling can begin. The timing of this property sale will not impact the construction process.

Thank you again for your support of this worthy project. If I can provide any further information, please do not hesitate to reach out to me.

Sincerely,


Scott Rogers, Ph.D.
Superintendent of Schools

92 Lodestone Way • Tooele, Utah 84074-8050 • 435.833.1900 • FAX 435.833.1912 • www.tooeleschools.org

BOARD OF EDUCATION

Maresa Manzione, President Camille Knudson, Vice President

Members: Kathy Taylor, Julia Holt, Scott Bryan, Melissa Rich, Alan Mouritsen
Dr. Scott A. Rogers, Superintendent Lark Reynolds, Business Administrator

March 10, 2020



Kenworth Sales Co, Inc.
2125 S. Constitution Blvd.
West Valley City, UT 84119
(801) 487-4161
KenworthSalesCo.com

March 10, 2020

Re: Letter of support for Tooele Technical College
Diesel Technician Training Program expansion

To Whom It May Concern:

As Dealer Principal for Kenworth Sales Company, I enthusiastically support Tooele Technical College's plan to expand its facility housing the Diesel Technology program. This professional training program is critical to the College's drive to add additional students, and increase the effectiveness and safety of technical training programs.

More than 70% of commodities in the American economy are conveyed on commercial trucks. Virtually everything the public consumes, wears, rides, reads, plays, builds, finishes, furnishes or otherwise enjoys reaches the end user on at least 1 truck. The growing digital economy is only increasing the need for more commercial vehicles, and the skilled labor necessary to service these increasingly complex machines. Our aging workforce combined with an insufficient training pipeline means our nation is not keeping pace. Tooele Tech can play a key role in addressing this growing employment crisis.

We are a fervent supporter of the Diesel Tech program at Tooele Tech, providing tools and equipment, curriculum support, internships and employment options. As a leader in Utah's Diesel-powered industry, and a supporter of the Utah Diesel Tech Pathways Program, we experience the quality and importance of this educational program every day. I encourage the State Building Board and Legislature to fund the proposal to fund an expansion of the Diesel Tech Program as an important part of our economic development infrastructure.

Our commitment to this effort includes a pledge of \$10,000 towards the construction of Tooele Tech's critical expansion. We are challenging other industry leaders to match our contribution, and believe the public-private partnership of funds, facilities and expertise can help maintain Utah's lead in the economic race. We appreciate the strides Tooele Tech has made in meeting our workforce needs thus far. We look forward to continuing our partnership with the College and offer our best wishes for its continued success.

Sincerely,

Kyle Treadway

IDAHO MONTANA NEVADA OREGON UTAH WASHINGTON WYOMING

March 10, 2020



March 4, 2020

Mr. Jim Russell
Executive Director
DFCM – State of Utah
350 N. State St., Suite 30
Salt Lake City, UT 84114

Dear Mr. Jim Russell:

I am pleased to write this letter to express my support, as the Associate Vice President responsible for Utah State University's campus in Tooele, for Tooele Technical College's plans to expand its current facilities to meet student demands. We have an excellent relationship with our Technical College partners and seek every opportunity we can to work collaboratively to enhance higher education opportunities for our citizens. As a K-16 alliance, we frequently meet with our School District partners and discuss every possibility to maximize scarce educational funding available to our communities. These meetings have led to the elimination of any duplication or competition between our institutions. For example, the USU RN program is taught inside Tooele Technical College's building next to their Practical Nursing Program, which allows both programs to use one clinical laboratory for student demonstrations.

Let me assure you anyone connected with this project, that Utah State University would gladly share space with the technical college if we had space that could be used for the programs affected by this expansion request. However, Utah State University Tooele does not possess any empty classrooms or laboratories which could be used for the programs being started or expanded.

Thank you again for your support of this critical project for our community. If I can provide any further information, please do not hesitate to reach out to me.

Sincerely,

A handwritten signature in black ink that reads "Jenn Cowburn". The signature is fluid and cursive, with the first name "Jenn" and last name "Cowburn" clearly legible.

Jenn Cowburn
Associate Vice President
Utah State University