BOARD OF TRUSTEES MEETING | **AGENDA**
November 21, 2019 | 10:00 am – 2:00 pm

Mountainland Technical College
2301 Ashton Blvd. | Lehi, UT 84043
801 | 573 | 6282

A.	Call to Order and Welcome	Chair Steve Moore
B.	Pledge of Allegiance	Trustee Brett Barton
C.	Oath of Office for Reappointed Board of Trustees Member: Russell Lamoreaux – Representing Union Trades	Chair Steve Moore
D.	Roll Call	Chair Steve Moore
E.	Host College Highlights -Mountainland Technical College	President Clay Christensen

CONSENT ITEMS: **Chair Steve Moore**

F.	1. Board Meeting Minutes of September 19, 2019	ITEM F.1
	2. Board Meeting Minutes of October 3, 2019	ITEM F.2
	3. UTech Commissioner Office Budget Report	ITEM F.3
	4. Master Calendar	ITEM F.4
	5. Approved Programs	ITEM F.5
	6. Underserved Student Definition	ITEM F.6
	7. Edits to UTech Policy 208, "Technical College Scholarship"	ITEM F.7

BOARD COMMITTEE REPORTS: **PRESENTER:**

G.	Executive Committee		Chair Steve Moore
	1. Report of Meeting 10-29-2019 (Annual Report Approval)		
	2. **Action Item**: Approval of Minutes **(Committee Members Only)**	ITEM G.2	
H.	Audit Committee Report **Action Item**: Approval of 2020 Audit Plan	ITEM H	Trustee Brad Tanner
I.	Compensation Committee Report **Action Item**: President/Commissioner Market Salary Ranges	ITEM I	Trustee Charles Hansen
J.	Capital Facilities Committee – Dedicated Projects Planning	ITEM J	Trustee Michael Jensen
K.	Student Education & Workforce Alignment Committee - Custom Fit Policy Revisions	ITEM K	Trustee Scott Theurer

L.	10-Year Strategic Planning Committee	ITEM L	Vice-Chair Aaron Osmond

GENERAL ITEMS OF BUSINESS:		**PRESENTER:**
M.	College Financial Reports	ITEM M	Tyler Brinkerhoff
N.	Performance-based Funding Process	ITEM N	Zachary Barrus
O.	**Action Item**: Joint Resolution on Postsecondary Education Access	ITEM O	Chair Steve Moore
P.	Board Leadership Strategic Vision	ITEM P	Vice-Chair Aaron Osmond
Q.	Higher Education Strategic Planning Commission Update and Joint Leadership Statement	ITEM Q	Chair Steve Moore

CLOSED SESSION:

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

ADJOURNMENT:

www.utech.edu

Utah System of Technical Colleges
Board of Trustees Meeting
September 19, 2019 – 10:00 am to 2:00 pm
Bridgerland Technical College
1301 North 600 West, Logan, UT 84321

MINUTES

MINUTES OF MEETING

UTAH SYSTEM OF TECHNICAL COLLEGES

BOARD OF TRUSTEES

September 19, 2019

(PENDING APPROVAL OF BOARD OF TRUSTEES)

1. **Call to Order and Welcome** by Chair Steve Moore
   The meeting was called to order at 10:02 am

2. **Introduction of New Appointed Board of Trustees Members**
   Chair Moore introduced the newly appointed Board members, and each of them said a few words about themselves.

3. Pledge of Allegiance conducted by Trustee Charles Hansen

4. The Oath of Office to new and reappointed Board of Trustees Members as follows:
   New Board of Trustees Members:
   Jera L. Bailey, Representing the Healthcare Sector
   Brett Barton, Representing the Life Science Sector
   Stacey K. Bettridge, Representing Transportation
   Arthur E. Newell, Representing Mountainland Technical College
   Reappointed Board of Trustees Members:
   Mike Angus, Representing Uintah Basin Technical College
   Chuck Taylor, Representing Southwest Technical College

5. Roll Call by Chair Steven Moore:

   Steve Moore, Chair – yes
   Aaron Osmond – yes
   Mike Angus – yes
   Jera L. Bailey – yes
   Brett Barton – yes
   Stacey K. Bettridge, yes
   Charles Hansen – yes
   Michael Jensen – yes
   Arthur E. Newell – yes
   Brad Tanner – yes
   Chuck Taylor – yes
   Scott Theurer – yes

6. **Strategic Workforce Investments (SWI) Report from GOED**: SB103 (UCA 53B-26-103), requires the Utah Governor's Office of Economic Development (GOED) to report every other year to the Legislature, the State Board of Regents, and the Utah System of Technical Colleges Board of Trustees on the high demand technical jobs projected to support economic growth in strategic industry clusters. Their presentation highlighted the number of regions that received funding from 2016 to 2019, stackable credentials and work-based learning, and the projects recommended which included Strategic Workforce Investment for 2019, Building Design and Construction (with Ogden-Weber Technical College and Davis Technical College among the partners), and Geoscience Technology Workforce Pathways (with Uintah Basin Technical College). Please see the presentation.

7. **Host College Highlights** – Chad Campbell, President of Bridgerland Technical College, presented college highlights.

8. **CONSENT ITEMS:**
   - Board Meeting Minutes of May 9, 2019
   - Board Meeting Schedule for 2020
   - College Presidents Formal and Informal Reviews Schedule for 2020
   - UTech Commissioner Office Budget Report
   - UTech FY2019 Annual Report and Master Calendar

   Motion: Trustee Scott Theurer moved to approve the consent items as provided in the agenda
   Seconded: Trustee Michael Jensen
   Voting: Unanimous

ITEMS OF BUSINESS:

9. **Board Executive Committee Report and Approval of Minutes by Executive Committee:** The Executive Committee met on 6-20-2019 and 7-15-2019 to discuss and approve the following: Policy 220, "Campus Safety," and Policy 209, "Institutional Civil Liberties Policy Review" respectively.
   Motion: Trustee Arthur E. Newell moved to approve the meetings' minutes as presented.
   Seconded: Vice-Chair Aaron Osmond

10. **Proposed Board Strategic Vision:** The Board Leadership, Chair Moore, Vice-Chair Osmond, and Commissioner Haines developed a proposed 2019-2021 UTech Board of Trustees Leadership Vision, Goals, and Objectives.
    On August 14th, they presented it to the Council of Presidents and received support and feedback from the college presidents. Today, the Board Leadership presented it to the full Board. Please see presentation
    Chair Moore opened the meeting for discussion and asked for any thoughts or feedback. Trustees discussed the following:
    - Impact on the current structure.

- It was suggested that the requirement for high-wage, high-demand, high-skill jobs be stated "and or" rather than "and."
- Encouraging apprenticeships vs. college regional flexibility.
- Responsiveness to employers.
- High school certificate requirement, student and parent awareness and advisement, and education-to-career pathways.
- Benjamin Hart, Deputy Director of the Utah Governor's Office of Economic Development (GOED), commented that Utah needs UTech's leadership for CTE and that if UTech doesn't do it, others will.

 Motion: Vice-Chair Osmond, moved that the Board of Trustees approve the general direction of the proposed Board Strategic Vision, have the 10-Year Strategic Planning Committee work with it, in consideration of the current strategic plan and today's discussion, and present it to the Board for final approval before we distribute it.
Seconded: Trustee Arthur E. Newell
Voting: Unanimous

11. **Appointment and Approval of Board Committees –** The Executive Committee, Audit Committee, and Compensation Committee are regular committees that were previously formed. The UTech Board Leadership also proposed the following committees:
    Capital Facilities Committee
    Student Education & Workforce Alignment Committee and
    10-Year Strategic Planning Committee, and requested the Board of Trustees members, College Presidents, and UTech Staff to serve in them.
    Motion: Trustee Brad Tanner moved the Board to approve these committees and their members as listed on the agenda.
    Seconded: Trustee Mike Angus
    Voting: Unanimous

12. **Approval of FY2019 Student Enrollment and Outcomes Data.** Assistant Commissioner Zachary Barrus, showed a presentation of the FY2019 student population, membership hours, and student headcounts. The presentation also shows UTech's 15-year history with certificates awarded, outcome measures, graduation, and completion, etc.
    Assistant Commissioner Barrus explained that in accordance with UTech Policy 205.10.1 (Student Enrollment and Outcomes Reporting), Technical Colleges submitted the preliminary data for FY2019, data that would probably increase from now until December 2019.
    Chair Moore thanked Zachary Barrus and college presidents for their work.
    Motion: Trustee Scott Theurer moved to approve the data as presented, pending final submission in December 2019.
    Seconded: Trustee Charles Hansen
    Voting: Unanimous

13. **<u>FY2018 Enrollment and Outcomes Internal Review.</u>**   The Executive Committee requested an internal audit to ensure that the figures reported are precise and calculated across all institutions. The result shows that all colleges are acting in adherence to state statute and system policy. The results are available to Trustees upon request.
Trustee Tanner thanked Trustees Angus and Bailey for their work. The errors found are minor, and the Committee feels comfortable with the results. The Office of the Commissioner is working on the recommendations.
Chair Moore asked if there were any comments or questions.
Motion: Trustee Chuck Taylor motioned to accept the results of the audit as presented.
Seconded: Trustee Mike Angus
Voting: Unanimous

14. **<u>Approval of Policy 106 – Internal Audit, and Repeal of Policies 301-302</u>**.
Trustee Brad Tanner, Chair of the Audit Committee, explained that the new policy (Policy 106) spells out the committee members' responsibilities. The current policy dates to the UCAT organization and different governance. The Audit Committee determined that the policy needed to be updated to better suit existing structure and governance.
Chair Moore thanked Trustee Tanner and the Committee for their work.
Motion: Trustee Arthur Newell moved to repeal policies 301 and 302 and to approve policy 106 for immediate implementation.
Seconded: Trustee Brett Barton
Voting: Unanimous

15. **<u>Approval of Revisions to Policy 111 – Technical College Presidents Selection.</u>** A Committee chaired by Board Chair Steve Moore worked on policy 111 to provide overall parameters stipulated by the Board of Trustees. The procedure will serve as a non-binding guide to structure details of the selection process, which can be adjusted as needed for any Presidential search within the parameters of the policy. Chair Moore thanked the Committee for their work revising Policy 111, which was sent to the Board prior to this meeting.
Motion: Trustee Chuck Taylor moved to approve the revisions to Policy 111 as presented.
Seconded: Vice-Chair Aaron Osmond
Voting: Unanimous

16. **<u>Board of Trustees Information Binder</u>**. Commissioner Haines stated that today, each Board member would receive a binder for their reference. The binder contains three sections: Board of Trustees, Colleges and Commissioner's Office, and provides contact lists, meetings schedule, board committees, UTech master calendar, college's strategic plans, contact lists, etc.

17. **FY2021 Budget Request**. Commissioner Haines stated that his office met with each college president and reviewed priorities each college had identified for consideration in the 2020 legislative session. He explained each of the Budget Request Summary, which contains: Compensation, Employer-Driven Program Expansion and Student Support, Equipment, Custom Fit, and College Access Advisors. Associate Commissioner Ziebarth noted that USHE hired 34 College Access Advisors, and this budget priority would expand the program statewide under USHE and UTech working jointly.

Also, the FY2021 Budget Request Program/Support Breakout was provided in the agenda. Documentation for each programmatic and support request is available at the Office of the Commissioner, and a binder containing support documentation will be given to the Governor and key legislators.

Chair Moore asked Trustees to advocate Custom Fit funding with employers and to use their influence with legislators.

Trustee Barton asked if the Custom Fit carryover funds not used by some colleges can be used by other colleges. Commissioner Haines replied that the Board of Trustees fully controls Custom Fit funding distribution, and currently, redistribution is not recommended.

Assistant Commissioner Brinkerhoff thanked presidents and their colleges for their work on the budget request.

Motion: Trustee Scott Theurer moved to approve the FY2021 budget request as provided in the agenda for presentation to the Governor's Office and Legislature with authorization for the Chair, Vice-Chair, and Commissioner to make adjustments as deemed necessary during the submission of the funding process.
Seconded: Trustee Brad Tanner
Voting: Unanimous

18. **K-20 Educational Pathways Summit.** Associate Commissioner Kim Ziebarth reminded Trustees that a "Save the Date" flyer was sent for the K-20 meeting on November 14, 2019, from 9:00 am to 4:00 pm, at Utah Valley University. This summit will be a united effort between UTech, USHE, and USBE boards and approximately thirty legislators and state agencies to brainstorm and discuss challenges, barriers, and opportunities and to come to a joint resolution regarding the transition from high school to postsecondary education, scholarships opportunities, etc.

Chair Moore acknowledged that a Board of Trustees meeting is scheduled for November 21st. These two meetings are one week apart, so he encouraged each Board member to attend both meetings. Chair Moore noted that the meeting on the 14th would be an excellent opportunity to promote Career and Technical Education.

Trustee Tanner asked to send the agenda when ready as it will help Trustees decide which part of the day to attend.

19. **<u>Overview of SB 102, "Higher Education Capital Facilities."</u>** Assistant Commissioner Tyler Brinkerhoff stated that this bill sponsored by Senator Ann Millner created a capital projects fund for technical colleges. He explained that the fund would receive an appropriation of $7,000,000 for FY2021 and $14,000,000 per year after that.
Previously, the Board of Trustees officially adopted the following criteria for prioritization capital development requests:
   1. Growth and capacity
   2. Effectiveness and support of critical programs
   3. Cost-effectiveness
   4. Building deficiencies and life safety concerns
   5. Alternative funding resources.
   Assistant Commissioner Tyler Brinkerhoff showed a presentation regarding dedicated projects and explained that capital development projects funded using the Technical Colleges Capital Projects Fund are designated in the new statute as dedicated projects, and projects utilizing state funds from a source other than the Technical Colleges Capital Projects Fund are designated as nondedicated projects. The responsibility as a Board is to create a priority list of dedicated and non-dedicated projects.

20. **<u>Custom Fit: FY2019 Year-End Report and Policy Considerations</u>**.
   Assistant Commissioner Brinkerhoff informed that the report will be presented at the November 21, 2019 Board meeting.
   The Custom Fit Policy 202 was revised in March 2018. The UTech administration and the Council of Presidents request that the Board of Trustees consider possible revisions specifically to the carry-forward balances and students enrolled in regular courses/certificate programs.
   Trustee Theurer informed that he has been working on the Custom Fit policy and anticipates that there is more work to do. Custom Fit is a dynamic program that has no starting or ending date.
   President Stephens mentioned that the Custom Fit program is never fully funded. Chair Moore said that this policy needs to be restructured. A draft will be prepared for Board consideration at the November Board meeting.

   Chair Moore thanked President Campbell for hosting the meeting. He also thanked the presenters and Trustees for their attendance. He mentioned that all Board members have been appointed by the Governor and confirmed by the Senate and thanked them for their willingness to serve.

21. **CLOSED SESSION**: **College Presidents 2019 Formal and Informal Evaluations**.
    The Board entered closed session at 2:17 pm
    Motion: Vice-Chair Osmond moved that the Utah System of Technical Colleges Board of Trustees meet in closed session, as provided in Utah Code, Title 52, Chapter 4, Sections 205-1.
    Seconded: Trustee Michael Jensen

    Roll call:

    Steve Moore, Chair – yes
    Aaron Osmond – yes
    Mike Angus – yes
    Jera L. Bailey – yes
    Brett Barton – yes
    Stacey K. Bettridge, yes
    Charles Hansen – yes
    Michael Jensen – yes
    Arthur E. Newell – yes
    Brad Tanner – yes
    Chuck Taylor – yes
    Scott Theurer – yes

The Board returned to open session at 2:40 pm
Meeting adjourned at 2:40 pm

Utah System of Technical Colleges
Board of Trustees – Executive Committee Meeting
October 29, 2019 – 7:30 am to 8:00 am
Via Conference Call
310 South Main #1250, Salt Lake City, UT 84101
801-341-6000

MINUTES

MINUTES OF MEETING

UTAH SYSTEM OF TECHNICAL COLLEGES

BOARD EXECUTIVE COMMITTEE MEETING

October 29, 2019

(PENDING APPROVAL OF BOARD EXECUTIVE COMMITTEE)

The meeting was called to order at 7:32 am by Chair Steve Moore

1. Welcome and Roll Call by Chair Steve Moore
   Steve Moore, Chair – yes
   Aaron Osmond – yes
   Brad Tanner – yes
   Chuck Taylor – yes
   Susan Johnson – excused

2. Chair Moore indicated that the purpose of this meeting is to approve the FY2019 UTech Annual Report. He thanked the staff, presidents, and all involved in the preparation of this report with special thanks to Assistant Commissioner Zachary Barrus.

   - Assistant Commissioner Barrus reminded Trustees that at the Board of Trustees meeting on September 19, 2019, the Board authorized the Executive Committee to approve the FY2019 UTech Annual Report in a future meeting to be held *before* October 31, 2019, which is the statutory deadline to submit it to the Education Interim Committee.

     Assistant Commissioner Barrus pointed out that the report is shorter than previous years but complies with all the statutory requirements: tuition, secondary student access to the technical colleges, employment and outcomes, wage outcomes among the graduates, board recommendations for career and technical education in the State of Utah, and performance-based funding with the metrics established in statute.

     The 10-year strategic goals established in 2017 are:
     Goal #1: Provide every student the opportunity to obtain quality career and technical education resulting in a postsecondary credential.
     Goal # 2: Meet critical economic and employer needs; and
     Goal # 3: Improve internal efficiencies.
     Assistant Commissioner Barrus noted that the data is preliminary pending updates through the end of December. At that time, the report will be updated.

- Trustee Brad Tanner asked if there were any specific points that Assistant Commissioner Barrus wanted to present to the Executive Committee. Assistant Commissioner Barrus highlighted the following:
  1. On page 10, "Student Employment and Wage Outcomes" (with data annual match from DWS), the student medium wage pre and post-graduation increased by 22%.
  2. The first graphic on page 10, shows the Custom Fit Appropriations & Direct Training Costs. Colleges are using Custom Fit monies efficiently and providing more training to incumbent workers as well as stretching the appropriations funds event further.
  3. On page 8, "Performance-based Funding," funding available vs. funding awarded.

  The Custom Fit graph on page 10, was discussed by the Executive Committee and UTech administration, and as a result, Assistant Commissioner Barrus will add an explanation for "Custom Fit Appropriations" (state appropriations, direct training cost, and appropriations plus company contributions).
- Chair Moore noted that the 72% "Placement Rate" (page 4) is lower than in previous years. Assistant Commissioner Barrus explained that after the placement follow-up is completed, the percentage will be between 80 to 90% for the December update. Assistant Commissioner Barrus will also include an explanation on this graph.
- Chair Moore also asked for a clarification on page 6, "...correlation between graduation rates and awards per FTE and the metric being extraneous." Assistant Commissioner Barrus explained the difficulty of benchmark due to the length of programs.

  Commissioner Haines recommended a future conversation with Senator Ann Millner regarding this requirement.
- Chair Moore requested clarification on the graph "High Demand Graduation Rates" (page 6).

  Assistant Commissioner Barrus explained that the data reflected additional programs that qualified when the definition of "high-demand" was broadened.

Commissioner Haines expressed his appreciation to Assistant Commissioner Barrus for the thorough job he had done with the annual report and putting all the information and data in a meaningful way. Chair Moore seconded it from the Board of Trustees.

Chair Moore requested a motion to approve the FY2019 UTech Annual Report with the adjustment and revisions discussed today.
Motion: Trustee Chuck Taylor
Seconded: Trustee Brad Tanner
Voting: Unanimous

Adjournment: Chair Moore requested a motion to adjourn the meeting.
Motion: Trustee Chuck Taylor

Meeting adjourned at 8:05 am

Utah System of Technical Colleges
Board of Trustees Meeting
October 3, 2019 – 7:30 am – 8:30 am
Via Conference Call
310 South Main #1250, Salt Lake City, UT 84101
801-341-6000

MINUTES

MINUTES OF MEETING

UTAH SYSTEM OF TECHNICAL COLLEGES

BOARD OF TRUSTEES

October 3, 2019

(PENDING APPROVAL OF BOARD OF TRUSTEES)

The meeting was called to order at 7:32 am by Chair Steve Moore

1. Welcome and Roll Call by Chair Steve Moore
    Steve Moore, Chair – yes
    Aaron Osmond – yes
    Mike Angus – yes
    Jera L. Bailey – yes
    Brett Barton – yes
    Stacey K. Bettridge – yes
    Charles Hansen – yes
    Susan Johnson – yes
    Chuck Taylor – yes
    Scott Theurer – yes
    Stephen Wade – yes

ACTION AND DISCUSSION ITEMS:

2. **Board of Trustees' feedback to the Higher Education Strategic Commission regarding NCHEMS report**: Chair Moore stated that the purpose of today's meeting is to review the National Center for Higher Education Management System (NCHEMS) report. The UTech Board Leadership will send a compiled Board feedback to Speaker Brad Wilson and Senator Ann Millner.
    On Monday, September 30th, USHE, and UTech Leadership, and UTech College Presidents met with Speaker Brad Wilson and Senator Ann Millner. At this meeting UTech College Presidents shared their feedback. On Tuesday, October 1st, a similar meeting was held with USHE Presidents.

    Chair Moore indicated that in general, everyone agrees that it is time for a change and that he feels good about the entire process. He appreciates the NCHEMS recommendations. He emphasized that it is excellent for the students and Utah employers.

    Chair Moore also informed that the Board Leadership had a great discussion with Benjamin Hart and Kimberlee Carlile from the Governor's Office of Economic Development (GOED).

Comments and feedback from Board Members regarding the NCHEMS Report:

Slide 2: **Principles** – Chair Moore commented that it is true that the institutions are the means, not the ends.

Slides 4/5: **Observations** – Trustee Wade asked for data to understand the NCHEMS study a little better. Chair Moore indicated that the data was included in the NCHEMS initial presentation to the Higher Education Strategic Planning Commission in June 2019. NCHEMS interviewed the institutions: USHE, UTech, USBE, Legislators, GOED, etc. Please see the links below:
NCHEMS Interim Report Slides
NCHEMS Interim Report
NCHEMS Utah Environmental Scan
Utah Legislative Audit 2018 – Board of Regents Governance
April 3, 2019 NCHEMS Interim Progress Report
April 3, 2019 Utah Student Flow Model
https://le.utah.gov/interim/2019/pdf/00004187.pdf

Slide 6: **Major Priorities** – Trustee Osmond noted that the slide captured the priorities and workforce gaps. The order of the items in the slide needs some work, but in general, the items presented by NCHEMS are consistent with the UTech Leadership vision.

Slide 8: - 1. **Establish goals in statute**
- As we aligned the NCHEMS recommendations with our mission and vision, there will be some statutes and Utah Code that will need to change.
- It will be necessary for UTech to work closely with GOED.
- UTech's nimbleness of what UTech offers to employers has been brought up in recent meetings.
- Changing stackable credentials (mainly established goals in statute).
- As we move forward and before the Legislative Session, there will be changes that will have an effect in USHE, UTech, and K-12.
- There is a need for statutory language to *protect* what we have with the flexibility to change. (Protection needs to be included or is not going to work).
- Guardrails in place.

Slides 9-20: 2. **Reform Statewide Postsecondary Governance.** Three Options were presented by NCHEMS, but another option could also work. Option 2 and 3 combine the governing boards (USHE/UTech) with equal representation.
- The combination of the systems seemed a complex situation given the history between the two systems, but it has some pockets of diversity that need to be preserved.
- We need to elevate opportunities for technical education.
- Some of the thinking, logic and reaction to this report from Legislators is that they are concerned that if we don't make a substantive of change in the way that

we are governing the higher education system, have clarity in the education structure, and reinforce the importance of career and technical education for the future economic development of the state, we will have challenges in filling jobs and attracting industry to Utah.

It was clear that Legislators recognize the sensitive nature of preserving the importance of research institutions while balancing out and adequately funding and equally representing the importance of the growth and development of the technical education infrastructure.

We'll have to clarify the missions and roles of the institutions.

We will need to balance financially and politically, the weight, and the focus of career and technical education in the state.

We have different options presented by NCHEMS, and it's clear that the legislature's primary focus is to build up and strengthen the power and influence of the outcome of career and technical education in Utah.

There is real momentum right now, an earnest focus by Senator Millner and Speaker Wilson.

- There is a need for nursing classes and the workforce shortage, as well as an effort to reduce duplication.
- The System went through a restructure four years ago. What is the benefit of combining the systems into one governance?

  The Board Leadership and some college presidents share the same concern. This concern has been discussed with Speaker Wilson and Senator Millner as well as with the Regents. It is something that needs to be addressed correctly, accurately, and by statute for the short and long-term.

  There is a recognition that the higher education system in the prior structure was the dominating governing force and that's why it didn't work because the higher education board decided UTech's infrastructure. What they are now proposing is that there are significant portions of the USHE system that need to be integrated into what we are doing in UTech. The proposal is to eliminate both boards and create a new board with clear missions and equal representation for both sides. UTech's has the infrastructure and everything related to technical education and certificates and the higher education the academic outcomes, etc. If we cannot be structured correctly with clear missions, we will go back to the old model, and it won't work.

- Chair Moore referred to the UTech Board Leadership Vision, Goals, and Objectives presented at the September 19th Board meeting – Item 3 "Establish new CTE Program Advisory Committee." This committee would define, audit, and approve all CTE throughout the State for UTech and USHE. By combining the boards, there will be some economic gain regarding human resources, IT and finance, so institutions don't have to have those functions.

- Salt Lake Community College awards technical certificates at a much higher cost to the students. Is the State willing to step up and subsidize? It has been discussed — another issue is why we have dual missions.

Chair Moore asked Trustees to send their suggestions in writing by Monday, October 7th.

Slide 21: **Develop a Strategic Finance Plan** – no comments.

Slide 22: 4. **Focus attention on workforce and career readiness:**

- CTE direct input and K-12 system coordination is essential and avoid duplication.

Slide 24: - Coordinate distance delivery – no comments.

Slides 25, 26 - **Address affordability challenges to achieve state goals. –** no comments.

Slide 27: - **Address Capacity Challenges in Utah County** –

- We do not want to lose Mountainland Technical College

Slides 29-30 – **Utah County Option 1 -**
- We'll discuss this a little more as we move forward.

Slide 32: 33 - **Address capacity challenges in rural Utah**.

- We'll continue having more discussions with the Department of Workforce Services (DWS).

Slide 34: - **Conduct a policy review to identify barriers to the achievement of state goals.** – no comments.

Chair Moore expressed that we all share similar concerns, but he thinks that this is the right time to do it. He thanked Trustees and all attendees for their time.

3. **Audit Recommendations**: will be discussed at the November 21st Board meeting.

Adjournment:

Motion: Trustee Stephen Wade moved to adjourn the meeting.
Seconded: Trustee Susan Johnson

Meeting adjourned at 8:31 am.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

November 21, 2019

ITEM: F.3

TOPIC: UTech Commissioner's Office Budget Report

BACKGROUND

Per UTech 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 October 31, 2019, a check register for September – October 2019, and a cash and investment report as of October 31, 2019.

Attachments:

Budget Progress Report

Check/Disbursement Register

Cash & Investment Balances

Utah System of Technology Colleges
Office of the Commissioner
FY 2020 Office Budget as of October 31, 2019

Budget	Budget	Year to Date	%
Total Budget for the Commissioner's Office	2,078,300	902,400	43.4%

Expenditures			
Salaries, Payroll Tax & Benefits	1,579,952	501,037	31.7%
Building Occupancy Costs	118,310	38,888	32.9%
Legal Services	150,000	43,734	29.2%
Equipment Purchases	17,700	5,413	30.6%
Employee Travel	35,000	5,877	16.8%
BOT Meetngs, Travel, and Other Expenses	25,000	3,667	14.7%
Staff & System Meetings	15,000	1,018	6.8%
Public Relations/Marketing	20,000	-	0.0%
Automobile Expenses	10,000	518	5.2%
Supplies & Misc. Expenses	41,844	12,825	30.6%
IT Support & Upgrades	14,000	589	4.2%
Memberships	30,000	3,000	10.0%
Contingency	21,494	-	0.0%
Total Expenditures	**2,078,300**	**616,566**	**29.7%**

Type	Date	Num	Name	Amount
Bill Pmt -Check	09/20/2019	ACH	Jared Haines	-847.35
Bill Pmt -Check	09/20/2019	ACH	Steve Moore	-662.94
Bill Pmt -Check	09/20/2019	ACH	Tyler Brinkerhoff	-346.26
Bill Pmt -Check	09/20/2019	ACH	Charles Taylor	-591.49
Bill Pmt -Check	09/20/2019	ACH	Mike Angus	-259.84
Bill Pmt -Check	09/23/2019	11689	Arthur Newell	-129.92
Bill Pmt -Check	09/23/2019	11690	Brad Tanner	-155.44
Bill Pmt -Check	09/23/2019	11691	Charles Hansen	-133.40
Bill Pmt -Check	09/23/2019	11692	Cushman Wakefield	-18,744.00
Bill Pmt -Check	09/23/2019	11693	Davis Tech	-56,142.83
Bill Pmt -Check	09/23/2019	11694	Dixie Tech	-645.44
Bill Pmt -Check	09/23/2019	11695	Fuelman	-87.90
Bill Pmt -Check	09/23/2019	11696	Jera Bailey	-128.76
Bill Pmt -Check	09/23/2019	11697	Mount Olympus	-51.24
Bill Pmt -Check	09/23/2019	11698	Mountainland Tech	-189,969.00
Bill Pmt -Check	09/23/2019	11699	Office of the Utah Attorney General	-32,022.00
Bill Pmt -Check	09/23/2019	11700	Penna Powers	-149,367.42
Bill Pmt -Check	09/23/2019	11701	UEPC	-14,400.00
Bill Pmt -Check	09/23/2019	11702	UETN	-93,687.76
Bill Pmt -Check	09/23/2019	11703	Utah Division Of Risk Management	-400.00
Bill Pmt -Check	09/27/2019	11704	Salt Lake Chamber	-3,000.00
Bill Pmt -Check	10/31/2019	ACH	eos Systems Inc	-391.68
Bill Pmt -Check	10/31/2019	ACH	Eva Doolin	-80.93
Bill Pmt -Check	10/31/2019	ACH	Steve Moore	-354.96

Utah System of Technical Colleges

Office of the Commissioner
Fiscal Year 2020 Office Budget

CASH AND INVESTMENTS
as of
October 31, 2019

Name of Bank	Type of account	Rate %		Dollar Amount
Utah PTIF	Savings	2.536	$	3,312,801.35
Wells Fargo	Checking	0.170	$	108,745.23
			$	3,421,546.58

ITEM: F.6

TOPIC: Underserved Student Definition

BACKGROUND

The UTech performance-based funding model, 10-year strategic goals and metrics, and the UTech scholarship established under H.B. 437 (2018 General Session) all include provisions related to "underserved" students. Initially the UTech definition of "underserved" (approved upon Board adoption of the UTech performance-based funding model) included several data elements collected consequent to the Carl D. Perkins Career and Technical Education Act of 2006. The Perkins Act was reauthorized in summer 2018, with definitional alterations and new additions to data elements collected.

UTech administration proposes amending the Board-approved definition of "underserved", standardizing its use in all systemwide initiatives (including those listed above), and publishing that definition in the UTech Data Dictionary. Any future changes to the definition may then be handled during the regular and annual approval of the Dictionary.

UTech administration proposes that the definition of "underserved" read (changes to the current definition are underlined/stricken):

> *Any individual belonging to a racial/ethnic minority group; receiving Pell, Bureau of Indian Affairs, or WIOA/Department of Workforce Services sponsorship at a technical college; having a disability; being in or having aged out of the foster care system; or having been classified as a single parent, displaced homemaker, out-of-workforce individual, homeless, economically disadvantaged, or of limited English proficiency under definitions governing the Strengthening Career and Technical Education for the 21st Century Act [Perkins V].*

RECOMMENDATION

UTech administration recommends the Board adopt the proposed definition of "underserved" for inclusion in the UTech Data Dictionary, and that the Board instruct staff to use this definition in all initiatives related to underserved students.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

November 21, 2019

ITEM: F.7

TOPIC: Edits to UTech Policy 208, "Technical College Scholarship"

BACKGROUND

The UTech scholarship was established under H.B. 437 (2018 General Session), with procedures codified under UTech Policy 208, *Technical College Scholarship*, and Utah Administrative Code Rule R945-1. The scholarship provides up to one year of tuition, fees, and required textbook expenses for graduating high school students enrolled in programs leading to high-wage/high-demand careers.

UTech staff has proposed clarifying changes to Policy 208 to better define student eligibility for the UTech scholarship. Previously the policy was ambiguous with respect to when eligibility for scholarship funds begins in instances where secondary students complete high school graduation requirements early. Originally, the policy referenced *qualification* for a high school diploma, while current proposed edits talk of *conferral* of a diploma, this change bringing Policy 208's language into alignment with that of Policy 205's definition of secondary students. Also, Policy 208 did not originally address home schooled high school graduates' eligibility for scholarship funds. Newly proposed edits clarify that funds are to be awarded after conferral of a high school diploma or a "secondary student completion credential for homeschool".

Lastly, proposed edits to UTech Policy 208 remove the definition of "underserved" student populations and instead reference the definition included in the annually approved UTech Data Dictionary. Amendments to that definition may now be easily made in the Data Dictionary without requiring updates to UTech policy or to Utah Administrative Code.

RECOMMENDATION

UTech administration recommends the Board adopt the proposed edits to UTech Policy 208, *Technical College Scholarship*, and authorize Commissioner's Office staff to make technical and conforming edits to Utah Administrative Code Rule 945-1.

Attachment: Policy 208 – Draft

Subject:	Technical College Scholarship

208.1 Purpose and Authority

To establish requirements related to the Technical College Scholarships described in UCA 53B-2a-116, including a college's administration of the scholarships, student eligibility and priority, application processes, and determination of satisfactory progress.

208.2 Approval

UTech Board of Trustees approval: May 17, 2018 (approved as basis for Administrative Rulemaking).
    Revised: September 20, 2018 (to align with UAC R945-1); March 21, 2019; November 21, 2019 (pending).
Administrative Rulemaking: September 7, 2018. Revised: June 1, 2019; TDB.

208.3 References

UCA 53B-1-102, State System of Higher Education
UCA 53B-2a-116, Technical College Scholarships
UAC R277-705, Secondary School Completion and Diplomas
UAC R945-1, UTech Technical College Scholarship

208.4 Definitions

4.1 Career and Technical Education Pathway:

4.1.1 For a technical college, a certificate-granting program approved in accordance with UTech Policy 200.4.1;

4.1.2 For an institution of higher education, a program approved in accordance with State Board of Regents policy that leads to a certificate and/or associate degree and that prepares students for an occupation; or

4.1.3 For a school district or charter school, a sequence of courses that leads to a secondary school credential of labor market value approved by the State Board of Education.

4.2 Deferral: The carrying forward of a UTech Scholarship, as described in section 208.8.4.

4.3 Graduate from High School: To be conferredqualify for a high school diploma as specified in UAC R277-705-2(3) or a secondary student completion credential for homeschool.

4.4 High Demand Program: The same as that term is defined in UCA 53B-2a-116(1)(a).

4.5 Institution of Higher Education: An institution within the Utah System of Higher Education described in UCA 53B-1-102(1)(a).

Subject:	Technical College Scholarship

4.6 **Satisfactory Progress:** Completion of any course, as included in an official transcript from the provider of a career and technical education pathway, that is specific to a career and technical education pathway discipline defined in section 208.4.1. Courses in a career and technical education pathway that are not specific to a pathway discipline, such as general education courses, are not eligible.

4.7 **Secondary School:** Grades 7-12 in whatever kind of school the grade levels exist as provided in UAC R277-705-2(5), or in homeschool.

4.8 **Technical College:** An institution within the Utah System of Technical Colleges described in UCA 53B-2a-105.

4.9 **Underserved Population:** The same as defined in the UTech Data Dictionary.any individual of ethnic or racial minority status; any individual with a disability; any individual identified as a displaced homemaker, single parent, economically disadvantaged, or of limited English proficiency under Carl D. Perkins Grant reporting procedures; or any individual receiving Pell Grant, Bureau of Indian Affairs, or Department of Workforce Services benefits.

4.10 **Technical College Scholarship:** A financial award provided by a technical college in accordance with UCA 53B-2a-116, UAC R941-1, and this policy to a student enrolled in a technical college.

208.5 **Award Requirements:** To receive a Technical College Scholarship, an applicant shall satisfy the following criteria:

5.1 Graduate from high school (208.4.3) within the 12 months prior to receiving a scholarship;

5.2 Enroll in, or show intent to enroll in, a high demand program at a technical college within the 12 months after high school graduation (208.4.3), except as granted in a deferral; and

5.3 While enrolled in a secondary school, make satisfactory progress in a career and technical education pathway offered by a technical college, an institution of higher education, or a school district or charter school.

208.6 **Application Process:** The process for an individual to apply to a technical college to receive a Technical College Scholarship shall be administered by the technical college, and shall include the following:

6.1 **College Application:** The technical college shall provide an application form, process, and instructions which include the elements provided in this policy, and which may be integrated with other scholarship application forms and processes administered by the college.

6.2 **UTech Scholarship Specificity:** In its application forms and processes, the technical college shall clearly identify the scholarship's name, award requirements, use, and

Subject:	Technical College Scholarship

application process, and shall provide for the applicant to specify that the applicant is applying to be considered for the Technical College Scholarship.

6.3 **Application Deadline:** The technical college shall establish deadlines for submission of applications in accordance with the college's scholarship application processes.

6.4 **Required Documentation:** The technical college shall require and retain the following information from each applicant in its application forms and accompanying documents:

6.4.1 Identity and contact information consistent with the college's regular scholarship applications, such as name, address, and date of birth.

6.4.2 Application date.

6.4.3 Technical College Scholarship specificity as described in section 208.6.2.

6.4.4 Demographic information to include underserved population identification described in 208.4.9.

6.4.5 High school information, on transcripts or otherwise documented, to include:

(a) Name of high school attended;

(b) Expected or actual high school graduation date (208.4.3); and

(c) Expected or actual satisfactory progress (208.4.6) in a career and technical education pathway (208.4.1) offered by a technical college, an institution of higher education, or a school district or charter school.

6.4.6 Technical college enrollment intentions to include:

(a) Name of technical college;

(b) High demand program (208.4.4) in which the student is enrolled or intends to enroll;

(c) Date on which the student began or expects to begin the high demand program;

(d) Intended enrollment hours per week;

(e) Expected program completion date; and

(f) If a deferral is requested, justification for the deferral in accordance with 208.8.4.

Subject:	**Technical College Scholarship**

208.7 Determination of Scholarship Awards and Amounts: A technical college shall determine scholarship eligibility, prioritize selection of award recipients and the amount of each award, and grant scholarships according to the following provisions and sequence.

7.1 Determination of Eligibility: For each application deadline in 208.6.3, the college shall identify from the application documentation:

7.1.1 Eligible Applicant: Each applicant that satisfies or is expected to satisfy all award requirements in 208.5.

7.1.2 Eligible Award Period: For each eligible applicant, the period determined by:

(a) **Start Date:** The date on which the applicant expects to begin a high demand program (208.6.4.6[c]), or, in the case of an applicant who has previously begun the intended high demand program, the day after the high school graduation date (208.4.3)~~(208.6.4.5[b])~~; and

(b) **End Date:** 12 months after the high school graduation date (208.4.3) ~~(208.6.4.5[b])~~, or, in the case of a requested deferral, 12 months after the start date.

7.1.3 Eligible Award Amount: For each eligible applicant, the total cost of tuition, program fees, and required textbooks projected to accrue for the high demand program (208.6.4.6[b]) in which the applicant intends to be enrolled during the eligible award period, informed by the applicant's intended enrollment hours per week (208.6.4.6[d]).

7.2 Prioritizing and Awarding of Scholarships: The college shall award scholarships within an application deadline group as follows:

7.2.1 Underserved Populations: The college shall first award a scholarship to each eligible applicant who is a member of an underserved population defined in 208.4.9, in the amount provided in 208.7.3.

7.2.2 Remaining Applicants: The college shall, with any funds remaining after awarding scholarships to members of underserved populations, award scholarships to all other eligible applicants in the amounts provided in 208.7.3.

7.3 Calculation of Award Amounts: The college shall determine award amounts for each scholarship recipient identified in 208.7.2 as follows:

7.3.1 Full Eligible Award Amount: If available funds provided in 208.9 are sufficient for the total of all eligible award amounts identified in 208.7.1.3 in a given priority group designated in 208.7.2, then each eligible applicant in the group shall be awarded 100% of the applicant's eligible award amount.

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7.3.2   Partial Eligible Award Amount: If available funds are less than the total of all eligible award amounts for the priority group, the available funds shall be divided by the number of eligible applicants in the group to determine the maximum award per recipient. Each eligible applicant shall be awarded up to the maximum award, not to exceed 100% of the applicant's eligible award amount. Any unobligated funds remaining for applicants awarded less than the maximum award shall be retained in the scholarship fund for future applicants.

7.3.3   Unavailability of Funds: If there are no available scholarship funds remaining after awards have been determined for a higher priority group, no scholarships shall be awarded for remaining applicants.

208.8   Conditions and Utilization of Scholarship

8.1   Eligibility Verification: Before applying funds for a scholarship awarded in 208.7.2 to a student, a technical college shall verify that all award requirements in 208.5 have been met by obtaining and retaining additional documentation of actual qualifications which at the time of application (208.6.4) were expected or intended to have been met.

8.2   Use of Funds: Scholarship funds may be used only for tuition, program fees, and required textbooks in a high demand program in which the recipient is enrolled, up to the recipient's award amount determined in 208.7.3. Funds shall be applied by the college directly to authorized costs and shall not be issued to a recipient in cash.

8.3   Time Limitation: Except in the case of a granted deferral, a technical college may only apply a scholarship toward a recipient's costs described in 208.8.2 from the day on which the college awards the scholarship as identified in 208.7.2 until 12 months after the day on which the recipient graduates from high school (208.4.3).

8.4   Deferral: A college may, by request from the recipient at any time before or during the recipient's award period, defer all or any portion of a scholarship for up to three years after the day on which the recipient graduates from high school (208.4.3).

8.4.1   Deferrals may be granted at the discretion of the college for military service, humanitarian/religious service, documented medical reasons, or other exigent reasons.

8.4.2   The duration of a deferred scholarship shall be for the time remaining in the recipient's award period, not to exceed 12 months.

8.5   Cancellation: A college may cancel a scholarship if the recipient does not, as determined by the college:

8.5.1   Maintain enrollment in the college on at least a half-time basis; or

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8.5.2 Make satisfactory progress toward the completion of a certificate in a high demand program.

8.6 **Unused Funds:** Upon termination of a recipient's scholarship due to non-acceptance, completion, cancellation, or any other reason, any unused award amounts shall be removed from liability/obligated status (under 208.9.4) and retained in the college's restricted Technical College Scholarship account.

208.9 Technical College Scholarship Funds

9.1 **Distribution of Award Funds:** The annual distribution of Technical College Scholarship award funds to technical colleges by the Board of Trustees shall be as provided in UCA 53B-2a-116(2).

9.2 **Restricted Funds:** Technical College Scholarship funds shall be considered restricted funds by a technical college, shall be recorded only in restricted Technical College Scholarship accounts, and shall be used only for scholarship recipients' tuition, program fees, and required textbooks during their award periods.

9.3 **Unused/Carryover Funds:** Each technical college is encouraged to annually utilize all Technical College Scholarship funds for qualified students. Surplus funds (i.e., fund balance or net assets) shall be retained in the restricted fund and carried over from one fiscal year to the next.

9.4 **Obligated Funds:** The projected value of a given student's scholarship award shall be recorded as a liability from the time of the student's selection until the student's scholarship ends, and shall be regarded as utilized funds when determining unused/carryover funds (208.9.3). Obligated funds remaining after the student's scholarship ends shall be returned to unused/carryover funds.

208.10 Appeals

A technical college shall provide a process and criteria, to be referenced in application materials, by which an applicant may appeal a decision made by the college that is related to this policy, to include provision for any unresolved appeal to be submitted to the Commissioner of Technical Education for final agency action.

208.11 Reporting

A technical college shall submit calendar year-end data regarding its Technical College Scholarships to the Office of the UTech Commissioner by January 15 of each year, and at other times as required by the Office of the Commissioner, to include information pertaining to the provisions of this policy with respect to applications, awards, enrollments, utilization, funding, or other information as directed by the Commissioner.

UTAH SYSTEM OF TECHNICAL COLLEGES
AGENDA ITEM

BOARD OF TRUSTEES

November 19, 2019

ITEM: F.5

TOPIC: Approved Programs

BACKGROUND

UTech Policy 200.5.2.3 directs and authorizes the Commissioner of Technical Education to approve college programs that are 900 hours or longer or seeking financial aid eligibility. The Commissioner's approval is considered final and programs may be implemented immediately.

Policy requires that documentation supporting new program requests be submitted to the UTech Board of Trustees as information items. Accordingly, the Commissioner of Technical Education has approved the following programs:

Institution	Program	Length	Financial Aid Eligible
Tooele *Main Campus*	Cybersecurity	1,320 hours	Yes
Uintah Basin *Main Campus and Vernal locations*	Business Manager	600 hours	Yes
	Administrative Assistant	900 hours	Yes

Attachments: Program Approval Requests

June 28, 2019

Paul Hacking, President
Tooele Technical College
88 South Tooele Boulevard
Tooele, UT 84074

Dear President Hacking,

I have reviewed the request for approval of the Cybersecurity program to be offered at the Tooele Technical College main campus. The request has met the standards and requirements defined by the Utah System of Technical Colleges.

This program will be financial aid eligible and final approval is granted to offer this program effective July 1, 2019.

This request will be presented as an information item during the next regularly scheduled Utah System of Technical College Board of Trustees meeting.

Sincerely,

Jared Haines, Commissioner
Utah System of Technical Colleges

cc: Kim Ziebarth
        Mark Aiken

UTAH SYSTEM OF TECHNICAL COLLEGES
PROGRAM AND PROGRAM CHANGE APPROVAL DOCUMENTATION
Tooele Technical College New Program Approval: Cybersecurity

PROGRAM INFORMATION

College: Tooele Technical College

Program Title: Cybersecurity

Program Length: 1320 hours

Type of Approval Requested: New Program

Program CIP Code: 11.1003

Approvals:

- **College Instructional Officer** (date): April 5, 2019

- **College Board of Directors** (date): April 18, 2019 (see attached minutes)

- **USTC Commissioner** (indicate "pending" or "NA"): Pending
  (final approval for financial-aid-eligible programs and substantive changes to financial-aid-eligible programs)

Program Description:
Cybersecurity includes terminology in basic computer operation and repair, networking concepts including design, topology, implementation, cabling, connecting network components, signal transmission, and network adapter cards. The OSI and 802 networking models within the network environment teach students how networks send data. Architectures will be included as well as administration, support, security, fault tolerant systems, wide area network and troubleshooting network problems. Security concepts including but not limited to virus and malware detection and remediation, understanding of cryptology and how it is used, securing the network from servers to mobile devices, discovering business continuity and risk mitigation. Students will be introduced to the tools that allow them to fight the hackers in an "Introduction to Hacking and Network Defense" Course. Students will learn the tools of the trade on how to identify and fight network attacks. Student will discover the strategies for going forward in security training in the chosen career field. This training prepares students to pass CompTIA's A+, Network+, Security + certification exams, and potentially others.

Background/Reason for Request:
Cybersecurity is a high wage high demand career field. Currently Tooele Technical College teaches four IT related certificate programs:
- Computer Upgrade and Repair Technician (A+)
- Network Administrator (MCSA)
- Network Engineer (CCNA)
- Networking Technician (Net+)

The new Cybersecurity program will incorporate the content of these four programs and include the Security+ certification, Ethical Hacking and Network Defense, the LPIC 1 & 2 certifications, along with an introduction to Kali Linux.

Tooele Tech will then be teaching out four IT programs and will only have one Cybersecurity program. The reduction in the number of programs will be easier to manager from an enrollment, administration and accreditation aspect without losing content. For students, at any point in the program, students who withdraw are eligible for employment and may counted as a non-grad completer for COE. Finally, Cybersecurity is a program title that brings with it a greater draw and should increase enrollments in this program area. Cybersecurity certificates are highly valued in the industry and will lead to positive job placement opportunities for our graduates.

Program Outline: See attached Program Outline

Course Descriptions: See attached Course Descriptions

PROGRAM JUSTIFICATION & EMPLOYER SUPPORT

Market Demand/Need:
Cybersecurity is not necessarily a specific job title, but rather is a component in many job descriptions. It is difficult to say how many jobs are available, but all of the prevailing literature talks about the high demand need for technically trained employees in the IT industries. From our own TTECH OAC, the chair shared that a student with a cybersecurity certificate can almost pick any job they want. Please see attached articles both local and national that speak to the market demand and see the attached OAC minutes.

Program Duplication and Pathways:
Within our region, Cybersecurity does not pose a duplication of effort with any USHE institution. Cybersecurity would fulfill the USBE Information Technology Systems pathway and would have courses that are on the USBE Cybersecurity pathway.

As a 1320 hr. program Cybersecurity would be stackable with Utah State University as 30 credits towards an Applied Associates Degree program.

Employer Advisory Committee: See attached minutes from March 6, 2019

Cybersecurity

Core:

• Computer Literacy	90	hours
• A+ Essentials and Practical Applications CBT (Computer Based Training)	90	hours
• A+ Essentials and Practical Applications I	90	hours
• A+ Essentials and Practical Applications II	90	hours
• CompTia A+ Certification Practice exams	30	hours
• Workplace Relations	30	hours
• Network + (Computer Based Training)	90	hours
• Network +	120 hours	
• Security + (Computer Based Training	120 hours	
• Security +	120 hours	
• Hands on Ethical Hacking and Network Defense	90	hours
	960 hours	

CompTia A+

CompTia Net+

CompTia Security+

(potentially) White Hat

Electives: (minimum of 360 hours)

Cisco CCNA

• Introduction to Networks	90	hours
• Routing and Switching Essentials	90	hours
• Scaling Networks	90	hours
• Connecting Networks	90	hours

Windows Server MCSA

• Windows Server Pro 2016	120 hours
• Installation, Storage, and Compute with Windows Server 2016 (70-740)	120 hours
• Windows Server Pro 2016 Networking	60 hours
• Networking with Windows Server 2016 (70-741)	120 hours
• Windows Server Pro 2016 Identity	60 hours
• Identity with Windows Server 2016 (70-742)	120 hours

Linux LPIC 1 & 2

KLPC
(beginning Penetration Testing)

• Linux Pro (Computer Based Training)	120 hours
• Linux LX0-103 and LXO-104	120 hours
• Kali Linux	120 hours

Total 1320 hours

Cybersecurity

Program Total   1320 hours

Core Program

		Module	Course
			90
1	Computing Basics	15	
2	Micorsoft Word	20	
3	Microsoft Excel	20	
4	Microsoft PowerPoint	20	
5	Microsoft Access	15	
			30
1	Attitude	5	
2	Time Management	5	
3	Communication	5	
4	Conflict Resolution/Relationship Building	5	

A+ Essentials and Practical Applications (Computer Based Training)   **90**

		Module
1	1.0 Computing Overview	5
2	PC Technician Responsibilities	5
3	System Components	5
4	Peripheral Devices	5
5	Storage	5
6	Networking	5
7	Wireless Networking	5
8	Printing	5
9	Mobile Devices	5
10	System Implementation	5
11	File Management	5
12	System Management	5
13	Security	5
14	Capstone Exercise	10
15	PC Pro Certification Practice Exams	15

A+ Essentials and Practical Applications I   **90**

		Module
1	Taking a Computer Apart and Putting it Back Together	9
2	All About Motherboards	9
3	Processors and Memory	9
4	Power Supplies and Troubleshooting a Computer Problems	9
5	Hard Drives and Other Storage Devieces	9
6	Supporting I/O Devices	9
7	Setting up a Local Network	9
8	Network Infrastructure and Troubleshooting	9
9	Supporting Mobile Devices	9
10	Customizing Systems, Virtualization Networks, and Managing Printers	9

A+ Essentials and Practical Applications II   **90**

		Module
11	Comparing Operating Systems and User Experience	9
12	Installing Operating Systems	9
13	Maintaining Windows	9

Security + SY0-501(Computer Based Training)   120

1	Introduction	8
2	Security Basics	8
3	Policies, Procedures, and Awareness	8
4	Physical	8
5	Peerimeter	8
6	Network	8
7	Host	8
8	Application	8
9	Data	8
10	Security Pro Practice Exams	9
11	CompTIA Security + Practice Exams	9

Security + SY0-501   120

1	Introductiion to Security	7
2	Malware and Social Engineering Attacks	7
3	Basic Cryprography	7
4	Advanced Cryptography and PKI	7
5	Networking and Server Attacks	7
6	Network Security Devieces, Design, and Technoloty	7
7	Administering a Secure Network	7
8	Wireless Network Security	7
9	Client and Application Security	7
10	Mobile and Embedded Device Security	7
11	Authentication and Account Management	7
12	Access Management	7
13	Vulnerability Assessment and Data Security	7
14	Business Continuity	7
15	Risk Mitigation	7
16	Final and Exam Prep	15

Hands-On Ethical Hacking and Network Defense   90

1	Ethical Hacking Overview	6
2	TCP/IP Concepts Review	6
3	Network and Computer Attacks	6
4	Footprinting and Social Engineering	6
5	Prot Scanning	6
6	Enumeration	6
7	Programming for Security Professionals	6
8	Desktop and Server OS Vulnerabilities	6
9	Embedded Operating Systems: The Hidden Threat	6
10	Hacking Web Servers	6
11	Hacking Wireless Networks	6
12	Cryptography	6
13	Network Protection Systems	6

14   Final   12

Cyber Security Program Electives

Cisco CCNA: Introduction to Networks   90

1	Explore the Network Pre-Test Exam	6
2	Configure a Network Operating System	6
3	Network Protocols and Communications	6
4	Network Access	6
5	Ethernet	6
6	Network layer	6
7	IP addressing	6
8	Subnetting IP Networks	6
9	Transport Layer	6
10	Application Layer	6
11	Build a Small Network	6
12	Hands On Skills Exam	12
13	Final Exam	12

Cisco CCNA: Routing and Switcing Essentials   90

1	Routing Concepts Pre-Test Exam	8
2	Static Routing	6
3	Routing Dynamically	6
4	Switched Networks	6
5	Switch Configuration	6
6	VLAN's	6
7	Access Control Lists	8
8	DHCP	6
9	NAT for IPv4	6
10	Device Discovery, Management and Maintenance	8
11	Hands on Skill Exam	12
12	Final Exam	12

Cisco CCNA: Scaling Networks   90

1	LAN Design Pre-Test exam	7
2	Scaling VLANS	7
3	STP	7
4	EtherChannel and HSRP	7
5	Dynamic routing	7
6	EIGRP	7
7	EIGRP Tuning and Troubleshooting	7
8	Single-Area OSPF	7
9	Multiarea OSPF	7
10	OSPF Tuning and Troubleshooting	7
11	Hands on Skills Exam	10
12	Final	10

Cisco CCNA: Connecting Networks 90

1	WAN Concepts	8
2	Point to Point Connections	8
3	Branch Connections	8
4	Access Control Lists	8
5	Network Security and Monitoring	8
6	Quality of Service	8
7	Network Evolution	8
8	Network Troubleshooting	8
9	Hands on skill Exam	12
10	Final	14

Windows Server Pro 2016 CBT (70-740) 120

1	Introduction to Windows Server	2
2	Server Installation	4
3	Server Configuration and Management	6
4	Networking	5
5	Server Storage	7
6	Hyper-V	7
7	Active Directory	9
8	Group Policy	8
9	DNS	6
10	File and Share Access	6
11	Print and Document Services	4
12	Server Management	7
13	DHCP	5
14	Containers	4
15	High Availabilty	8
16	Server Pro Practice Exams	16
17	Microsoft 70-740 Proactice Exams	16

Installation, Storage, and Compute with Windows Server 120

1	Introducing Windows Server 2016	4
2	Installing, Upgrading, and Migrating Servers and Workloads	6
3	Configuring Disks and Volumes	6
4	Implementing Server Storage	6
5	Implementing Data Deduplicaton	6
6	Creating, Managing, and Mantaining images for Deployment	6
7	Installing ad Configuring Hyper-V	6
8	Configuring Virtual Machine (VM) Settings	6
9	Configuring Hyper-V Storage	6
10	Configuring Hyper-V Networking	6
11	Installing and Configuring the Windows Nano Server	6
12	Deploying and Managing Windows Containers	6
13	Implementing Failover Clustering	6

Windows Server Pro 2016 Networking CBT (70-741)   60

Networking with Windows Server 2016 (70-741)   120

Windows Server Pro 2016 Identity CBT (70-742)   60

5	Managing the Active Directory Database	5
6	Group Policy	8
7	AD Certificate Services	6
8	Active Directory Federation Services (AD FS)	5
9	Active Directory Rights Management Services (AD RMS)	5
10	TestOut Server Pro 2016: Identity - Practice Exams	6
11	Microsoft 70-742 Certification Practice Exam	8

Identity With Windows Server 2016 (70-742) 120

1	Installing and Configuring Domain controllers	7
2	Configuring and Managing Active Directory Users and Computers	7
3	Creating and Managing Active Directory Groups and Organizational	7
4	Configuring Service Authentication and Account Policies	7
5	Maintaining Active Directory	7
6	Configuring Active Directory in a Complex Enterprise Environments	7
7	Cteating and Managing Grouup Policy Objects (GPOs)	7
8	Configuring Group Policy Processing	7
9	Configuring Group Policy Settings	7
10	Configuring Group Policy Preferences	7
11	Installing and Configuring Active Directory Certificate Services	7
12	Managing Certificates	7
13	Installing and Configuring Active Directory Federation Services	7
14	Implementing Web Application Proxy (WAP)	7
15	Installing and Configuring Active Directory Tights Management	7
16	70-742 final and Certification Prep	15

TestOut Linux Pro 120

1	Using Linux	12
2	Installation and Localization	2
3	Boot and Shutdown	5
4	User Interfaces and Desktops	2
5	Software Installation	5
6	Users and Groups	5
7	Disk and File System Management	12
8	Hardware Installation	3
9	Processes and System Services	10
10	System Monitoring	6
11	Networking	8
12	Security	8
13	LPI-1/CompTia Linux+ LX0-103 suplemental Material	6
14	TestOut Linux Pro Practice Exams	12
15	CompTIA Linux+ LX0-103 Practice Exams	12
16	CompTIA Linux+ LX0-104 Practice Exams	12

Linux Fundamentals

KALI LINUX ™

Tooele Technical College RECOMMENDED COURSE (0
Keyboarding Basics

Cybersecurity Program

1   Computer Literacy for IT

   Course Description: This course presents the basic features and uses of computer hardware and software, Windows 7, 8.1, 10, Microsoft Word, Excel, PowerPoint, and Access. You will gain a basic knowledge of the Internet and email. The course consists of three general types of instructional components: videos, text lessons, and hands-on labs. The computer basics chapter includes only one type of lab, which presents a short scenario and then asks students to perform tasks either in a simulated computer hardware environment or on a simulated Windows operating system. The remaining chapter on Word, Excel, PowerPoint, and Access include three different types of labs, a skills lab, challenge lab, and an applied lab.

2   A+ Essentials and Practical Applications (Computer Based Training)

   Course Description: This course is designed to help students gain the knowledge and skills to pass the CompTIA A+ certification. It is most effective as a review after going through other training material or for those students with at least 6 months of experience in the field. The CompTIA A+ certification validates the ability to perform tasks such as installation, configuration, diagnosing, preventive maintenance and basic networking. The exams also cover domains such as security, safety and environmental issues and communication and professionalism.

3   A+ Essentials and Practical Applications I

   Course Description: Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. The students, through hands-on activities and labs, learn to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. They will be working with some Windows, Android, and Mac OS X operating system basic functions as well with some mobile devices. In addition, this course includes an introduction to networking. This course helps students prepare for the Comp TIA A+ 220-901 and 220-902 certification exams. The A+ exam consists of two exams. A student must go through the entire book and take the A + Essentials and Practical Application Computer Based Training (CBT) course to be ready for either exam.

4   A+ Essentials and Practical Applications II

   Course Description: Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. The students, through hands-on activities and labs, learn to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. They will be working with some Windows, Android, and Mac OS X operating system basic functions as well with some mobile devices. In addition, this course includes an introduction to networking. This course helps students prepare for the Comp TIA A+ 220-901 and 220-902 certification exams. The A+ exam consists of two exams. A student must go through the entire book and take the A + Essentials and Practical Application Computer Based Training (CBT) course to be ready for either exam.

5   CompTia A+ Certifications Practice Exams

   Course Description: This is a course working with Practice questions from the TestOut PC Pro software.

6   Network + (Computer Based Training)
     Course Description: Knowing how to install, configure, and troubleshoot a computer network is a highly
                            marketable and exciting skill. This course first introduces the fundamental building blocks
                            that form a modern network, such as protocols, topologies, hardware, and network
                            operating systems. It then provides in-depth coverage of the most important concepts in
                            contemporary networking, such as TCP/IP, Ethernet, wireless transmission, and security.
                            The course will prepare you to select the best network design, hardware, and software for
                            your environment. You will also have the skills to build a network from scratch and maintain,
                            upgrade, and troubleshoot an existing network. Finally, you will be well prepared to pass
                            CompTIA's (the Computing Technology Industry Association's) Network+ certification exam.

7   Network +
     Course Description: Knowing how to install, configure, and troubleshoot a computer network is a highly
                            marketable and exciting skill. This course first introduces the fundamental building blocks
                            that form a modern network, such as protocols, topologies, hardware, and network
                            operating systems. It then provides in-depth coverage of the most important concepts in
                            contemporary networking, such as TCP/IP, Ethernet, wireless transmission, and security.
                            The course will prepare you to select the best network design, hardware, and software for
                            your environment. You will also have the skills to build a network from scratch and maintain,
                            upgrade, and troubleshoot an existing network. Finally, you will be well prepared to pass
                            CompTIA's (the Computing Technology Industry Association's) Network+ certification exam

8   Security + (Computer Based Training)
     Course Description: This course teaches students how to secure a corporate network using a layered security
                            model. The computer based training is used to help ease the students knowledge into the
                            security area. This course will help students prepared for the CompTia Security +
                            Certification.

9   Security +
     Course Description: This course offers a comprehensive guide for anyone wishing to take the CompTIA
                            Security+ SY0-501 Certification Exam. It provides an introduction to the fundamentals of
                            network security, including compliance and operational security; threats and vulnerabilities;
                            application, data, and host security; access control and identity management; and
                            cryptography. The course covers new topics in network security as well, including
                            psychological approaches to social engineering attacks, Web application attacks,
                            penetration testing, data loss prevention, cloud computing security, and application
                            programming development security.

10 Hands-On Ethical Hacking and Network Defense
    Course Description: This course provides an in-depth understanding of how to effectively protect computer networks. Students will learn the tools and penetration testing methodologies used by ethical hackers. In addition, the course provides a thorough discussion of what and who an ethical hacker is and how important they are in protecting corporate and government data from cyber attacks. Students will learn updated computer security resources that describe new vulnerabilities and innovative methods to protect networks. Also covered is a thorough update of federal and state computer crime laws, as well as changes in penalties for illegal computer hacking.

11 Cisco CCNA: Introductiion to Networks
    Course Description: The CCNA course Introduction to Networks introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

12 Cisco CCNA: Routing and Switching Essentials
    Course Description: The Routing and Switching Essentials course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area WSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks.

13 Cisco CCNA: Scaling Networks
    Course Description: The goal of the Scaling Networks course is to introduce you to fundamental networking concepts and technologies. These online course materials will assist you in developing the skills necessary to plan and implement small networks across a range of applications. The specific skills covered in each chapter are described at the start of each chapter.
    You can use your smart phone, tablet, laptop, or desktop to access your course, participate in discussions with your instructor, view your grades, read or review text, and practice using interactive media. However, some media are complex and must be viewed on a PC, as well as Packet Tracer activities, quizzes, and exams.
    By the end of this course, you will be able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. You will also develop the knowledge and skills needed to implement DHCP and DNS operations in a network.

14   Cisco CCNA: Connecting Networks
      Course Description: By the end of this course, you will be able to configure and troubleshoot network devices
                             and resolve common issues with data link protocols. Student will also develop the
                             knowledge and skills needed to implement IPsec and virtual private network (VPN)
                             operations in a complex network.

                             You can use your smart phone, tablet, laptop, or desktop to access your course, participate
                             in discussions with your instructor, view your grades, read or review text, and practice using
                             interactive media. However, some media are complex and must be viewed on a PC, as well
                             as Packet Tracer activities, quizzes, and exams.

15   Windows Server Pro 2016 CBT (70-740)
      Course Description: This course prepares students for TestOut Server Pro 2016 certification exam and
                             Microsoft's Installation, Storage, and Compute with Windows Server 2016 certification exam
                             (70-740). Through this course, students gain valuable experience with installation, storage,
                             and OS features and functionality available in Windows Server 2016.

16   Installation, Storage, and Compute with Windows Server 2016 (70-740)
      Course Description: This course focuses primarily on the installation, storage, and compute features and
                             functionality available in Windows Server 2016. It covers general installation tasks and
                             considerations and the installation and configuration of Nano Server, in addition to the
                             creation and management of images for deployment. It also covers local and server storage
                             solutions, including the configuration of disks and volumes, Data Deduplication, High
                             Availability, Disaster Recovery, Storage Spaces Direct, and Failover Clustering solutions.
                             The exam also covers Hyper-V and containers, along with the maintenance and monitoring
                             of servers in physical and compute environments.

17   Windows Server Pro 2016 Networking CBT (70-741)
      Course Description: This course helps prepare students for Microsoft's Networking with Windows Server 2016
                             certification exam (70-741). Through this course, students gain valuable experience with
                             networking features and functionality available in Windows Server 2016. It covers DNS,
                             DHCP, and IPAM implementations, in addition to remote access solutions, such as VPN and
                             Direct Access. It also covers DFS and BranchCache solutions, high performance network
                             features and functionality, and implementation of software-defined networking (SDN)
                             solutions, such as Hyper-V Network Virtualization (HNV) and Network Controller.

18   Networking with Windows Server 2016 (70-741)
      Course Description: This exam focuses on the networking features and functionality available in Windows Server
                             2016. It covers DNS, DHCP, and IPAM implementations, in addition to remote access
                             solutions, such as VPN and Direct Access. It also covers DFS and BranchCache solutions,
                             high performance network features and functionality, and implementation of software-
                             defined networking (SDN) solutions, such as Hyper-V Network Virtualization (HNV) and
                             Network Controller.

19 Windows Server Pro 2016 Identity CBT (70-742)
Course Description: This course helps prepares students for Microsoft's Identity with Windows Server 2016 certification exam (70-742). Through this course, students gain valuable experience in managing identities using the functionalities in Windows Server 2016. Students will learn to install, configure, manage, and maintain Active Directory Domain Services (AD DS) as well as implement Group Policy Objects (GPOs). They will also learn how to implement and manage Active Directory Certificate Services (AD CS), Active Directory Federations Services (AD FS), Active Directory Rights Management Services (AD RMS), and Web Application proxy.

20 Identity With Windows Server 2016 (70-742)
Course Description: This course focuses on the identity functionality in Windows Server 2016. It covers the installation and configuration of Active Directory Domain Services (AD DS), in addition to Group Policy implementation for non-Nano Server environments. It also covers functionality such as Active Directory Certificate Services (AD CS), Active Directory Federations Services (AD FS), and Web Application proxy implementations.

21 TestOut Linux Pro
Course Description: TestOut Linux Pro helps students prepare for certification and become proficient Linux command-line interface users. After completing this course, students are prepared to take CompTIA's Linux+ XK0-004 exams. Students gain experience with hardware & system configuration, system operation & maintenance, security, automation & scripting, and troubleshooting & diagnostics.

22 Linux Fundamentals
Course Description: Initial concepts, installation, commands and concepts, systems management, file systems and devices, upgrades and compiles, other administrative tasks, editors, text tools, graphics, and printing, the x-window system, windows compatibility and samba, intro to programming languages, TCP/IP and PPP, and the WWW and electronic mail. Prepares student for exams such as the Linux+ exams (LX0-103, LX0-104).

23 KALI LINUX ™
Course Description: KALI LINUX ™ will help you learn how to use the tools for security auditing using a Linux distribution based on Debian GNU/Linux. Kali is aimed at security professionals and IT administrators, enabling them to conduct advanced penetration testing, forensic analysis, and security auditing. This could be the course that advances you into a career for the rest of your life in Cyber Security. This course will prepare you for the KLPC Certification exam.

COLLEGE BOARD OF DIRECTORS
Thursday, April 18, 2019
3:00 – 5:00 pm
TTECH Board Room
88 South Tooele Blvd.
Tooele, UT 84074

TOOELE TECHNICAL COLLEGE

MINUTES – DRAFT

Board Members Present: Joyce Hogan – Chair, Tom Bingham – Vice Chair, Dave Haskell, Camille Knudson, Paul Ogilvie, Matt Potter, Marv Shafer, Jenn Van Cott

Staff Present: Paul Hacking, Mark Aiken, Ellen Lange-Christenson, Jess Clifford, Kent Thygerson, Abra Trussell

Excused: Aaron Peterson

Guest(s): Charles Hanse, Eric Petersen

WELCOME & INTRODUCTIONS

Chair Joyce Hogan welcomed Board members and Tooele Technical College (TTECH) staff and excused Aaron Peterson in his absence. Ms. Hogan introduced new Board member Camille Knudson, who recently began serving on the Tooele County School District (TCSD) School Board and would be representing that organization on the TTECH Board of Directors. Ms. Hogan also acknowledged Jess Clifford, TTECH's SBDC Director, Charles Hansen, the TTECH's representative on the Utah System of Technical Colleges (UTech) Board of Trustees, and Eric Petersen, UTech's legal counsel from the Utah Attorney General's Office.

PROGRAM SPOTLIGHT: SBDC

Jess Clifford provided a brief presentation on the SBDC hosted at TTECH and the services it offers to residents and businesses in Tooele County, indicating that recent realignment efforts had been made in regards to the SBDC and the Business Resource Center (BRC) to better address community needs.

OPEN & PUBLIC MEETING ACT

Eric Petersen conducted a brief presentation reviewing the Open & Public Meetings Act requirements.

ACTION ITEMS

Consent Calendar

Ms. Hogan asked if any of the Board members would like to comment on the following items contained in the Consent Calendar:

- January 9, 2019 Board Meeting Minutes
- March 18, 2019 Executive Committee Meeting Minutes
- Ratify Sale of 5 Acres
- Receive FY 2018 – 2019 Third Quarter Membership Hour, Enrollment, and Certificate Report
- Personnel Report
- Occupational Advisory Committee (OAC) Changes
- Marketing Report
- FY 2019 – 2020 Calendar

Vice President (VP) Ellen Lange-Christenson commented on the Fiscal Year (FY) 2018 – 2019 Third Quarter Membership Hour, Enrollment, and Certificate Report, indicating that the college was still experiencing significant growth in both membership hours and enrollments during this period and that she expected numbers to level out in the future. She thanked the Board for supporting the Marketing & Recruitment team as they built awareness of college services.

President Hacking reviewed the item to ratify the sale of five acres of land, indicating that the sale of land back to Tooele City would allow TTECH to purchase another parcel of land which was better suited to the college's future expansion needs.

Tom Bingham moved to receive or ratify the items in the Consent Calendar, seconded by Marv Shafer. **Motion passed unanimously.**

Finance & Audit

Audit Report from State Auditor & Year-to-Date Financial Report
Paul Ogilvie indicated that Andrew Driggs and Jason Allen of the Utah Office of the State Auditor would be reviewing the results of their latest TTECH audit. Mr. Driggs and Mr. Allen were contacted via conference call. They explained that the state auditors had conducted their review using Generally Accepted Accounting Principles (GAAP) and they ultimately issued an unmodified opinion.

Mr. Driggs highlighted significant estimates (pension liability) and internal controls and compliance with laws and regulations that could have a material impact on the financial statement, reiterating that no issues or findings were identified in the report. Mr. Driggs and Mr. Allen commended Kent Thygerson and his staff in their preparation and responsiveness to aid them in completing the audit in a timely manner.

Mr. Ogilvie reviewed the Year-to-Date Financial Report, indicating that it provided an overall favorable financial position.

Paul Ogilvie moved to receive the State Audit Report and the Year-to-Date Financial Report, seconded by Matt Potter. **Motion passed unanimously.**

Updated Fees Schedule
Mr. Ogilvie reviewed the Updated Fee Schedule, which was revised to comply with a course-based instruction model for the Computer Upgrade and Repair Technician (A+) course in the Information Technology (IT) program.

Matt Potter moved to approve the Updated Fee Schedule, seconded by Camille Knudson. **Motion passed unanimously.**

Instruction & Student Services

Cybersecurity Program
Dave Haskell reviewed the Cybersecurity program, which would consist of both current core courses in the IT program, as well as at least 360 hours of elective courses.

Business Technology Program
Dave Haskell indicated that the Instruction and Student Services committee proposed to rename Executive Assistant program to Business Technology program, and the five remaining business programs would be taught out since the Business Technology program would be consolidating each of the competencies into the Business Technology program.

Planning & External Relations

Travel Authorization & Reimbursement Policy

Tom Bingham reviewed the proposal to approve the new Travel Authorization and Reimbursement Policy and rescind the previous Travel Reimbursement Policies & Procedures. Mr. Bingham indicated that the new policy did not include any substantial changes, but rather it clarified and better aligned with current college practices.

Tom Bingham moved to retire the Travel Reimbursement Policies and Procedures and replace it with the Travel Authorization and Reimbursement Policy, seconded by Dave Haskell. **Motion passed unanimously**.

Open Request to Hire Policy

Tom Bingham indicated that the Open Request to Hire Policy was no longer applicable to the college since it applied only to limited service positions. TTECH's former hiring policies on career service positions and limited service position had be rescinded in previous Board meetings, but the Open Request to Hire policy had been missed in the initial process.

Tom Bingham moved to retire the Open Request to Hire Policy, seconded by Marv Shafer. **Motion passed unanimously**.

INFORMATION ITEMS

Instruction & Student Services

Dave Haskell reviewed updates on college programs. He explained that the Peace Officer Standards and Training (POST) program would begin on April 22, 2019 with four students. He also explained that the new time for the Wendover Science, Technology, Engineering, and Math (STEM) class provided through remote technology with the Industrial Maintenance & Automation Technician (IMAT) faculty would be taught during the first hour instead of before regular school hours as originally scheduled. Mark Aiken indicated that the Building Trades program was being postponed primarily due to a lack of secondary student enrollment and available faculty.

Mr. Haskell indicated that the college's most recent student survey demonstrated overall positive results, particularly in regards to responses provided by secondary students. Mr. Haskell explained that members of TTECH staff and TCSD staff had recently taken a trip to Vernal to better understand a more effective and streamlined enrollment process for high school grades and registration.

Mark Aiken explained that TTECH partnered with Utah Valley University (UVU), Mountainland Technical College, and the Alpine School District to apply for the Utah Talent Ready Grant. TTECH received $75,000 in funding from the grant to be used for equipment in the Diesel program, allowing them to purchase two new trucks and a hydraulics lab.

Mr. Haskell and Mr. Aiken indicated that TTECH would begin a composites course in partnership with TCSD high schools after receiving funding from a Strategic Workforce Initiative (SWI) grant. Mr. Aiken indicated that the grant provided $159,000 for initial most of the equipment and setup, as well as $65,200 each year for the next three years to continue the program. The program is part of the aerospace pathway and students were guaranteed a job interview following completion of the program.

Mr. Haskell reviewed TTECH's recent involvement in Skills USA, a state competition for students with technical skills. He indicated that a cosmetology student from TTECH had participated and the college would be increasing its participation in other programs going forward. He also reviewed that TTECH's Diesel program was preparing to receive AED

certification and that the IT program would be the college's first course-based registration pilot to begin on May 15 2019, which would require students to pay for each course prior to their start date and complete by an established timeline. He indicated that the intent for this change was to improve student outcomes by providing additional scheduling structure and better help students complete their programs. President Hacking added that this was an exciting opportunity to further strengthen continual student progression, commending the faculty and Student Services staff for meeting this new challenge.

Mr. Haskell concluded by reviewing the recent annual job fair conducted at the college on April 11th, which had over 60 employers in attendance as well as students and job seekers, and that there was approximately $100,000 available for graduating high school seniors to attend TTECH. Ellen Lange-Christenson added that these funds would become available in May and the marketing team and Student Services staff was working to raise awareness in the community about this opportunity.

Planning & External Relations
Tom Bingham reviewed the legislature's recent establishment of a Higher Education Strategic Planning Commission and a meeting would be conducted in the area on April 25th to discuss the future needs of higher education in Utah. President Hacking reviewed the outcomes of the recently concluded 2019 Utah Legislative session, indicating that funds had been allocated for program expansion and student support, capital improvements, equipment, and compensation, which would greatly aid the college as they began the budgeting process.

Board Administrative Details
Joyce Hogan reviewed the Board of Directors term expiration dates, the vacancies on the UTech Board of Trustees, and the upcoming president evaluation.

Tom Bingham moved to adjourn, seconded by Jenn Van Cott. **Meeting adjourned at 5:20 pm.**

Employer Advisory Committee Meeting Minutes
IT - Computer Upgrade and Repair (A+)
March 6, 2019 5:30 pm to 7:00 pm

Committee Members Present: Manny Jaramillo, Dan Miles, Karen Morgan

Member	Title	Company	Region Represented
Manny Jaramillo, Chair	Technology Consultant / Network Design	Proactive Network Management Corp.	Tooele County
Dan Miles	Help Desk Analyst	Quarksoft USA	Tooele County
Karen Morgan	IT Director	Scholar Academy	Tooele County

Staff Members Present: Bill Hill, Danny Reed, Mike Boren
Staff Members Excused: Mark Aiken

Staff	Title
Mike Boren	Program Director
Bill Hill	Lead Faculty
Danny Reed	Part time Faculty

Welcome & Introductions
Welcome and appreciation to members was given by Bill Hill. No new members were present to be introduced. Requests were made to update contact information, and no changes were made to contact information.

Minutes from previous meeting in September - were not available at the meeting, but will be emailed for review by committee members. Follow up note: Bill emailed the

minutes to the committee members and nobody had any objections or anything to add to them.

In November Manny Jaramillo reported to the Board of Directors, and gave them information about their recommendations for the program. Manny and Bill report that the Board seemed satisfied with the presentation and that the program is going in the right direction. The board committee was thorough in the questions they asked.

Follow up on previous meeting items were given. On the subject of MSPs, Bill mentioned that he had one contact that he met at Silicon Slopes that worked in that area, but he has a hard time finding where the need is. Manny explained that companies have a model for MSPs, such as Axiom, and Kaspersky labs that run on that model and need people with the skill set. Bill asked for help in identifying those companies, and also outlined Custom Fit for specific training.

Bill followed up on Karen's suggestion to partner with local companies. Bill explained that since then we have built that relationship with Unisys and Tooele County and a new one with Western Governors University. He mentioned that is very positive to have companies that we can recommend graduates to and know that they will get interviewed and looked at seriously.

Bill also mentioned that we are following up on the suggestions for offering cybersecurity and that we will talk about that later in the meeting.

Accomplishments since last meeting include the fact that we no longer have triggered programs. CPL numbers were explained by Mike and told how the reported numbers were up enough to not have any triggered programs.

Karen's suggestion that the Testout portion of the curriculum is done before the Cengage textbook portion is working well. There has been an improvement in student performance because of it.

High school students are now getting high school graduation credit for their classes.

Currently have 43 students enrolled, and more students in the higher level classes than before.

New Business - In response to suggestions from the committee to implement a cybersecurity program, Bill presented a suggested outline to combine all programs into

a new cybersecurity program to the committee. He talked about the Cyber Security Pro classes, including the Kali Linux class to teach the requisite skills. This information was met with unanimous approval by the committee. Manny explained that if you have any credentials at all with Cyber Security, you can almost pick your job. It is that needed in the industry. Karen said that she observes that for so long cybersecurity was just mentioned in line with big business, but over the last number of years you have seen it become essential to any level of business. Dan said that everyone he works with has to have a minimum of security+ to meet the DOD requirements of his workplace. Security is an ever growing presence and we need to get this going.

Bill explained that this will take the program from 4 separate programs to one combined program. We are confident that we can teach out the four current programs while getting approval from Financial Aid for the new CyberSecurity Technician program.

Bill also explained that we will be going to a course based registration for students, and the positive outcomes we anticipate resulting from it being a way to keep students and faculty more focused on completing courses and finishing the program, as well as being less expensive for the students. Course based registration is approved unanimously.

Follow up Items
Manny Jaramillo knows a person - Dave Davies - who he will contact about being part of the committee.

Committee highly recommends to get the new Cyber Security Program in place by the next fiscal year.

Information Items:
The committee members were informed of and invited to attend the following events:
- OAC Recognition dinner - April 4, 2019
- Tooele Tech Job Fair - April 11
- Spring Graduation Ceremony - April 18, 2019

Meeting adjourned at 7:30 p.m.

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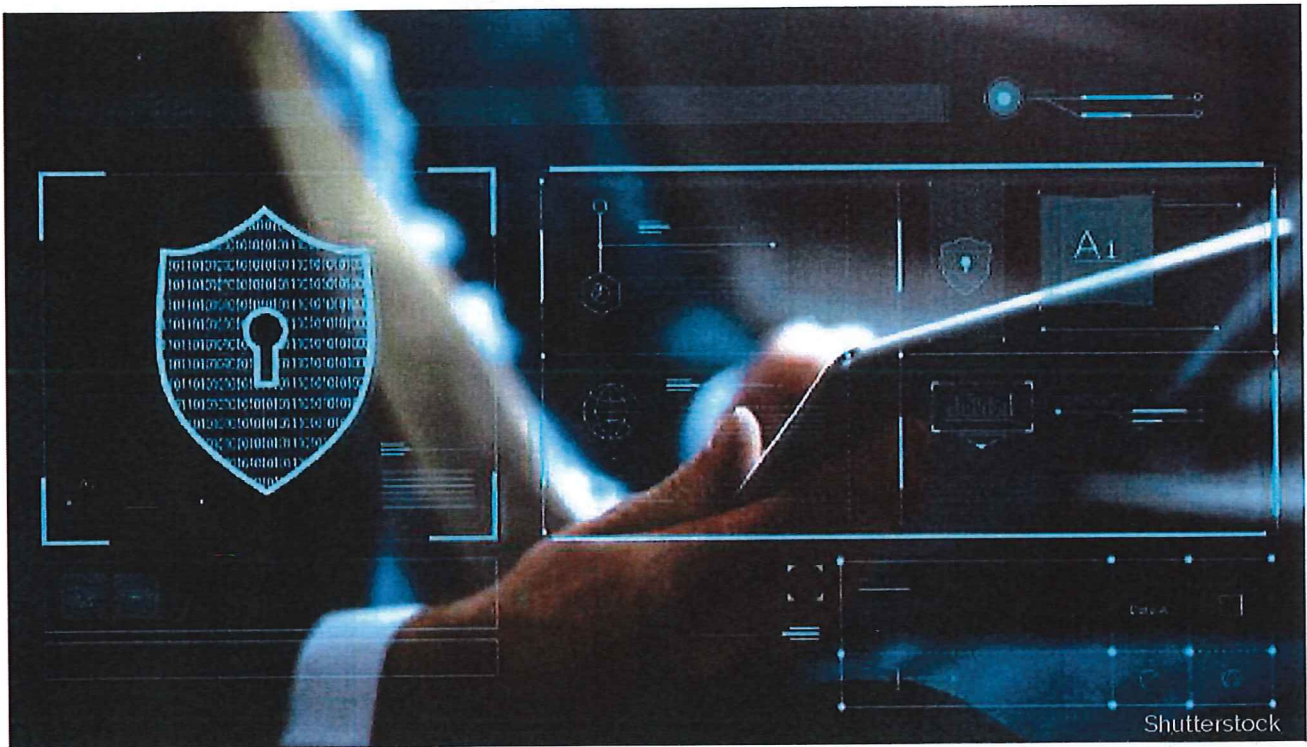
6 reasons cybersecurity will be a top Utah career option in the next decade

By Salt Lake Chamber | Posted - Mar 4th, 2019 @ 9:00pm

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Governments and businesses are facing more cybersecurity threats each year, with new techniques being developed by domestic and foreign hackers to gain access to valuable records and systems' controls.

"As information technology becomes increasingly integrated with physical infrastructure operations, there is increased risk for wide-scale or high-consequence events that could cause harm or disrupt services upon which our economy and the daily lives of millions of Americans depend," according to the U.S. Department of Homeland Security.

In Utah, the growing local economy and concentration of top global enterprises make it a hotbed for cybersecurity education and talent recruitment. Here's why cybersecurity is expanding in Utah and why you might want to consider studying or making a career transition into this growing field.

The market for cybersecurity talent and solutions is booming

From health care platforms to apps, the systems that power our lives are protected by cybersecurity experts. This is the central reason why this multi-billion dollar industry will provide fulfilling and lucrative career opportunities in the coming years.

A 2017 Gartner research survey revealed that worldwide spending on information security products and services would reach more than $114 billion in 2018. This year, the forecasted growth is 8.7 percent, or $124 billion.

Driven by the pressure from both business and governments around the world, new solutions for cybersecurity are being developed and refined by familiar big software players as well as start-ups out of universities.

This pot of money and opportunity means cybersecurity professionals earn some of the top wages in the state. In 2016, the annual average wage for Utah Information Security Analysts was $84,500 (the top 3 percent of all earners), according to the Bureau of Labor Statistics.

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Businesses are losing money and consumer confidence

Enterprises are cybercriminals' favorite targets. Take an example from December 2018: Chinese hackers breached a major American hotel chain's systems. They stole records from more than 500 million customers, according to the Center for Strategic and International Studies.

More than $12 billion worldwide has been stolen over the past five years because of business emails being compromised, according to Enterprise Innovation Magazine, and CEOs will factor this into their calculations when allocating funds to their IT arms in the coming decade.

This constant barrage of cyber attacks creates opportunities for long-time cybersecurity consultants and newcomers to continually upgrade and fortify the digital battlements needed in just about every enterprise with data to store.

Government entities are also targeted

While they don't always make front-page news, there are hundreds, if not thousands, of high-profile attacks taking place in different government bodies each month.

In July 2018, The Department of Homeland Security revealed Russian hackers had compromised the networks of U.S. electric utilities and put attackers in a position where they could have caused blackouts, according to the Center for Strategic and International Studies.

"Hackers will seek to undermine confidence in diverse public institutions," according to the American Institute of Aeronautics and Astronautics. This means that at the state and federal level, cybersecurity contracts require more funding and personnel to develop ways to keep data and infrastructure safe.

Hackers developing more diverse and advanced techniques

Another reason why cybersecurity is a burgeoning field for graduates and advancing professionals is that hackers are continually refining their approaches and developing new bugs.

One growing concern is the development of artificial intelligence technology, called hivenets or artificial swarms, which could serve as another weapon in hackers' arsenals.

"Artificial swarms can quickly share collected intelligence, accelerate trial and error, and then apply specific attacks to a vulnerability by leveraging those specialized members of the swarm armed with specific exploits," according to IDG Communications.

Cybersecurity companies are looking for talent to combat these kinds of growing and diversifying threats.

Utah has more companies looking for tech talent

Beyond the historic link to revolutionary early computing technologies developed by government entities and leading private companies, Utah's economy has significantly expanded requiring more educational and career opportunities in cybersecurity.

"People are now becoming familiar with Utah's 'Silicon Slopes' — the cluster of information technology and software development firms along the Wasatch Front," said Utah Governor Gary Herbert. "[This area] is leading the world in innovative memory process technology, thanks to Intel/Micron and IM Flash, and data analysis, thanks to Qualtrics and Adobe."

The market has demanded more cybersecurity talent and the educational offerings have risen to meet the call.

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Utah universities have top-level programs to prepare cybersecurity professionals

Utah has a long history of technological innovation and is flush with science talent in strong university departments teaching information and systems security.

Brigham Young University and Utah Valley University have on-site baccalaureate and graduate degrees in cybersecurity. You can earn a certificate or complete an online degree at several of Utah's other higher learning institutions.

- **Brigham Young University:** BYU was recognized by the National Security Agency and the Department of Homeland Security as a Center of Academic Excellence in Cyber Defense Education for its Cybersecurity & Systems Research Laboratory. The university began offering the state's first undergraduate cybersecurity program in fall 2018. They also have graduate opportunities at the masters and Ph.D. level.

- **Utah Valley University:** UVU, which established the Center for National Security Studies, offers a bachelor of science in information technology with an emphasis in computer forensics and a master of science in cybersecurity.

- **University of Utah:** The U of U doesn't have a specific undergraduate cybersecurity degree program, but postgraduates can forge a research career in the Computer Science Department with expert supervision by leading industry and academic practitioners.

- **Utah State University:** USU's College of Engineering provides a computer science degree program that emphasizes the newest advances in cybersecurity.

- **Western Governors University:** This institution provides two baccalaureate programs and one master's degree. In the undergraduate programs, students will walk away with CompTIA, (ISC)2 and EC-Council credentials.

- **LDS Business College:** This college offers a professional Cyber Security Certificate as part of its undergraduate computing program.

- **Southern Utah University:** SUU offers a Masters of Science in Cyber Security & Information Assurance degree, completely online. This provides a solid core of classes as well as the opportunity to select one of two emphases: Cyber and Web Security or Government, Regulation, and Compliance (GRC) and IS Controls.

Providing early technical training

Young Utah students won't likely have to wait until college before they can begin training in cybersecurity. Last year, the Utah State Board of Education formed the Computer Science Task Force with the vision that every student in Utah's public schools will have access to robust computer science courses by 2022.

The Task Force developed, and the Board of Education adopted, a framework of recommendations for how to integrate computer science competencies into all grade levels and classrooms including concepts such as computing devices, data and privacy, cybersecurity, the internet, algorithms and programming.

During the first week of the 2019 Legislative Session, H.B. 227 Utah Computer Science Grant Act was introduced which calls for professional development grants to be awarded to local school districts that help train teachers in computer science, as well as implement the recommendations from the Computer Science Task Force into the existing curriculum. Exposing students to these opportunities at an early age will help ensure an ongoing pipeline of trained workers ready to step into Utah's growing supply of high-tech careers.

Advance your career in cybersecurity

If you want to learn more about cybersecurity in Utah and ways to build and protect your own business, visit slchamber.com/cyber/.

And don't miss the Salt Lake Chamber's Cybersecurity Conference coming up on March 27, 2019. To register, click here.

Salt Lake Chamber

12   Comments

0 Pending

The Cybersecurity Talent Gap Is An Industry Crisis

Brian NeSmith Forbes Councils
Forbes Technology Council CommunityVoice ⓘ

POST WRITTEN BY

Brian NeSmith

Brian NeSmith is the CEO and Co-Founder of **Arctic Wolf Networks**, a leading SOC-as-a-service company, based in Sunnyvale, CA.

If you're finding the job market a bit tight these days, you must not be in cybersecurity. As hackers ramp up attacks with increasingly sophisticated methods and tools that are readily available for purchase on the dark web, the "white hats" need all the help they can get. According to recent estimates, there will be as many as 3.5 million unfilled positions in the industry by 2021.

This puts many organizations in a tight spot, as security engineers are hard to find and command top salary figures when available. Cybercriminals, of course, aren't complaining. They're doing everything they can to take advantage of understaffed firms that have little ability to prevent, detect and responds to attacks. These companies are at high risk of suffering a data breach that may take years to recover from.

How Did We Get Here?

With digital transformation and the ubiquity of web and cloud applications and services currently offered, it's hard for businesses to fill many of their information technology (IT) positions, let alone ones that require security expertise. Another problem: Smaller enterprises find themselves more frequently targeted -- sometimes as a conduit to their larger partners and customers. While specialized security experts quickly get snatched up by large corporations, other companies need to tap into such expertise too, and they need them now: According to the 2017 Global Information Security Workforce (GISW) Study, two-thirds of its nearly 20,000 respondents indicated that their organizations lack the number of cybersecurity professionals needed for today's threat climate.

Companies need to broaden their range of potential candidates to seek smart, motivated and dedicated individuals who work well as part of a team. Just because they may not have the degrees, certificates or prior experience a company might hope for doesn't mean they won't be an excellent fit. If they're smart,

collaborative and like to solve problems, it might make sense to consider their potential.

Women to the rescue? By and large, men dominate the cybersecurity job market. In fact, estimates say women only make up 14% of the U.S. cybersecurity workforce. With the ongoing attention and heightened urgency regarding the industry's skills shortage, that needs to change. Firms must encourage more women applicants and recognize existing bias in hiring practices. Interestingly, coding clubs and cybersecurity camps for girls are becoming more common so that one day they can break men's stranglehold on the profession, but "one day" is still a long way off.

Ex-military serving on a new battlefield? Another pipeline that may help close the skills gap comes via former military service personnel. Whether through the public or private sectors, cybersecurity job opportunities present themselves to military veterans. Much of the situational, hands-on experience of veterans translates well to the battlefield of cybersecurity. Today, many veterans' programs are promoting opportunities in the industry and providing cybersecurity training and certifications to a growing number of interested veterans.

Technical expertise can be learned. About three in ten cybersecurity professionals came to the field from a background outside of information technology. The 2017 GISW Study found that 33% of cybersecurity executives arrived in the industry via non-technical careers. There can be a disconnect between hiring managers' and candidates' expectations. While many candidates may not feel qualified for a position for lack of technical skills, most hiring managers prioritize communications and analytical skills, understanding that new employees will rapidly acquire technical skills as they gain experience.

Technology Helps, But Only So Much

Even if the pipeline sees a massive uptick in non-traditional candidates, the skills

shortage in cybersecurity won't end anytime soon. For that reason, companies seek alternative solutions wherever they can find them. Many look to the promise of big data, artificial intelligence (AI) and machine learning as a way to bridge the gap.

Humans can only process so much information in a short amount of time. Machine learning-based security solutions, however, can handle billions of security events in a single day -- finding possible threats early on through a combination of correlation, pattern matching and anomaly detection. The catch is that while the technology enables you to detect more threats faster than ever before, the alerts it produces still require investigation and analysis to determine their legitimacy and, when more threats are detected, more cybersecurity professionals are required to respond to and hunt down these threats.

On one hand, these solutions give you an excellent opportunity to improve your organization's security posture, but only by adding a number of skilled security engineers and analysts to your existing IT team. The skills gap for these positions is a chasm the size of the Grand Canyon. According to Dark Reading's report (registration required), only 14% of IT security managers feel there are currently enough cybersecurity professionals in the field with the needed skills to hunt down and respond to threats.

One Possible Solution

There's no end in sight for the skills gap crisis, so organizations must look at the problem in new ways. The quickest solution would be for one person to be able to do the work of five, and AI makes that possible. It's just that the "one" employee must be a skilled security expert of the highest caliber, someone able to quickly assess, triage and address the threats that put your business at risk. Yet, such technology is complex and burdensome, and such skilled expertise is nearly impossible to find. So, what are organizations to do?

Solving this problem requires a different way of thinking; organizations can't just rely on technology alone. The talent crisis is real, and as an industry, we can't wait years for a solution. The good news? An emerging set of companies are outcome-focused and look at people, processes and technology holistically. This means getting more out of your existing security resources, not just adding more. Companies can't do everything themselves. They must use or augment their internal resources with those of security service providers. The companies that realize this will lay claim to the most robust security and avoid the disastrous consequences of a major cybersecurity breach.

Forbes Technology Council is an invitation-only community for world-class CIOs, CTOs and technology executives. *Do I qualify?*

Brian NeSmith Forbes Council

Brian NeSmith is the CEO and Co-Founder of Arctic Wolf Networks, a leading SOC-as-a-service company, based in Sunnyvale, CA.

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Cybersecurity Labor Shortage Intensifies. PHOTO: Cybercrime Magazine.

Cybersecurity Jobs Report 2018-2021

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Cybersecurity Ventures predicts there will be 3.5 million cybersecurity job openings by 2021

The Cybersecurity Jobs Report is sponsored by Herjavec Group, a leading global information security advisory firm and Managed Security Services Provider (MSSP) with offices across the United States, Canada, and the United Kingdom. Download a PDF version of the report.

– *Steve Morgan*, *Editor-in-Chief*

Menlo Park, Calif. – May 31, 2017

Cybersecurity Ventures has reviewed and synthesized dozens of employment figures from the media, analysts, job boards, vendors, governments, and organizations globally, in order to estimate the number of cybersecurity job openings over the next 5 years.

We predict there will be 3.5 million unfilled cybersecurity positions by 2021.

The cybersecurity jobs forecasts have been unable to keep pace with the dramatic rise in cybercrime, which is predicted to cost the world $6 trillion annually by 2021, up from $3 trillion in 2015.

The 2014 Cisco Annual Security Report ventured what became a widely popular cybersecurity jobs forecast over the past 3 years, originally stating "It's estimated that by 2014, the industry will still be short more than a million security professionals across the globe."

In 2015, Symantec expected the demand for cybersecurity talent would rise to 6 million globally by 2019, with a projected shortfall of 1.5 million.

A 2016 skills gap analysis from ISACA estimated a global shortage of 2 million cybersecurity professionals by 2019 (a half-million more than Symantec's prior estimate), according to the UK House of Lords Digital Skills Committee.

Cybercrime will more than triple the number of job openings over the next 5 years.

next 5 years.

The National Association of Software and Services Companies (NASSCOM) recently estimated that India alone will need 1 million cybersecurity professionals by 2020 to meet the demands of its rapidly growing economy.

Demand for security professionals in India will increase in all sectors due to the unprecedented rise in the number of cyberattacks, according to NASSCOM. Despite having the largest information technology talent pool in the world, India is highly unlikely to produce an adequate number of professionals to close the cybersecurity skills gap.

Israel — the world's second largest exporter of cybersecurity technology behind the U.S. — leads employer demand for cybersecurity talent by a wide margin, according to a 2016 report from Indeed, one of the world's largest job sites, with over 200 million unique visitors every month from over 60 different countries.

An Indeed blog states that Israel's strong showing is likely due in part to the emphasis the country places upon security. Veterans of the IDF's (Israel Defense Forces) elite cybersecurity Unit 8200 have founded many cybersecurity firms valued at hundreds of millions of dollars (or billions, according to other sources).

Intel Corp. conducted an eight-nation (Israel, the US, Australia, France, Germany, Japan, the UK and Mexico) survey on cybersecurity which concluded a global shortage of cybersecurity professionals in each country. In Israel 80 percent of those interviewed reported a shortage of workers.

In 2017 the U.S. employs nearly 780,000 people in cybersecurity positions with approximately 350,000 current cybersecurity

~~positions, with approximately 350,000 current cybersecurity~~ openings, according to CyberSeek, a project supported by the National Initiative for Cybersecurity Education (NICE), a program of the National Institute of Standards and Technology (NIST) in the U.S. Department of Commerce.

The current number of U.S. cybersecurity job openings is up from 209,000 in 2015. At that time, job postings were already up 74 percent over the previous five years, according to a Peninsula Press analysis of numbers from the Bureau of Labor Statistics.

Europe faces a projected cybersecurity skills gap of 350,000 workers by 2022, according to a survey by information security certification body (ISC)2.

Australia has been hit harder than any other country by the cybersecurity skills shortage, according to a story in CIO (from IDG) which states that 88 percent of Aussie IT decision makers believe there is a shortage of cyber security skills both in their organization and within the nation.

Robert Herjavec, founder and CEO at Herjavec Group , a Managed Security Services Provider with offices and SOCs (Security Operations Centers) globally, says, "Unfortunately the pipeline of security talent isn't where it needs to be to help curb the cybercrime epidemic. Until we can rectify the quality of education and training that our new cyber experts receive, we will continue to be outpaced by the Black Hats."

Every IT position is also a cybersecurity position now. Every IT worker, every technology worker, needs to be involved with protecting and defending apps, data, devices, infrastructure, and people. The cybersecurity workforce shortage is even worse than what the jobs numbers suggest.

Israel — the world's second largest exporter of cybersecurity technology — leads employer demand for talent in our field.

"I highly recommend pursuing your education in information technology or computer science" says Herjavec, directing his comments at IT workers and new entrants to the field — including college graduates. "There is a zero-percent unemployment rate in cybersecurity and the opportunities in this field are endless. Gone are the days of siloed IT and security teams. All IT professionals need to know security – full stop. Given the complexity of today's interconnected world, we all have to work together to support the protection of the enterprise."

Security starts at the top. Right now, about 65 percent of large U.S. companies have a CISO (Chief Information Security Officer) position, up from 50 percent in 2016, according to ISACA, an independent, nonprofit, global association.

Cybersecurity Ventures predicts that 100 percent of large companies globally will have a CISO position by 2021. They have to. The cybercrime and related workforce shortage is severe – and organizations need security leadership with a solid or dotted line to the CEO in order to remedy the problem.

The cybersecurity workforce shortage has left CISOs (Chief Information Security Officers) and corporate IT security teams shorthanded and scrambling for talent while the cyber attacks are intensifying.

Corporations are responding by placing some or all of their IT security into the hands of third parties. Last year, Microsoft estimated that 75 percent of infrastructure will be under third-party control (i.e., cloud providers or Internet Services Providers) by 2020. MSSPs (Managed Security Service Providers) are a subset

of the third-parties, and they focus exclusively on security.

Outsourcing security introduces a whole new risk for enterprises —
choosing the right third party which has the cyber defenders, cyber
operations, and security platforms to effectively combat an
increasingly hostile threatscape.

"Having a partnership with a third party Security Operations
Center (SOC) provider is beneficial to companies that have limited
IT resources and lack internal security expertise" says Melissa
Zicopula, Vice President of Managed Security Services at Herjavec
Group.

*The workforce shortage has left CISOs and IT security teams
shorthanded while the cyber attacks are intensifying.*

"I often explain to boards that Managed Security Services is the
new house alarm" says Robert Herjavec, Founder & CEO at
Herjavec Group. The logs tell you if your house is safe. The insights
SOCs can draw from data correlation will tell you if the other
houses on the street are getting robbed. Security technology
management keeps the system fine tuned. But the secret sauce?
That's in data enrichment. That's where the magic happens."

"MSSPs need to continually evolve their practices because
proactive threat detection and investigation is becoming the norm"
adds Herjavec. "You can't just block and defend anymore. The role
of the Threat Hunter is key as the expectation is that cyber
operators not only detect but they investigate and analyze very
sophisticated and persistent threats. Enterprises want to know
where the threat originated, how they should respond and what
can be done to contain the incident. Today, more often than not,
we're seeing organizations turn to a third party for these answers."

While the third parties themselves have their work cut out for them in terms of recruiting security talent, they are in the best position to do so. MSSPs do some of the most cutting edge work in cyber, a big draw for the more talented candidates.

CISOs should think long and hard about how to engage with security outsourcers, and which ones to look at. MSSPs may be cybersecurity's saving grace.

– *Steve Morgan is the founder and Editor-in-Chief at Cybersecurity Ventures.*

Go here to read all of my blogs and articles covering cybersecurity. Go here to send me story tips, feedback and suggestions.

Editors' Update: Jun. 8, 2017 – A new online survey from (ISC)2 underscores the inability of cybersecurity jobs forecasts to keep up with the cybercrime epidemic. The (ISC)2 survey states that the cybersecurity workforce gap is on pace to hit 1.8 million by 2022 — a minimal year-over-year increase in cybersecurity job openings over nearly a decade (Cisco's 2014 estimate of 1 million cybersecurity job openings globally was based on data from 2013). It should be noted that the (ISC)2 survey — which underreports the number of cybersecurity job openings compared to ISACA's estimate of 2 million openings by 2019, and Cybersecurity Ventures' estimate of 3.5 million openings by 2021 — focuses on "information security" jobs, and not actually "cybersecurity" jobs, which helps explain their smaller figures. More information here.

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October 16, 2019

Aaron Weight, President
Uintah Basin Technical College
1100 East Lagoon Street
Roosevelt, UT 84066

Dear President Weight,

I have reviewed your request for approval of the Business Manager and Administrative Assistant programs to be offered at the Roosevelt and Vernal campus locations. The request has met the standards and requirements defined by the Utah System of Technical Colleges.

This program will be financial aid eligible, and final approval is granted to offer this program effective July 1, 2019.

We also appreciate you notifying us of the new programs requiring campus approval, including Medication Aide Certified, Construction Technology, and Office Technician, as well as non-substantive program changes.

This request will be presented as an information item during the next regularly scheduled Utah System of Technical College Board of Trustees meeting.

Sincerely,

Jared Haines, Interim Commissioner of Technical Education
Utah System of Technical Colleges

cc: Kim Ziebarth, Associate Commissioner
       Tammy Wilkerson, Vice President of Instruction

Utah System of Technical Colleges
Program and Program Change Approval
(8/18/2017)

PROGRAM INFORMATION

College: Uintah Basin Technical College

Program Title: Business Manager

Program Length: 900 hours

Program CIP Code: 52.0401

Approvals:
It is recommended that the Board approve the Business Manager certificate program, with attestation that it fully satisfies the mission, non-duplication, employer-driven, and campus resource criteria specified in UCAT Policy 200.6."
The college Instructional Officer, President and Board of Directors have approved the addition of the Business Manager certificate program, March 20, 2019.

Program Description:
The Business Manager program is designed help students achieve management potential in the office. Students will continue to complete monthly job resumes, job interviews, and not only attend monthly meetings but become responsible for setting up and running them. Students will learn persuasive communication skills to effectively resolve customer concerns and network effectively. Coursework will emphasize time management, scheduling, budgeting, and itineraries. Students will begin to hone their leadership skills. The elective allows students the opportunity to various experiences with either work-based learning, specialized training, or competing on a real-world scale.

Certificate Titles and Lengths: Business Manager, 900 hours

Program Outline: See attached

Course Descriptions: See attached

PROGRAM JUSTIFICATION & EMPLOYER SUPPORT

Market Demand/Need:
This program was developed in collaboration with local industry and the business advisory committee. The committee identified the need for a more advanced level business certificate to meet the needs of entrepreneurial and retail business offices in the region.

Program Duplication (also Pathways/Articulation):
The Business Manager program is not available in the UBTech region. Courses within the program will be available to local secondary schools and will concurrently meet some of the requirements for the secondary CTE Business Pathways.

Employer Advisory Committee:
The employer advisor committee has a minimum of three experts in the business industry and is supportive of the Business Manager program. They were fully engaged in the development of the curriculum competencies, objectives and assessments to meet the skills needed for entrepreneurial and business managers in the region.

UINTAH BASIN TECHNICAL COLLEGE
COLLEGE BOARD OF DIRECTORS MEETING
Roosevelt Campus
March 20, 2019

BOARD MEMBERS PRESENT
Bill Ryan
Kirk Bostick
Mark Thacker
Greg Gardiner
Dan Karren
James Taylor
Charles Card
Meagin Mohar
Kurt Case

OTHERS PRESENT
Aaron Weight, College President
Bob Peterson, Vice President of Development
Keith Sprouse, Vice President of Finance
Tammy Wilkerson, Vice President of Instruction
Shawn Metcalf, Assoc. Vice President of HR
Charmian Siddoway, Exe. Assistant to the President
Commissioner Jared Haines
Doug Richards, UTech Attorney
Mike Angus, UTech Board of Trustee
L & L Motor Owner, Mike Labrum
Students of the Month and their Instructors
Programmatic Instructors

ABSENT
Randall Bennett
Tim Negus

I. INTRODUCTION

Welcome/Pledge of Allegiance/Introductions
Chair Ryan called the meeting to order at 3:00 p.m.

Student of the Month Awards
President Weight introduced and recognized Tanner Crederoli and Shauntel Johnson who were the Student of the Month for January and February and their instructors, Shana McCoy and Leigh Lloyd.

Connectivity Award
President Weight recognized Mike Labrum owner of L & L Motor Company, with the UBTech Connectivity Award.

Event Calendar
President Weight reviewed the upcoming events for the college.

Programmatic Education
Proposed Construction Technology Program was presented and celebrated by instructors Kolton Hunter and Eric Christensen

II. ACTION ITEMS

Consent Calendar
Chair Ryan reviewed items listed under the Consent Calendar, which included the following:
1. Minutes of January 16, 2019
2. Financial Report as of February 28, 2019
3. Membership Hour Report as of February 28, 2019
4. Marketing Report/Newspaper Clippings
5. Personnel Report
6. FY20 College Calendar

Updated Membership Hour Report as of February 28, 2019 was presented for review.

Chair Ryan welcomed back Director Wes Porter from deployment with the Army.

A motion was made by James Taylor to approve the Consent Calendar. Motion seconded by Dan Karren. Motion carried unanimously.

Policy Review
Chair Mohar and Associate Vice President Metcalf discussed the Advertising, Employment Applications, Job Openings & Postings, and Sick Leave policies that have been previously reviewed and approved by the Policy Committee.

Motion was made by Greg Gardiner to approve the above listed polices. Motion seconded by Meagin Mohar. Motion carried unanimously.

Board Bylaws
President Weight discussed the added phrase to the Board Bylaws for the purpose of uniformity and clarity.

After discussion, a motion was made by Mark Thacker to approve. Motion seconded by Kirk Bostick. Motion carried unanimously.

Program Changes
Vice President Wilkerson recommended non-substantive changes to the following certificate programs:
Reduce the hours for the Culinary Arts program from 990 hours to 900 hours
Reduce the hours for the Welding Basic program from 390 hours to 300 hours
Reduce the hours for the Welding Technician program from 990 hours to 900 hours

A motion was made to approve by James Taylor. Motion seconded by Dan Karren. Motion carried unanimously.

New Program
Vice President Wilkerson recommended the Board of Directors approval to add the following programs at UBTech. The programs will be available at both the Vernal and Roosevelt Campuses. The programs to be approved are:

CNA Medication Aide Certified, 100-hour certificate program
Office Technician Certification, 240-hour certificate program
Administrative Assistant, 600-hour certificate program
Business Manager, 900-hour certificate program
Construction Technology Program 180-hour certificate program

A motion was made to approve by Greg Gardiner. Motion seconded by Kurt Case. Motion carried unanimously.

Budget Adjustments

Vice President Sprouse discussed the budget adjustments made after the Mid-Year budget review, recently held with all departments. This proposal was discussed with the Fiscal Committee and is recommend the Board of Directors approve the budget adjustments.

After discussion, a motion was made to approve by Dan Karren. Motion seconded by Kurt Case. Motion carried unanimously.

Secondary Fees

Vice President Wilkerson recommended the Board of Directors approve the fee schedule as outlined.

A motion was made to approve by Mark Thacker. Motion seconded by James Taylor. Motion carried unanimously.

Differential Tuition

Vice President Wilkerson recommended the Board of Directors approve and send a letter to the UTech Board of Trustees requesting Differential Tuition for the Farm and Ranch Program.

A motion was made to approve by Kurt Case. Motion seconded by Charles Card. Motion carried unanimously.

III. INFORMATION/DISCUSSION ITEMS

Open and Public Meeting Training

Utah Code 52-4-104, states that the members of the public body receive annual training on the Public Meetings. Doug Richards, USTC Counsel, showed a PowerPoint presentation titled: "Open and Public Meetings Training" and attached to the agenda Utah Code 52-4-101 "Open and Public Meetings Act." Doug Richards trained the Board of Directors on Open and Public meetings in the State of Utah.

Executive Committee Report

Chair Ryan reported on the Executive Committee Meeting.

Audit Report

Vice President Sprouse reviewed the Audit report.

Partnership Report
Vice President Peterson updated the Board on the new Partnerships and Economic development of UBTech.

UTech Board of Trustee's Report
Trustee Angus did not report on any Board of Trustee's items as their meeting would be held the next day.

President's Report
President Weight reported on the following:
   a. Legislative Report
   b. Ribbon Cutting, Welding Technology Building
   c. FY20 Budget Review

III. CLOSED SESSION
A motion was made to go into Closed Session to discuss the character, professional competence, or physical or mental health of individuals by Chair Ryan. A roll call was then conducted:

Kirk Bostick – Yes	Mark Thacker - Yes
James Taylor – Yes	Charles Card- Yes
Meagin Mohar - Yes	Greg Gardiner – Yes
Kurt Case-Yes	Dan Karren-Yes

The board came back into open session.

IV. ADJOURN
The meeting adjourned on a motion by Greg Gardiner. Seconded by Kirk Bostick. Motion carried unanimously. At 5:30PM

Uintah Basin Technical College
Business Manager (900 Hours)

Entrance Requirements:	
Math	8.0
Language	8.0
Computer Literate	Yes
Keyboarding	30 WPM

Program Hours: 900

Course Code	Course Number	Course Hours	Skill Area
REQUIRED COURSES (840 Hours)			
BTEC	1510	60	Business English
BTEC	1020	60	Math Essentials
BTEC	1045	60	Basic Office Skills
BTEC	1530	60	Professionalism
BTEC	1130	60	Word Processing
BTEC	1151	60	Data Processing
BTEC	1520	60	Office Communication
ACCT	1330	60	Accounting I
ACCT	1340	60	Accounting II
ACCT	2311	60	QuickBooks
BTEC	2040	60	Office Management
BTEC	1522	60	Digital Communication
BTEC	1532	60	Marketing Communication
BTEC	2080	60	Collaboration
ELECTIVE COURSES (60 Hours)			
BTEC	2923	60	WorkBased Learning
BTEC	2924	60	Specialized Training
BTEC	2922	60	Competition

Business Manager
900 HOURS
CIP: 52.0401

The Business Manager program is designed help students achieve management potential in the office. Students will continue to complete monthly job resumes, job interviews, and not only attend monthly meetings but become responsible for setting up and running them. Students will learn persuasive communication skills to effectively resolve customer concerns and network effectively. Coursework will emphasize time management, scheduling, budgeting, and itineraries. Students will begin to hone their leadership skills. The elective allows students the opportunity to various experiences with either work-based learning, specialized training, or competing on a real-world scale.

Course Descriptions

BTEC 1510   Business English (60 Hours)
Business English provides a short, yet intensive, presentation of basic English and conventions. Coursework includes sentence structure, grammar, punctuation, parts of speech, proofreading, editing, and document formatting.

BTEC 1020   Math Essentials (60 Hours)
Math Essentials offers an introduction to basic mathematics, including operations with whole numbers, fractions, and decimals, as well as averages and percentages.

BTEC 1045   Basic Office Skills (60 Hours)
This course begins with increasing keyboarding and 10-key speed. Students will learn basic word processing and spreadsheet skills using MS Office, and practice writing effective professional email. Additionally, they will practice telephone skills: answering the phone, taking messages, recording voicemail greetings, and leaving appropriate messages. Students will be required to attend the New Hires Skills workshop.

BTEC 1530   Professionalism (60 Hours)

Professionalism is essential in the world of business, and covers a variety of areas: networking, dining etiquette, appearance, nonverbal communication, public speaking, time management, and accountability. Students will develop their professional skills by attending required monthly program and advisory meetings, as well as creating agendas and minutes. Students will learn the importance of presentation in their dress and actions, and by giving a personal presentation. Additionally, drafting resumes and participating in job interviews on a monthly basis will build confidence.

BTEC 1130   Word Processing (60 Hours)

Learn word processing skills using Microsoft Word and Google Docs. Increase efficiency and effectiveness when creating, editing, formatting, enhancing, customizing, and sharing documents.

BTEC 1151   Data Processing (60 Hours)

Learn spreadsheet skills using MS Excel and Google Sheets. Apply these powerful and versatile business tools to manage data using functions, formulas, and charts. Students will also learn organization data with records management and using Access Database.

BTEC 1520   Office Communication (60 Hours)

Extend your communication skills by planning, organizing, and drafting business messages. Learn how to shape messages depending on the tone and audience. Students will prepare an informal proposal and deliver a business presentation.

ACCT 1330   Accounting I (60 Hours)

Learn the fundamentals of a double-entry accounting system by working through the accounting cycle of a service business, from source documents to financial statements.

ACCT 1340   Accounting II (60 Hours)

Build upon the foundations of Accounting I. Receive hands-on experience working through the accounting cycle of a merchandising business, including properly preparing and maintaining payroll records.

ACCT 2311   QuickBooks (60 Hours)

Obtain the necessary skills for industry utilized accounting software. Perform accounting functions: set up a company, account for daily transactions, manage inventory, process payroll, work with bank accounts, and prepare financial statements.

BTEC 2040   Office Management (60 Hours)

Expand your communication skills by learning to resolve customer concerns, budget, schedule, and create trip itineraries. Practice transcription, taking minutes, and timekeeping, and learn the art of time management. Build your leadership and networking skills.

BTEC 1522   Digital Communication (60 Hours)

This course teaches the fundamentals of communicating online, from understanding fair use and copyright to doing more effective web searches. Students will explore new technologies, learn to work with metadata, understand CMS and HCM systems, increase their online security, and become more adept at cloud computing. After practicing their research skills, students will produce data visualizations and work with online software to design effective visual arguments, culminating in a professional presentation.

BTEC 1532   Marketing Communication (60 Hours)

Students will learn to use different software for creating visual, audio, and video content for public audiences, including Photoshop and Premiere. Along with writing press releases and radio ads, this course requires students to create a professional website featuring links to social media and a downloadable/scannable resume. Students will practice to social media marketing for small businesses, and will apply their skills in content creation to reach new audiences.

BTEC 2080   Collaboration (60 Hours)

This course develops collaboration, conflict resolution, and time management skills by requiring students to complete large projects within a team structure. While organizing meetings and evaluating performance, students will produce a formal report and presentation as part of the first project. In the second, they will follow the stages of development for a technical document: assign team duties and develop a group contract; pitch an instruction manual to their supervisor; design the manual; build a website to host and disseminate the manual; perform user testing of manual and website, and propose funding of the manual in a team presentation.

BTEC 2923   Work-Based Learning (60 Hours)

Students may gain experience with abilities learned through the Office Professional problem through work-based learning opportunities. Apply decision-making, critical thinking, and problem-solving skills in completing tasks assigned by a local employer. Students will be required to submit time and keep a portfolio documenting their work.

BTEC 2924   Specialized Training (60 Hours)

Specialize in a certain area not covered in the Office Professional electives such as Medical Terminology, for those wanting to work in a medical office. Instructor approval will be required prior to enrollment, and the course must be offered by UBTech.

BTEC 2922   Competition (60 Hours)

Compete in an instructor-approved competition that showcases professionalism and/or business competency. Students will be required to document time, build a portfolio, and complete all competition requirements.

UTAH SYSTEM OF TECHNICAL COLLEGES
PROGRAM AND PROGRAM CHANGE APPROVAL
(8/18/2017)

PROGRAM INFORMATION

College: Uintah Basin Technical College

Program Title: Administrative Assistant

Program Length: 600 hours

Program CIP Code: 52.0401

Approvals:
It is recommended that the Board approve the Administrative Assistant certificate program, with attestation that it fully satisfies the mission, non-duplication, employer-driven, and campus resource criteria specified in UCAT Policy 200.6."
The college Instructional Officer, President and Board of Directors have approved the addition of the Administrative Assistant certificate program, March 20, 2019.

Program Description:
The Administrative Assistant program prepares students for a more challenging office professional career. While continuing to develop communication skills, students will increase their knowledge of office software and data organization. Further, students will add accounting skills for service and merchandise businesses and learn the power of QuickBooks accounting software.

Certificate Titles and Lengths: Administrative Assistant, 600 hours

Program Outline: See attached

Course Descriptions: See attached

PROGRAM JUSTIFICATION & EMPLOYER SUPPORT

Market Demand/Need:
This program was developed in collaboration with local industry and the business advisory committee. The committee identified the need for a more advanced level business certificate to meet the needs of office and retail business office in the region.

Program Duplication (also Pathways/Articulation):
The Administrative Assistant program is not available in the UBTech region. Courses within the program will be available to local secondary schools and will concurrently meet some of the requirements for the secondary CTE Business Pathways.

Employer Advisory Committee:
The employer advisor committee has a minimum of three experts in the business industry and is supportive of the Administrative Assistant program. They were fully engaged in the development of the curriculum competencies, objectives and assessments to meet the skills for business office or retail position in the region.

UINTAH BASIN TECHNICAL COLLEGE
COLLEGE BOARD OF DIRECTORS MEETING
Roosevelt Campus
March 20, 2019

BOARD MEMBERS PRESENT	OTHERS PRESENT
Bill Ryan	Aaron Weight, College President
Kirk Bostick	Bob Peterson, Vice President of Development
Mark Thacker	Keith Sprouse, Vice President of Finance
Greg Gardiner	Tammy Wilkerson, Vice President of Instruction
Dan Karren	Shawn Metcalf, Assoc. Vice President of HR
James Taylor	Charmian Siddoway, Exe. Assistant to the President
Charles Card	Commissioner Jared Haines
Meagin Mohar	Doug Richards, UTech Attorney
Kurt Case	Mike Angus, UTech Board of Trustee
	L & L Motor Owner, Mike Labrum
	Students of the Month and their Instructors
	Programmatic Instructors

ABSENT
Randall Bennett
Tim Negus

I. INTRODUCTION

Welcome/Pledge of Allegiance/Introductions
Chair Ryan called the meeting to order at 3:00 p.m.

Student of the Month Awards
President Weight introduced and recognized Tanner Crederoli and Shauntel Johnson who were the Student of the Month for January and February and their instructors, Shana McCoy and Leigh Lloyd.

Connectivity Award
President Weight recognized Mike Labrum owner of L & L Motor Company, with the UBTech Connectivity Award.

Event Calendar
President Weight reviewed the upcoming events for the college.

Programmatic Education
Proposed Construction Technology Program was presented and celebrated by instructors Kolton Hunter and Eric Christensen

II. ACTION ITEMS

Consent Calendar

Chair Ryan reviewed items listed under the Consent Calendar, which included the following:
1. Minutes of January 16, 2019
2. Financial Report as of February 28, 2019
3. Membership Hour Report as of February 28, 2019
4. Marketing Report/Newspaper Clippings
5. Personnel Report
6. FY20 College Calendar

Updated Membership Hour Report as of February 28, 2019 was presented for review.

Chair Ryan welcomed back Director Wes Porter from deployment with the Army.

A motion was made by James Taylor to approve the Consent Calendar. Motion seconded by Dan Karren. Motion carried unanimously.

Policy Review

Chair Mohar and Associate Vice President Metcalf discussed the Advertising, Employment Applications, Job Openings & Postings, and Sick Leave policies that have been previously reviewed and approved by the Policy Committee.

Motion was made by Greg Gardiner to approve the above listed polices. Motion seconded by Meagin Mohar. Motion carried unanimously.

Board Bylaws

President Weight discussed the added phrase to the Board Bylaws for the purpose of uniformity and clarity.

After discussion, a motion was made by Mark Thacker to approve. Motion seconded by Kirk Bostick. Motion carried unanimously.

Program Changes

Vice President Wilkerson recommended non-substantive changes to the following certificate programs:
Reduce the hours for the Culinary Arts program from 990 hours to 900 hours
Reduce the hours for the Welding Basic program from 390 hours to 300 hours
Reduce the hours for the Welding Technician program from 990 hours to 900 hours

A motion was made to approve by James Taylor. Motion seconded by Dan Karren. Motion carried unanimously.

New Program

Vice President Wilkerson recommended the Board of Directors approval to add the following programs at UBTech. The programs will be available at both the Vernal and Roosevelt Campuses. The programs to be approved are:

CNA Medication Aide Certified, 100-hour certificate program
Office Technician Certification, 240-hour certificate program
Administrative Assistant, 600-hour certificate program
Business Manager, 900-hour certificate program
Construction Technology Program 180-hour certificate program

A motion was made to approve by Greg Gardiner. Motion seconded by Kurt Case. Motion carried unanimously.

Budget Adjustments
Vice President Sprouse discussed the budget adjustments made after the Mid-Year budget review, recently held with all departments. This proposal was discussed with the Fiscal Committee and is recommend the Board of Directors approve the budget adjustments.

After discussion, a motion was made to approve by Dan Karren. Motion seconded by Kurt Case. Motion carried unanimously.

Secondary Fees
Vice President Wilkerson recommended the Board of Directors approve the fee schedule as outlined.

A motion was made to approve by Mark Thacker. Motion seconded by James Taylor. Motion carried unanimously.

Differential Tuition
Vice President Wilkerson recommended the Board of Directors approve and send a letter to the UTech Board of Trustees requesting Differential Tuition for the Farm and Ranch Program.

A motion was made to approve by Kurt Case. Motion seconded by Charles Card. Motion carried unanimously.

III. INFORMATION/DISCUSSION ITEMS

Open and Public Meeting Training
Utah Code 52-4-104, states that the members of the public body receive annual training on the Public Meetings. Doug Richards, USTC Counsel, showed a PowerPoint presentation titled: "Open and Public Meetings Training" and attached to the agenda Utah Code 52-4-101 "Open and Public Meetings Act." Doug Richards trained the Board of Directors on Open and Public meetings in the State of Utah.

Executive Committee Report
Chair Ryan reported on the Executive Committee Meeting.

Audit Report
Vice President Sprouse reviewed the Audit report.

<u>Partnership Report</u>
Vice President Peterson updated the Board on the new Partnerships and Economic development of
UBTech.

<u>UTech Board of Trustee's Report</u>
Trustee Angus did not report on any Board of Trustee's items as their meeting would be held the next
day.

<u>President's Report</u>
President Weight reported on the following:
   a. Legislative Report
   b. Ribbon Cutting, Welding Technology Building
   c. FY20 Budget Review

III. CLOSED SESSION

A motion was made to go into Closed Session to discuss the character, professional competence,
or physical or mental health of individuals by Chair Ryan. A roll call was then conducted:

Kirk Bostick – Yes	Mark Thacker - Yes
James Taylor – Yes	Charles Card- Yes
Meagin Mohar - Yes	Greg Gardiner – Yes
Kurt Case-Yes	Dan Karren-Yes

The board came back into open session.

IV. ADJOURN

The meeting adjourned on a motion by Greg Gardiner. Seconded by Kirk Bostick. Motion carried
unanimously. At 5:30PM

UBTECH

Uintah Basin Technical College
Administrative Assistant (600 Hours)

Entrance Requirements:	
Math	8.0
Language	8.0
Computer Literate	Yes
Keyboarding	30 WPM

Program Hours: 600

REQUIRED COURSES (600 Hours)			
Course Code	Course Number	Course Hours	Skill Area
BTEC	1510	60	Business English
BTEC	1020	60	Math Essentials
BTEC	1045	60	Basic Office Skills
BTEC	1530	60	Professionalism
BTEC	1130	60	Word Processing
BTEC	1151	60	Data Processing
BTEC	1520	60	Office Communication
ACCT	1330	60	Accounting I
ACCT	1340	60	Accounting II
ACCT	2311	60	QuickBooks

Administrative Assistant
600 HOURS
CIP: 52.0401

The Administrative Assistant program prepares students for a more challenging office professional career. While continuing to develop communication skills, students will increase their knowledge of office software and data organization. Further, students will add accounting skills for service and merchandise businesses and learn the power of QuickBooks accounting software.

Course Descriptions

BTEC 1510   Business English (60 Hours)
Business English provides a short, yet intensive, presentation of basic English rules and conventions. Coursework includes sentence structure, grammar, punctuation, parts of speech, proofreading, editing, and document formatting.

BTEC 1020   Math Essentials (60 Hours)
Math Essentials offers an introduction to basic mathematics, including operations with whole numbers, fractions, and decimals, as well as averages and percentages.

BTEC 1045   Basic Office Skills (60 Hours)
This course begins with increasing keyboarding and 10-key speed. Students will learn basic word processing and spreadsheet skills using MS Office, and practice writing effective professional email. Additionally, they will practice telephone skills: answering the phone, taking messages, recording voicemail greetings, and leaving appropriate messages. Students will be required to attend the New Hires Skills workshop.

BTEC 1530   Professionalism (60 Hours)
Professionalism is essential in the world of business, and covers a variety of areas: networking, dining etiquette, appearance, nonverbal communication, public speaking, time management, and accountability. Students will develop their professional skills by attending required monthly program and advisory meetings, as well as creating agendas

and minutes. Students will learn the importance of presentation in their dress and actions, and by giving a personal presentation. Additionally, drafting resumes and participating in job interviews on a monthly basis will build confidence.

BTEC 1130   Word Processing (60 Hours)
Learn word processing skills using Microsoft Word and Google Docs. Increase efficiency and effectiveness when creating, editing, formatting, enhancing, customizing, and sharing documents.

BTEC 1151   Data Processing (60 Hours)
Learn spreadsheet skills using MS Excel and Google Sheets. Apply these powerful and versatile business tools to manage data using functions, formulas, and charts. Students will also learn organization data with records management and using Access Database.

BTEC 1520   Office Communication (60 Hours)
Extend your communication skills by planning, organizing, and drafting business messages. Learn how to shape messages depending on the tone and audience. Students will prepare an informal proposal and deliver a business presentation.

ACCT 1330   Accounting I (60 Hours)
Learn the fundamentals of a double-entry accounting system by working through the accounting cycle of a service business, from source documents to financial statements.

ACCT 1340   Accounting II (60 Hours)
Build upon the foundations of Accounting I. Receive hands-on experience working through the accounting cycle of a merchandising business, including properly preparing and maintaining payroll records.

ACCT 2311   QuickBooks (60 Hours)
Obtain the necessary skills for industry utilized accounting software. Perform accounting functions: set up a company, account for daily transactions, manage inventory, process payroll, work with bank accounts, and prepare financial statements.

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)   57,797

      New Space Requirement (Gross Square Feet)   0
      Remodeled Space (GSF)   38,514
      Space to be Demolished (GSF)   0

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 — DENTAL ENTRY, COMPOUND LAB, DENTAL LAB, TESTING, OFFICES, CLASSROOM, MAIN LOBBY, BOOKSTORE

LEVEL 2 — PHARMACY TECH, LAB, MEDICAL OFFICE ADMIN, SURGICAL TECH, NURSING LAB, SURGICAL LAB, SURGICAL TECH, MEDICAL LAB, NURSING, MEDICAL, STUDY, STUDY

LEVEL 3 — IT BUSINESS INCUBATOR, COPY, COPY, MEETING, MOBILE DEVELOPMENT, IT LAB, IT, WEB DEVELOPMENT, STUDY, STUDY

LEVEL 4 — MULTIPURPOSE, OFFICES, COMPUTER LAB / CLASSROOM, ADMINISTRATION, STUDY, STUDY

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

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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 remolded 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 FY19 ……………………………..up 67% over FY18.
- Up 33% in Industrial Maintenance……………………up 75% over FY18.
- Up 61% in Welding from FY19…………………………..up 123% over FY18.

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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."

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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**

TCSD 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
TCSD 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

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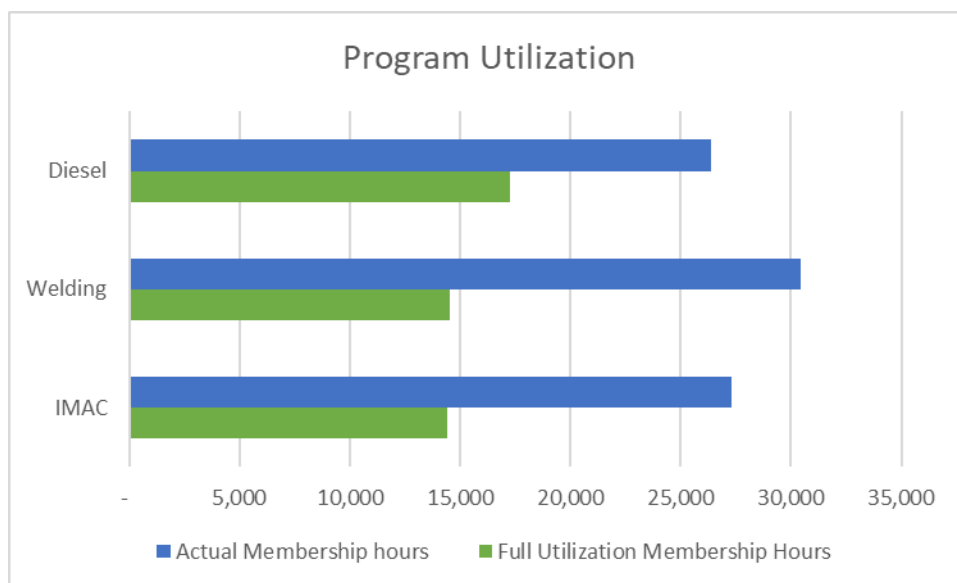
For Diesel, Welding, and Industrial Maintenance and Composites (IMAC) using current membership hour rates, applying the space allocations standards, there is a space gap of 12,731 Sq. Ft. For these programs, the total new space will be 18,215 Sq. Ft. The space we have requested is believed to satisfy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

Program	Current Actual Sq. Ft.	Current Need Sq. Ft.	Space Gap 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)

March 10, 2020

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

Proposed Architectural Site Plan

PARKING COUNTS		
LOT	EXISTING	PROPOSED
	11 STALLS - 1 ADA	19 STALLS - 2 ADA
	206 STALLS - 7 ADA	204 STALLS - 9 ADA
	N/A	42 STALLS - 3 ADA
	N/A	30 STALLS - 1 ADA
TOTAL	217 STALLS - 8 ADA	295 STALLS - 15 ADA

78 NEW STALLS
7 NEW ADA
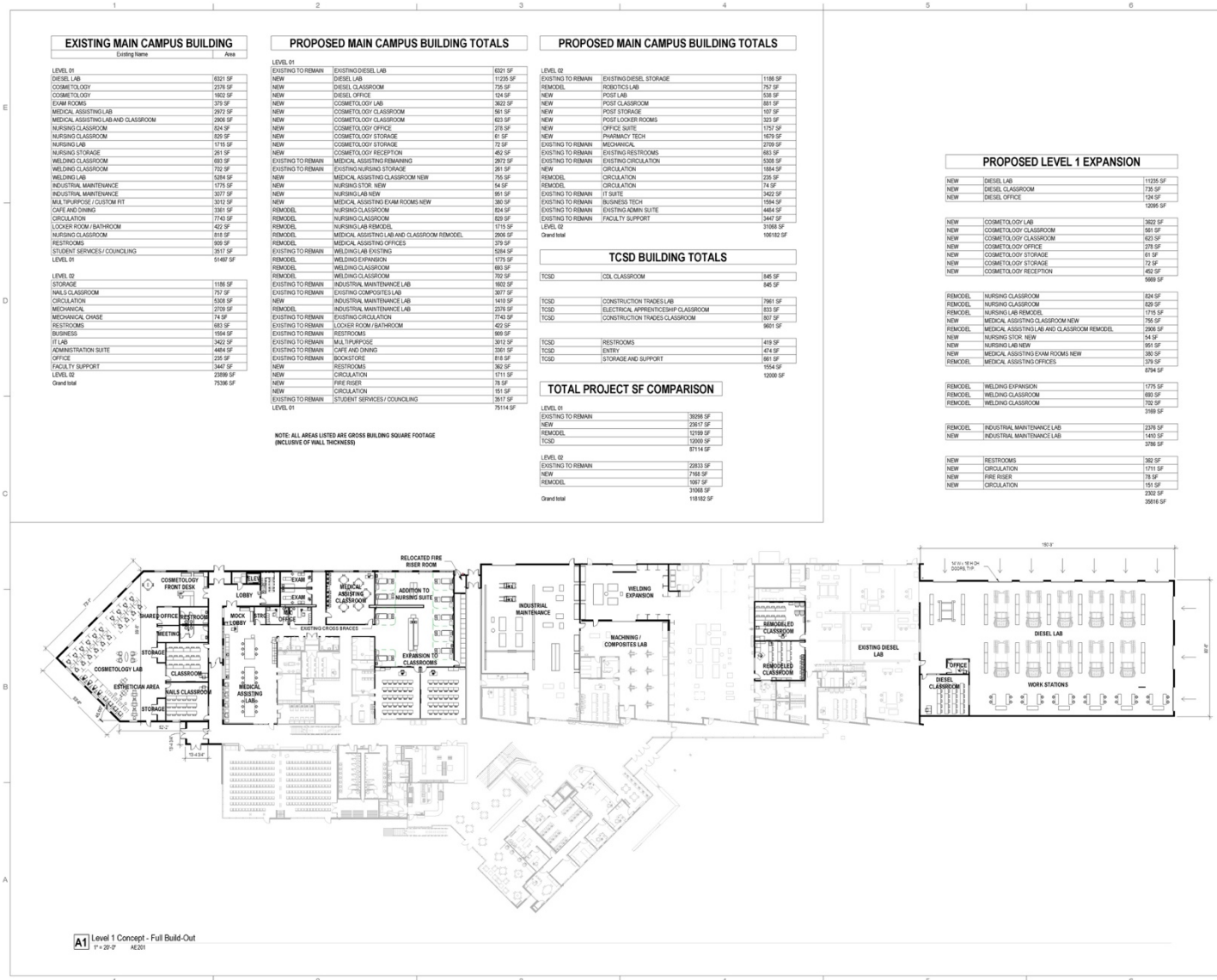
project:

Tooele Tech
Expansion

88 South Tooele Blvd
Tooele, UT 84074

title:

Proposed
Architectural
Site Plan

sheet:

*AS101

CONCEPT EXPANSION

March 10, 2020

EXISTING MAIN CAMPUS BUILDING

Existing Name	Area
LEVEL 01	
DIESEL LAB	6321 SF
COSMETOLOGY	2376 SF
COSMETOLOGY	1602 SF
EXAM ROOMS	379 SF
MEDICAL ASSISTING LAB	2972 SF
MEDICAL ASSISTING LAB AND CLASSROOM	2906 SF
NURSING CLASSROOM	824 SF
NURSING CLASSROOM	829 SF
NURSING LAB	1715 SF
NURSING STORAGE	261 SF
WELDING CLASSROOM	683 SF
WELDING CLASSROOM	702 SF
WELDING LAB	5284 SF
INDUSTRIAL MAINTENANCE	1775 SF
INDUSTRIAL MAINTENANCE	3077 SF
MULTIPURPOSE / CUSTOM FIT	3012 SF
CAFE AND DINING	3361 SF
CIRCULATION	7743 SF
LOCKER ROOM / BATHROOM	422 SF
NURSING CLASSROOM	818 SF
RESTROOMS	909 SF
STUDENT SERVICES / COUNCILING	3517 SF
LEVEL 01	51497 SF
LEVEL 02	
STORAGE	1186 SF
NAILS CLASSROOM	757 SF
CIRCULATION	5308 SF
MECHANICAL	2709 SF
MECHANICAL CHASE	74 SF
RESTROOMS	683 SF
BUSINESS	1584 SF
IT LAB	3422 SF
ADMINISTRATION SUITE	4484 SF
OFFICE	235 SF
FACULTY SUPPORT	3447 SF
LEVEL 02	23899 SF
Grand Total	75396 SF

PROPOSED MAIN CAMPUS BUILDING TOTALS

LEVEL 01		
EXISTING TO REMAIN	EXISTING DIESEL LAB	6321 SF
NEW	DIESEL LAB	11235 SF
NEW	DIESEL CLASSROOM	735 SF
NEW	DIESEL OFFICE	124 SF
NEW	COSMETOLOGY LAB	3622 SF
NEW	COSMETOLOGY CLASSROOM	561 SF
NEW	COSMETOLOGY CLASSROOM	623 SF
NEW	COSMETOLOGY OFFICE	278 SF
NEW	COSMETOLOGY STORAGE	61 SF
NEW	COSMETOLOGY STORAGE	72 SF
NEW	COSMETOLOGY RECEPTION	452 SF
EXISTING TO REMAIN	MEDICAL ASSISTING REMAINING	2972 SF
EXISTING TO REMAIN	EXISTING NURSING STORAGE	261 SF
NEW	NURSING STOR. NEW	54 SF
NEW	NURSING LAB NEW	951 SF
NEW	MEDICAL ASSISTING EXAM ROOMS NEW	380 SF
REMODEL	NURSING CLASSROOM	824 SF
REMODEL	NURSING CLASSROOM	829 SF
REMODEL	NURSING LAB REMODEL	1715 SF
REMODEL	MEDICAL ASSISTING LAB AND CLASSROOM REMODEL	2906 SF
EXISTING TO REMAIN	MEDICAL ASSISTING OFFICES	379 SF
EXISTING TO REMAIN	WELDING LAB EXISTING	5284 SF
REMODEL	WELDING EXPANSION	1775 SF
REMODEL	WELDING CLASSROOM	683 SF
REMODEL	WELDING CLASSROOM	702 SF
EXISTING TO REMAIN	INDUSTRIAL MAINTENANCE LAB	1602 SF
EXISTING TO REMAIN	EXISTING COMPOSITES LAB	3077 SF
NEW	INDUSTRIAL MAINTENANCE LAB	1410 SF
REMODEL	INDUSTRIAL MAINTENANCE LAB	2376 SF
EXISTING TO REMAIN	EXISTING CIRCULATION	7743 SF
EXISTING TO REMAIN	LOCKER ROOM / BATHROOM	422 SF
EXISTING TO REMAIN	RESTROOMS	909 SF
EXISTING TO REMAIN	MULTIPURPOSE	3012 SF
EXISTING TO REMAIN	CAFE AND DINING	3361 SF
EXISTING TO REMAIN	BOOKSTORE	818 SF
NEW	RESTROOMS	392 SF
NEW	CIRCULATION	1711 SF
NEW	FIRE RISER	78 SF
NEW	CIRCULATION	151 SF
EXISTING TO REMAIN	STUDENT SERVICES / COUNCILING	3517 SF
LEVEL 01		75114 SF

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

PROPOSED MAIN CAMPUS BUILDING TOTALS

LEVEL 02		
EXISTING TO REMAIN	EXISTING DIESEL STORAGE	1186 SF
REMODEL	ROBOTICS LAB	757 SF
NEW	POST LAB	538 SF
NEW	POST CLASSROOM	881 SF
NEW	POST STORAGE	107 SF
NEW	POST LOCKER ROOMS	323 SF
NEW	OFFICE SUITE	1757 SF
NEW	PHARMACY TECH	1679 SF
EXISTING TO REMAIN	MECHANICAL	2709 SF
EXISTING TO REMAIN	EXISTING RESTROOMS	683 SF
EXISTING TO REMAIN	EXISTING CIRCULATION	5308 SF
REMODEL	CIRCULATION	1884 SF
REMODEL	CIRCULATION	235 SF
REMODEL	CIRCULATION	74 SF
NEW	IT SUITE	3422 SF
EXISTING TO REMAIN	BUSINESS TECH	1584 SF
EXISTING TO REMAIN	EXISTING ADMIN SUITE	4464 SF
EXISTING TO REMAIN	FACULTY SUPPORT	3447 SF
LEVEL 02		31068 SF
Grand Total		106182 SF

TCSD BUILDING TOTALS

TCSD	CDL CLASSROOM	845 SF
		845 SF
TCSD	CONSTRUCTION TRADES LAB	7961 SF
TCSD	ELECTRICAL APPRENTICESHIP CLASSROOM	833 SF
TCSD	CONSTRUCTION TRADES CLASSROOM	807 SF
		9601 SF
TCSD	RESTROOMS	419 SF
TCSD	ENTRY	474 SF
TCSD	STORAGE AND SUPPORT	661 SF
		1554 SF
		12000 SF

TOTAL PROJECT SF COMPARISON

LEVEL 01	
EXISTING TO REMAIN	38298 SF
NEW	23617 SF
REMODEL	12199 SF
TCSD	12000 SF
	57114 SF
LEVEL 02	
EXISTING TO REMAIN	22833 SF
NEW	7166 SF
REMODEL	1067 SF
	31068 SF
Grand total	118182 SF

PROPOSED LEVEL 1 EXPANSION

NEW	DIESEL LAB	11235 SF
NEW	DIESEL CLASSROOM	735 SF
NEW	DIESEL OFFICE	124 SF
		12095 SF
NEW	COSMETOLOGY LAB	3622 SF
NEW	COSMETOLOGY CLASSROOM	561 SF
NEW	COSMETOLOGY CLASSROOM	623 SF
NEW	COSMETOLOGY OFFICE	278 SF
NEW	COSMETOLOGY STORAGE	61 SF
NEW	COSMETOLOGY STORAGE	72 SF
NEW	COSMETOLOGY RECEPTION	452 SF
		5669 SF
REMODEL	NURSING CLASSROOM	824 SF
REMODEL	NURSING CLASSROOM	829 SF
REMODEL	NURSING LAB REMODEL	1715 SF
NEW	MEDICAL ASSISTING CLASSROOM NEW	755 SF
REMODEL	MEDICAL ASSISTING LAB AND CLASSROOM REMODEL	2906 SF
NEW	NURSING STOR. NEW	54 SF
NEW	NURSING LAB NEW	951 SF
NEW	MEDICAL ASSISTING EXAM ROOMS NEW	380 SF
REMODEL	MEDICAL ASSISTING OFFICES	379 SF
		8794 SF
REMODEL	WELDING EXPANSION	1775 SF
REMODEL	WELDING CLASSROOM	683 SF
REMODEL	WELDING CLASSROOM	702 SF
		3169 SF
REMODEL	INDUSTRIAL MAINTENANCE LAB	2376 SF
NEW	INDUSTRIAL MAINTENANCE LAB	1410 SF
		3786 SF
NEW	RESTROOMS	392 SF
NEW	CIRCULATION	1711 SF
NEW	FIRE RISER	78 SF
NEW	CIRCULATION	151 SF
		2302 SF
		35816 SF

A1 Level 1 Concept - Full Build-Out
1" = 20'-0" AE201

March 10, 2020

PROPOSED LEVEL 2 EXPANSION

REMODEL	ROBOTICS LAB	757 SF
		757 SF
NEW	POST LAB	538 SF
NEW	POST CLASSROOM	881 SF
NEW	POST STORAGE	107 SF
NEW	POST LOCKER ROOMS	323 SF
		1849 SF
NEW	OFFICE SUITE	1757 SF
		1757 SF
NEW	PHARMACY TECH	1679 SF
		1679 SF
NEW	CIRCULATION	1884 SF
REMODEL	CIRCULATION	235 SF
REMODEL	CIRCULATION	74 SF
		2194 SF
		8235 SF

PHARMACY TECH
LAB / CLASS

STORAGE
ELEV
POST LAB

POST
CLASSROOM

OPEN
MEETING

SHOWER
LOCKER

INDUSTRIAL
MAINTENANCE

POST LOCKDOWN
DOORS

NEW STAIR ROOF
ACCESS DOGHOUSE

ROBOTICS LAB

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

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

March 10, 2020

PROPOSED TCSD BUILDING

CDL CLASSROOM	845 SF
	845 SF
CONSTRUCTION TRADES LAB	7961 SF
ELECTRICAL APPRENTICESHIP CLASSROOM	833 SF
CONSTRUCTION TRADES CLASSROOM	807 SF
	9601 SF
RESTROOMS	419 SF
ENTRY	474 SF
STORAGE AND SUPPORT	681 SF
	1554 SF
	12000 SF

CDL RANGE ACCESS GATES

PERSONNEL GATE

IT / ELEC
MECHANICAL
FIRE RISER

STORAGE

MODULAR
CONSTRUCTION
FABRICATION ZONE

CARPENTRY
MILLWORK

PLUMBING

CDL CLASSROOM

RESTROOMS
RESTROOM

ENTRY LOBBY

BUILDING TRADES
LAB

MECHANICAL

ELECTRICAL

BUILDING TRADES
CLASSROOM

ELECTRICIAN
APPRENTICESHIP
CLASSROOM

A4 Level 1 Concept - Construction Trades
1" = 20'-0"

March 10, 2020

March 10, 2020

March 10, 2020

March 10, 2020

March 10, 2020

March 10, 2020

TOOELE COUNTY SCHOOL DISTRICT

Education Elevated

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 then 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

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

Kyle Treadway

IDAHO   MONTANA   NEVADA   OREGON   UTAH   WASHINGTON   WYOMING

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,

Jenn Cowburn
Associate Vice President
Utah State University

ITEM: I

TOPIC: Compensation Committee Report – President/Commissioner Market Salary Ranges

BACKGROUND

UTech Policy 113.4.3, "Technical College Presidents – Compensation," calls for the Compensation Committee to "employ methods and/or outside firms approved by the Board to determine a market range" for the salary of each college president and the commissioner approximately once every three years." The current market ranges for the presidents' and commissioner's salaries were effective July 1, 2016 and are due to be considered by the committee.

This past year, Personnel Systems & Services has been engaged on behalf of the colleges to conduct salary equity studies on their faculty and staff. After consideration of possible methods/firms for market range determination, the Compensation Committee recommends adding to the engagement of PS&S to include data on president and commissioner positions and having staff compare other institutions across the state and country to the extent that compensation information can be obtained.

If approved by the Board, the Compensation will consider the data obtained and determine what the ranges will be in accordance with the policy, for use in setting compensation for FY2021 and beyond.

Other options considered by the committee included retaining the current ranges with no change; adjusting with the Consumer Price Index; re-engaging Payscale.com, which was used to determine the current ranges; or engaging some other firm.

RECOMMENDATIONS

The Compensation Committee recommends that the Board approve engaging Personnel Systems & Services and assigning staff to provide market compensation data for consideration by the Compensation Committee to determine market ranges for the presidents and commissioner.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

November 21, 2019

ITEM: J

TOPIC: Capital Facilities Committee – Dedicated Projects Planning

BACKGROUND

Trustee Mike Jensen, Chair of the Capital Facilities Committee, joined the Council of Presidents' meeting on November 5, 2019, to discuss capital development projects that could be considered for funding via the Technical Colleges Capital Projects Fund created with the passage of Senate Bill 102 last legislative session. These would be considered Dedicated Projects per statute and policy. The Board has already adopted a list of prioritized and ranked nondedicated projects which has been submitted to the Building Board, Governor's Office, and legislative committees.

The task before the Capital Facilities Committee and the Board of Trustees is to determine a strategy and timeline for developing a list of dedicated projects. The colleges have begun developing a list of projects to be considered by the Board of Trustees as future dedicated project priorities.

Attachments:

List of dedicated and nondedicated capital projects.

Nondedicated Projects - Approved May 9, 2019

Rank	College	Project	Project Type	Timeframe	Sq Ft	Acreage	Projected Cost	Ongoing O&M	Notes
1	Bridgerland Technical College	Health Sciences Building	New Construction	Immediate	75,000		$ 36,866,940	$ 611,250	Ranked Number 1 by the Board of Trustees and the State Building Board
2	Mountainland Technical Colle	Payson Campus	New Construction	Immediate	98,000	13.31	$ 36,750,000	$ 798,700	The property will be donated by Payson City once funding is secured for the building

Dedicated Projects (Discussion only - BOT Ranking pending)

Rank	College	Project	Project Type	Timeframe	Sq Ft	Acreage	Projected Cost	Ongoing O&M	Notes
N/A	Ogden-Weber Technical Colle	Medical Assisting and Practical Nursing Program Expansion	Remodel	1-5 Years	12,721		$ 2,500,000	$ 100,250	
N/A	Tooele Technical College	Tooele Technical College Building Expansion Phase 1	Remodel	Immediate	14,618		$ 7,000,625		
N/A	Tooele Technical College	Tooele Technical College Building Expansion Phase 2	Remodel	Immediate	21,486		$ 4,346,488		
N/A	Mountainland Technical Colle	Provo Campus	Remodel	Immediate	38,514		$ 6,000,000	$ 320,436	
N/A	Davis Technical College	Institute Building of The Church of Jesus Christ of Latter-day Saints	Property Acquisition	Immediate	3,720	1.69	$ 1,077,827		Not actual cost - tax assessed value
N/A	Davis Technical College	Joint Building with Career Path High	New Construction	1-5 Years	46,000				
N/A	Uintah Basin Technical Colleg	Future project to be discussed conceptually		6-10 Years					
N/A	Southwest Technical College	Developing Master Plan		Immediate					
N/A	Dixie Technical College	Campus expansion	New Construction	1-5 Years	90,000		$ 22,000,000	$ 684,000	Could be done in three phases or all at once

ITEM: K

TOPIC: Student Education & Workforce Alignment Committee – Custom Fit Policy Revisions

<u>BACKGROUND</u>

The first project given to this committee is a review of Policy 202 – Custom Fit Training. This policy was discussed briefly in the September Board of Trustees meeting. The assignment was subsequently given to the Student Education & Workforce Alignment Committee for further review. The Council of Presidents has discussed the policy at length and has offered suggested revisions. The committee is still in the process of reviewing the policy and wishes to discuss it further with the Board of Trustees. The committee will consider all recommendations and work with UTech Administration to further refine the policy and present an updated draft to the Board for approval in January.

Attachment:

Draft of Policy 202 (current suggestions marked in blue)

Subject:	Custom Fit Training

202.1   Purpose

To implement policies and procedures governing the Custom Fit program administered by the Utah System of Technical Colleges.

202.2   Approval

UTech Board of Trustees approval: May 7, 2003. Revised: September 1, 2004; June 15, 2005; June 7, 2006; June 6, 2007. Replaced: June 11, 2008. Revised: January 13, 2010; June 15, 2010; September 30, 2010; April 18, 2012; June 5, 2013; June 8, 2016; September 13, 2017; March 15, 2018. Current Draft pending approval

202.3   Definitions

3.1   **Custom Fit Funds:** Funds obtained by a regional hosting institution through administration of the Custom Fit program, inclusive of state appropriations and company contributions (202.7.3).

3.2   **Custom Fit Training:** Training provided to a local company that is subsidized by Custom Fit funds. Company training that is not subsidized by Custom Fit funds is not considered Custom Fit training, shall not be reported to stakeholders as such, and is not governed by the provisions of UTech Policy 202.

3.3   **Flow-through:** The disbursement of Custom Fit funds to a participating company without the active involvement of a Custom Fit administrator to plan the training and select the training providers.

3.4   **Internal Training:** The use of a participating company's own employees to provide Custom Fit training.

202.4   Custom Fit Mission

The mission of Custom Fit is to support economic and workforce development through training partnerships between Utah companies and the Utah System of Technical Colleges (UTech). Custom Fit provides state-subsidized training for Utah employers that meets their specific educational needs, and is designed to attract new businesses to the state and aid in the retention and expansion of existing companies.

202.5   Custom Fit Regional Organization

5.1   **Custom Fit Regions:** The state is divided into eleven Custom Fit regions: Bridgerland, Central, Davis, Dixie, Mountainland, Ogden-Weber, Salt Lake, Tooele, Southeast, Southwest, and Uintah Basin.

5.2   **Regional Hosting Institutions:** The regional hosting institutions for the ten Custom Fit regions allocated funding by the Utah System of Technical Colleges are as follows: Bridgerland Technical College for the Bridgerland Region, Snow College for the Central

UTAH SYSTEM OF TECHNICAL COLLEGES

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Region, Davis Technical College for the Davis Region, Dixie Technical College for the Dixie Region, Mountainland Technical College for the Mountainland Region, Ogden-Weber Technical College for the Ogden-Weber Region, Tooele Technical College for the Tooele Region, Utah State University - Eastern for the Southeast Region, Southwest Technical College for the Southwest Region, and Uintah Basin Technical College for the Uintah Basin Region. Salt Lake Community College is the regional hosting institution which serves the Salt Lake region through a legislative appropriation separate from the UTech Custom Fit program and, therefore, is not subject to this policy.

5.3   Each regional hosting institution will designate a primary administrator to represent the Custom Fit program and perform the duties established in this document. In addition, all other employees assigned to a Custom Fit program must comply with the provisions of this policy.

202.6   Governance and Administration

The UTech Board of Trustees is the governing authority for Custom Fit funds appropriated to the Utah System of Technical Colleges. The UTech Commissioner will administer the Custom Fit program for the ten regions at the state level.

202.7   Custom Fit Funds

7.1   **Restricted Funds:** Custom Fit appropriated funds are provided by the Legislature and are allocated by the UTech Board of Trustees to each regional hosting institution. Appropriated funds and company contributions (202.7.2) are to be considered restricted funds by the regional hosting institutions, shall be recorded only in restricted Custom Fit account(s), and shall be used only for the Custom Fit program. Annual Custom Fit allocations shall be reviewed and approved by the Board of Trustees in its regularly scheduled meeting in May of each year.

7.2   **Acceptable Use:** Custom Fit funds may be used for any legal and lawful purpose related to the mission and administration of Custom Fit (202.4), subject to the provisions of this policy. Regional hosting institutions are encouraged to spend as much of their Custom Fit funds as possible on direct training costs in support of the Custom Fit mission. Additionally, regional hosting institutions may use Custom Fit funds to cover the costs of administering the Custom Fit program, including the compensation of the primary Custom Fit administrator (202.5.3) and other staff directly involved in the administration of the program, and other costs directly related to the operation of the program. A regional hosting institution may not charge costs to the Custom Fit program that are not directly related to the administration or mission thereof (e.g., lease expenses, custodial support, electrical/heating costs, etc.)

7.3   **Company Contribution:** Companies participating in the Custom Fit program must provide a cash contribution of no less than 50% of the direct training costs. Exceptions may be considered on a case-by-case basis, and must be approved in writing by the president or the president's designee of the regional hosting institution. There shall be no

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exceptions to the 50% minimum for training courses which are projected to result in completion of an institution's full certificate program(s).

7.4 **Governing Policies:** Each Custom Fit administrator, for the ten regions allocated funding by UTech, must follow the policies contained in UTech Policy 202 (Custom Fit Training), as well as any applicable policies and procedures of the regional hosting institution. Where procurement policies of the regional hosting institution exempt a Custom Fit program, purchases of goods and services will be made in accordance with state procurement code. In all cases, procurement processes must provide an appropriate level of rigor and competition.

7.5 **Misuse of Funds:** Misuse of Custom Fit funds or violation of this policy will result in corrective action which may include withholding regional allocations or eliminating regional hosting institutions. This section shall not be interpreted to restrict any legal remedies for misuse of public funds.

7.6 **Unused/Carryover Funds:** Regional hosting institutions are encouraged to ~~annually utilize all~~ maximize use of Custom Fit funds ~~for~~through financing direct training costs ~~and other expenses incident to the Custom Fit program (202.7.2)~~. ~~Surplus~~ Unexpended Custom Fit funds ~~(i.e., fund balance or net assets)~~ may be carried over from one fiscal year to the next, though they remain entirely restricted to the Custom Fit program (202.7.1). Each regional hosting institution shall report its Custom Fit activities and associated expenditures to date annually at the fiscal quarter ending March 31. If an institution is unable to utilize a significant portion of its annual Custom Fit funds, institutions are directed to collaborate to maximize the use of Custom Fit funds on a state-wide basis. As deemed appropriate, the Executive Committee of the Board of Trustees may meet in April to consider one-time Custom Fit funds transfers between institutions to satisfy unmet training demands in regions with demonstrated greater need within the current fiscal year.

7.7 **Review of Carried Forward Balances:** Upon the conclusion of each fiscal year, the Commissioner of Technical Education shall review the carried forward balances of each regional hosting institution. Institutions that have a year-end Custom Fit fund balance greater than 10% of their annual Custom Fit funds shall present ~~and the institution's~~ specific plans to utilize the balance carried over to the new fiscal year.~~carryover.~~ Upon the conclusion of this review, the Commissioner may recommend that the Board of Trustees modify the new-year allocation of the statewide Custom Fit appropriation to address any circumstances in which a regional hosting institution has an excess of or inadequate plans to utilize funds carried forward.

7.8 **Audit Control:** The Office of the UTech Commissioner is authorized to conduct regular and/or random audits of each regional hosting institution's Custom Fit program as authorized herein and under UTech Policy ~~302~~ 106 (~~Internal Audit~~Auditing).

202.8 **Eligible Companies**

Subject:	Custom Fit Training

Custom Fit funds should be used to serve for-profit companies located in Utah. Not-for-profit companies/organizations may be considered on a case-by-case basis, must result in economic and/or workforce development, and must be approved in writing by the president of the regional hosting institution.

202.9   Required Documentation

9.1   Anticipated Costs: Prior to providing training to an eligible company, a Custom Fit administrator must fully document the anticipated cost of each proposed training event and the associated company cash contribution.

9.2   Retention Schedule: The regional hosting institution is required to maintain Custom Fit documentation for seven years. This should include source documents for all financial transactions and event details for all training engagements. Training details should include class names and descriptions, instructor names, attendance reports, and participant information (first and last name and last four digits of the participant's Social Security Number).

202.10   Custom Fit Training Delivery

10.1   Subject to Availability: Custom Fit training is offered subject to the availability of funds. Each region will determine priorities based on regional needs and circumstances.

10.1.1   New Companies: Regional hosting institutions are encouraged to seek new or expanding companies each year to which Custom Fit training may be provided. Though not required, regional hosting institutions may consider ways to direct a larger share of Custom Fit funds to train new or expanding companies rather than repeat customers, the training of which is regular and/or substantially similar to that provided in years past (e.g., increasing the required company match [202.7.3] for companies utilizing Custom Fit training year over year). All actions contemplated should ~~give appropriate consideration to~~ consider retention of Utah companies, as specified in the Custom Fit mission (202.4).

10.1.2   Maximizing Companies Served: Though not required, regional hosting institutions are encouraged to consider ways to direct Custom Fit funds to train as many different companies as possible (e.g., increasing the required company match [202.7.3] for companies, the training costs of which are substantially larger than those of other companies).

10.2   Flow-through and Internal Training Agreements: Flow-through agreements are not eligible for Custom Fit funding. Internal training agreements may be eligible for Custom Fit funding. However, Custom Fit funds may not be used to supplant or replace existing wages of a company employee who provides training. In these cases, Custom Fit will contract with a company employee to provide training outside the employee's regular workload. Custom Fit funds may not be used to provide operational software or equipment for a participating company.

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Subject:	Custom Fit Training

10.3 **Training Providers:** The Custom Fit administrator should work closely with participating companies to select training providers that are acceptable to both parties. However, final selection of a provider will be made by the Custom Fit administrator.

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202.11 **Custom Fit Reports**

11.1 **Annual Reports:** Each Custom Fit administrator will annually submit a financial report to the Utah System of Technical Colleges (forms provided by UTech Administration) detailing Custom Fit revenues and expenses (with applicable expense categories) and carryover balances from the most recently ended fiscal year by September 1. These reports, in addition to Custom Fit outcomes (e.g., number of companies served, number of training hours provided, etc.), shall be presented to the UTech Board of Trustees in its next regular meeting after regional hosting institutions' reports are received.

11.2 **Custom Fit Database:** Each Custom Fit administrator will participate in the statewide Custom Fit database. Custom Fit training data will be tracked and reported through the statewide database. Each Custom Fit region will submit a quarterly upload of company and student data securely to the Office of the UTech Commissioner as specified in the latest approved version of the UTech Data Dictionary.

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UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

November 21, 2019

ITEM: L

TOPIC: 10-Year Strategic Planning Committee Report

BACKGROUND

The 10-Year Strategic Planning Committee was formed in the September 2019 Board of Trustees Meeting, with Trustee Aaron Osmond as chair. The Board approved the general direction of the 2019-2021 UTech Board of Trustees Leadership Vision, Goals, and Objectives, discussed in the meeting, and charged the committee with adjusting and clarifying the wording of the document, and present it to the Board for final approval.

Board leadership will present adjustments they have made to the document in a separate agenda item for discussion. The committee will then conduct its review and adjustments for the January board meeting. After approval of the document as the Board's strategic vision, the committee will then review the current UTech strategic plan and recommend changes consistent with the strategic vision.

RECOMMENDATIONS

(To be considered and discussed in a separate agenda item.)

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

November 21, 2019

ITEM: M

TOPIC: College Financial Reports

BACKGROUND

Each college in the system has prepared a report that ties to audited financial statements to provide the Board of Trustees a snapshot reflecting the financial position of each college. The attached one-page reports are not intended to replace an examination of college financial statements, the accompanying notes, and the auditors' reports. Full financial reports are available on the State Auditor's website or by request from the system office or the individual colleges.

The reports provide insight into the college's financial health by reflecting five years of current assets, current liabilities, and a calculation of current ratio which is a gauge of an entity's ability to meet its financial obligations. A breakdown of revenues over five years is also included along with graphics illustrating trends for current assets, net position and revenue.

Some colleges' reports include a footnote discussing treatment of their foundations. Financial reporting requirements for foundations vary depending on the structure and legal relationship with the college.   Some colleges are required to include their foundations in the college's financial statement. The inclusion of a foundation on a college's financial statement obviously affects the college's overall financial picture. Other foundations have their own separate statements, and two colleges do not have foundations.


Attachments:

One-page financial report from each college

Bridgerland Technical College

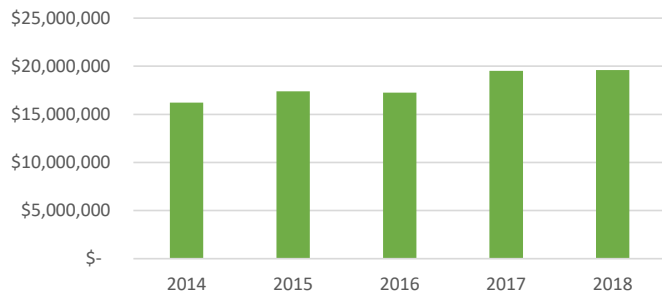|	2014	2015	2016	2017	2018
Total Current Assets*	$ 2,524,097	$ 3,377,089	$ 3,146,009	$ 3,735,892	$ 4,303,552
Total Current Liabilities	789,359	1,206,839	1,069,336	1,134,358	1,446,665
Current Ratio	3.2	2.8	2.9	3.3	3.0
Net Position					
Net Investment in Capital Assets	16,551,713	16,684,299	15,893,570	16,454,221	15,655,235
Restricted	110,335	123,904	119,416	247,781	46,875
Unrestricted	1,002,143	1,390,254	1,274,705	1,714,157	2,169,833
GASB 68 Adjustment	-	(3,646,451)	(3,560,509)	(3,730,678)	(3,662,397)
Net Position	$ 17,664,191	$ 14,552,006	$ 13,727,182	$ 14,685,481	$ 14,209,546

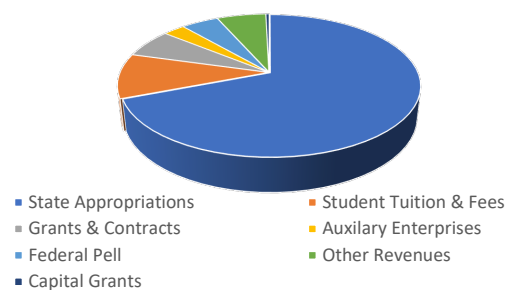Total Current Assets
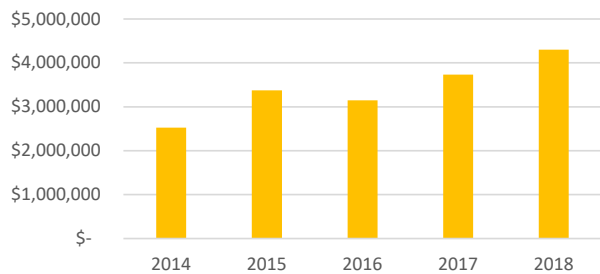
Unrestricted Net Position
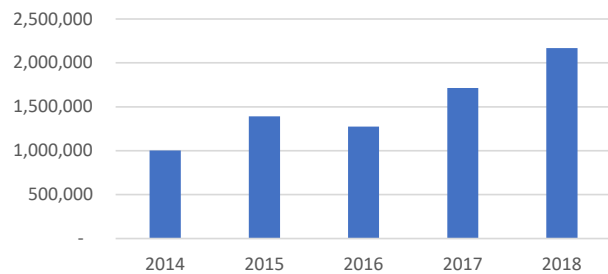
| Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 10,263,700	$ 11,089,600	$ 11,535,800	$ 12,430,900	$ 13,550,700
Student Tuition & Fees	1,732,095	1,705,828	1,794,765	1,975,281	1,991,488
Grants & Contracts	1,154,353	1,148,765	1,351,231	1,236,827	1,268,278
Auxilary Enterprises	570,588	606,037	605,987	598,104	543,814
Federal Pell	909,978	988,380	895,397	955,056	930,389
Other Revenues	807,561	840,678	799,166	657,797	1,225,790
Capital Grants	778,456	1,017,799	285,806	1,678,211	79,345
Total Revenue	$ 16,216,731	$ 17,397,087	$ 17,268,152	$ 19,532,176	$ 19,589,804

Revenue

FY 2018 Revenue

Davis Technical College

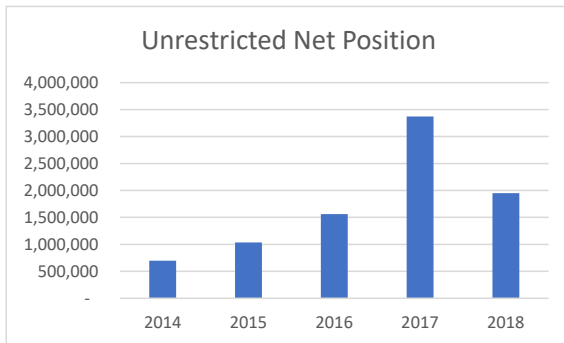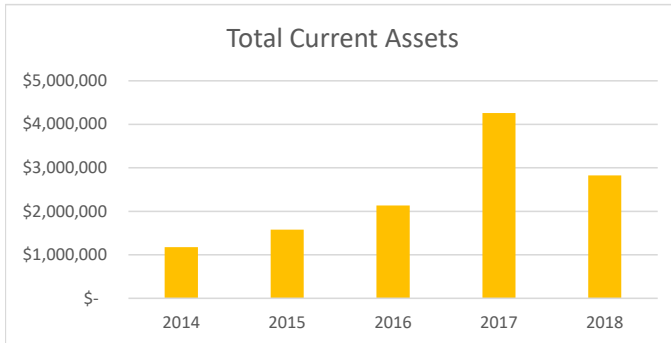|	2015	2016	2017	2018	2019
Total Current Assets	$ 7,928,052	$ 7,899,747	$ 8,284,411	$ 8,406,826	$ 10,032,563
Total Current Liabilities	1,507,281	1,301,187	1,491,376	1,717,044	1,787,109
Current Ratio	5.3	6.1	5.6	4.9	5.6
Net Position					
Net Investment in Capital Assets	28,313,502	27,246,745	28,090,605	28,191,599	26,465,459
Restricted	1,234,789	1,494,795	1,641,914	2,433,428	2,587,807
Unrestricted	5,584,119	5,481,915	5,908,289	5,662,837	7,146,428
GASB 68 Adjustment	(2,655,219)	(2,578,484)	(2,699,667)	(2,635,837)	(2,930,195)
Net Position	$ 32,477,191	$ 31,644,971	$ 32,941,141	$ 33,652,027	$ 33,269,499

Total Current Assets

Unrestricted Net Position
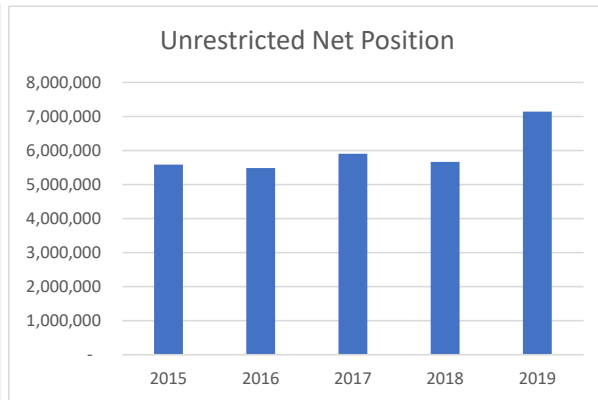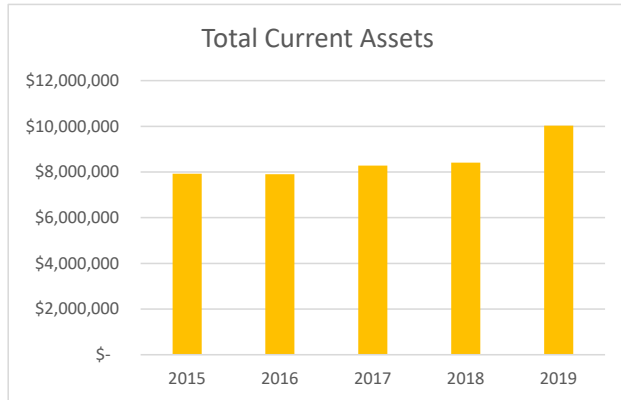
| Revenues	2015	2016	2017	2018	2019
State Appropriations	12,183,800	13,057,900	14,197,000	15,405,100	16,164,800
Student Tuition & Fees	2,453,525	2,217,755	2,119,972	2,229,088	2,326,290
Grants & Contracts	2,421,189	2,420,231	2,987,503	2,620,130	4,018,333
Auxiliary Enterprises	1,624,744	1,849,584	1,899,262	1,967,093	2,116,893
Federal Pell	1,017,606	1,043,185	994,082	1,181,163	943,324
Other Revenues	1,234,547	1,281,846	1,770,129	2,234,780	2,089,864
Capital Grants	707,292	117,482	1,947,752	1,336,689	55,936
Total Revenue	$ 21,642,703	$ 21,987,983	$ 25,915,700	$ 26,974,043	$ 27,715,440

Revenue

FY 2019 Revenue
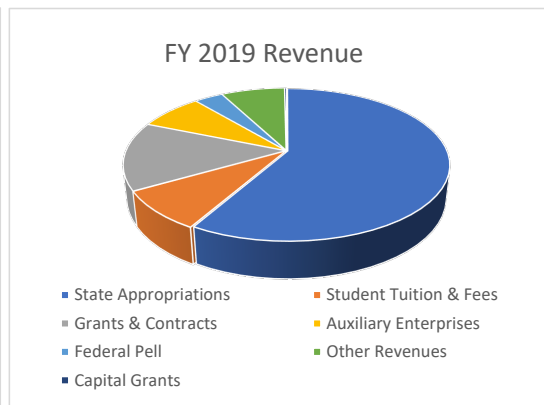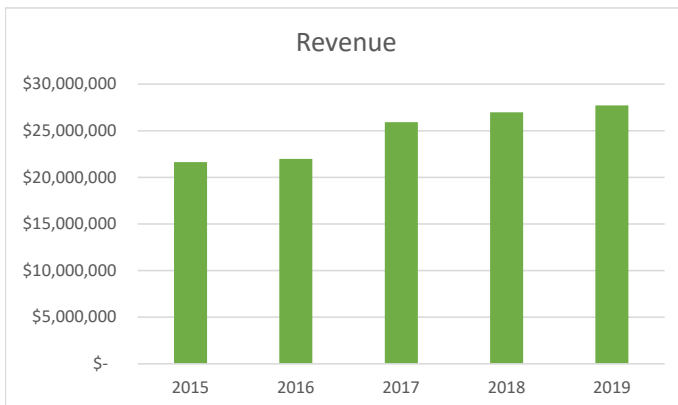
* The Davis Technical College Foundation is a component unit of the College and is included in the College's financial statements. To illustrate the impact of the Foundation to the numbers above, in FY19, Current Assets of $480,583, Revenues of $722,865, and Net Position of $2,645,138 are attributable to the Foundation.

Dixie Technical College

	2014	2015	2016	2017	2018
Total Current Assets*	$ 1,179,033	$ 1,579,796	$ 2,131,256	$ 4,256,634	$ 2,825,879
Total Current Liabilities	421,673	449,137	453,021	739,989	1,077,843
Current Ratio	2.8	3.5	4.7	5.8	2.6
Net Position					
Net Investment in Capital Assets	419,635	589,894	4,036,367	4,139,868	36,435,995
Restricted*	58,201	75,664	116,891	176,784	81,673
Unrestricted	699,159	1,035,809	1,563,140	3,374,070	1,951,394
GASB 68 Adjustment	-	(184,706)	(167,118)	(189,416)	(196,738)
Net Position	$ 1,176,995	$ 1,516,661	$ 5,549,280	$ 7,501,306	$ 38,272,324

Total Current Assets

Unrestricted Net Position

Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 2,774,700	$ 4,306,644	$ 6,497,676	$ 5,066,665	$ 37,619,318
Student Tuition & Fees	440,604	549,347	664,460	683,783	802,147
Grants & Contracts	520,468	961,967	501,693	790,444	2,293,665
Auxillary Enterprises	-	-	-	-	99,150
Federal Pell	318,563	480,334	429,997	493,678	419,675
Other Revenues	43,002	289,025	620,149	1,356,213	846,177
Capital Grants	-	-	1,095,967	-	479,406
Total Revenue	$ 4,097,337	$ 6,587,317	$ 9,809,942	$ 8,390,783	$ 42,559,538

Revenue

FY 2018 Revenue
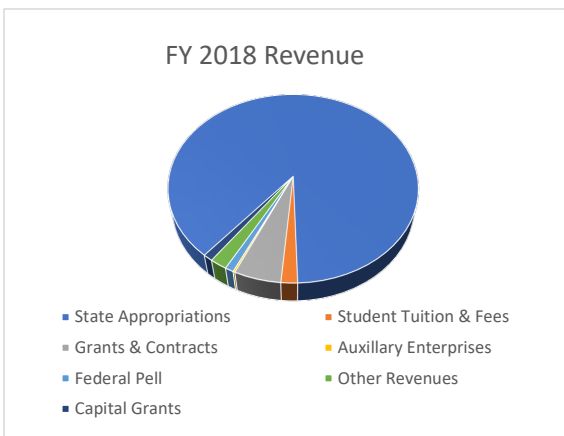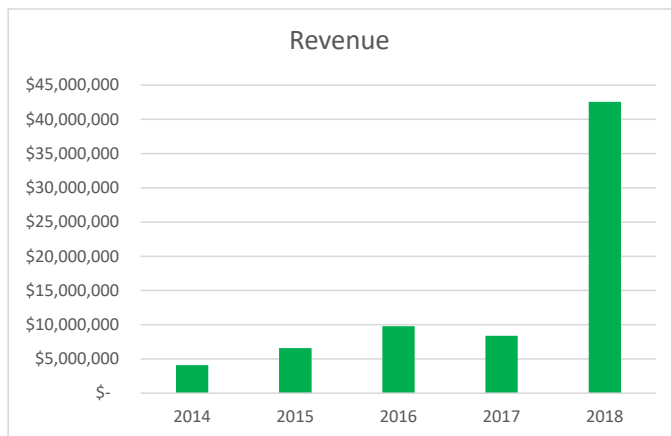
Mountainland Technical College

	2014	2015	2016	2017	2018
Total Current Assets	$ 2,148,150	$ 2,470,451	$ 3,044,955	$ 4,074,239	$ 4,723,772
Total Current Liabilities	1,487,846	1,954,716	2,102,143	1,878,719	2,179,710
Current Ratio	1.4	1.3	1.4	2.2	2.2
Net Position					
Net Investment in Capital Assets	26,044,117	26,176,841	26,572,690	27,219,027	28,091,480
Restricted	662,506	662,701	664,341	664,675	1,671,274
Unrestricted	60,073	701,932	1,525,499	2,932,929	1,608,200
GASB 68 Adjustment		(1,121,176)	(1,484,252)	(1,706,599)	(1,281,883)
Net Position	$ 26,766,696	$ 26,420,298	$ 27,278,278	$ 29,110,032	$ 30,089,071

Total Current Assets

Unrestricted Net Assets
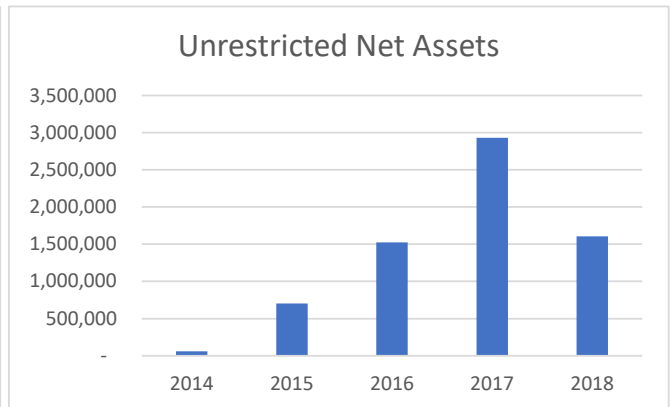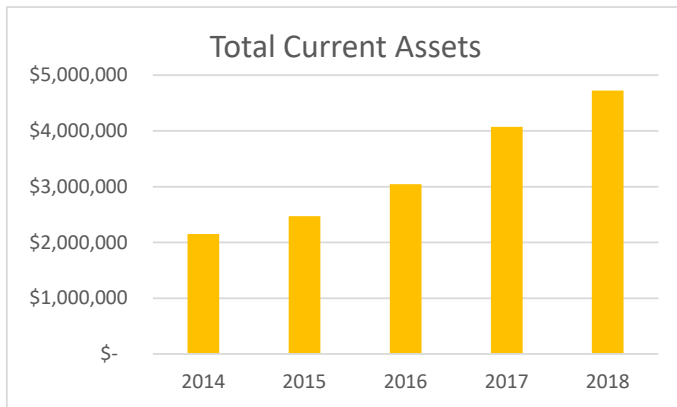
Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 6,087,400	$ 8,232,200	$ 9,795,400	$ 10,417,300	$ 11,592,000
Student Tuition & Fees	2,089,414	2,417,577	2,337,309	2,730,662	3,184,582
Grants & Contracts	1,460,508	1,204,240	1,160,768	1,252,045	1,260,301
Auxillary Enterprises	534,162	599,944	599,048	717,983	830,384
Federal Pell	664,494	613,489	705,776	718,709	761,465
Other Revenues	362,890	399,392	501,357	448,858	548,509
Capital Grants	959,230	660,619	696,306	1,157,476	1,793,468
Total Revenue	$ 12,158,098	$ 14,127,461	$ 15,795,964	$ 17,443,033	$ 19,970,709

Revenue

FY 2018 Revenue

- State Appropriations
- Student Tuition & Fees
- Grants & Contracts
- Auxillary Enterprises
- Federal Pell
- Other Revenues
- Capital Grants
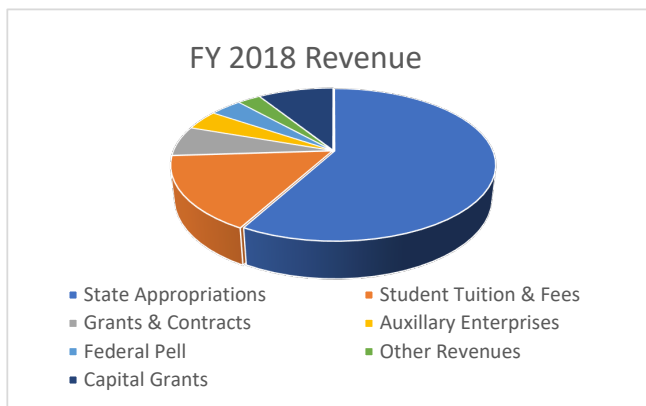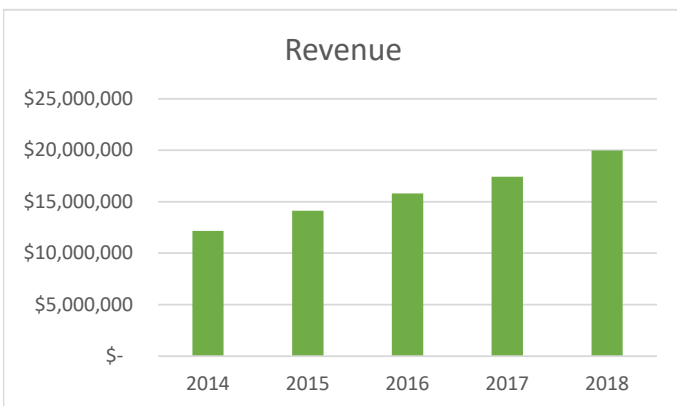
Ogden-Weber Technical College

	2015	2016	2017	2018	2019
Total Current Assets	$ 4,903,451	$ 4,823,482	$ 4,869,886	$ 5,716,895	$ 5,909,883
Total Current Liabilities	660,853	553,668	484,776	766,935	1,368,704
Current Ratio	7.4	8.7	10.0	7.5	4.3
Net Position					
Net Investment in Capital Assets	33,464,274	33,860,663	32,797,604	38,065,349	38,343,044
Restricted	-	-	-	-	-
Unrestricted	3,848,178	3,872,608	4,046,995	4,566,355	4,155,348
GASB 68 Adjustment	(3,143,338)	(3,147,835)	(3,262,021)	(2,963,208)	(2,831,094)
Net Position	$ 34,169,114	$ 34,585,436	$ 33,582,578	$ 39,668,496	$ 39,667,298

Current Assets
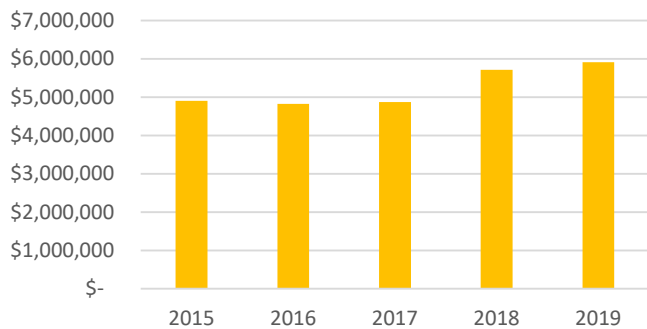
Unrestricted Net Position
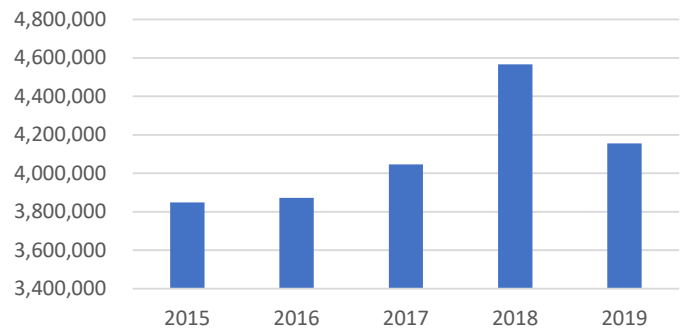
Revenues	2015	2016	2017	2018	2019
State Appropriations	$ 12,754,200	$ 12,995,602	$ 13,704,900	$ 15,756,300	$ 16,600,196
Student Tuition & Fees	1,511,954	1,599,235	1,581,719	1,763,969	2,036,644
Grants & Contracts	1,423,880	1,419,549	1,678,073	1,736,378	1,573,254
Auxillary Enterprises	981,700	838,429	809,544	811,614	804,133
Federal Pell	1,403,865	1,346,856	1,191,393	1,249,775	1,198,777
Other Revenues	1,214,691	1,337,279	1,221,753	1,339,907	1,179,299
Capital Grants	1,049,776	1,784,528	43,712	7,932,174	712,767
Total Revenue	$ 20,340,066	$ 21,321,478	$ 20,231,094	$ 30,590,117	$ 24,105,070

Revenue
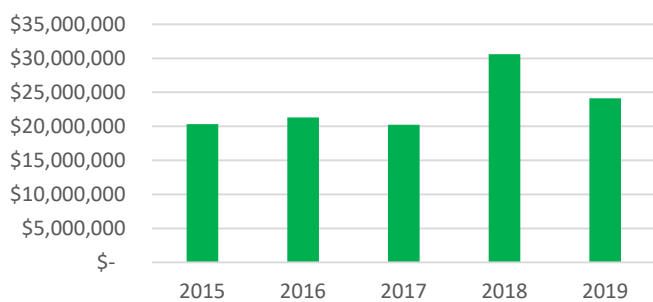
FY 2019 Revenue
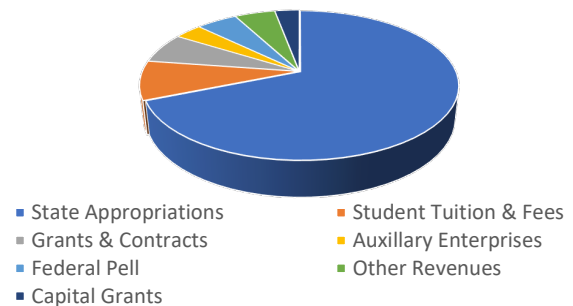
Southwest Technical College

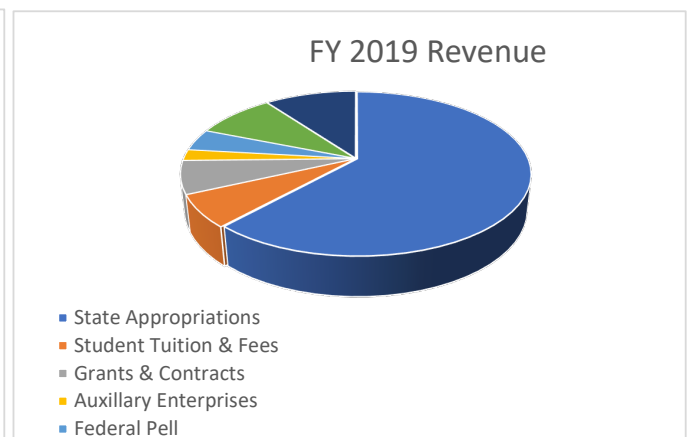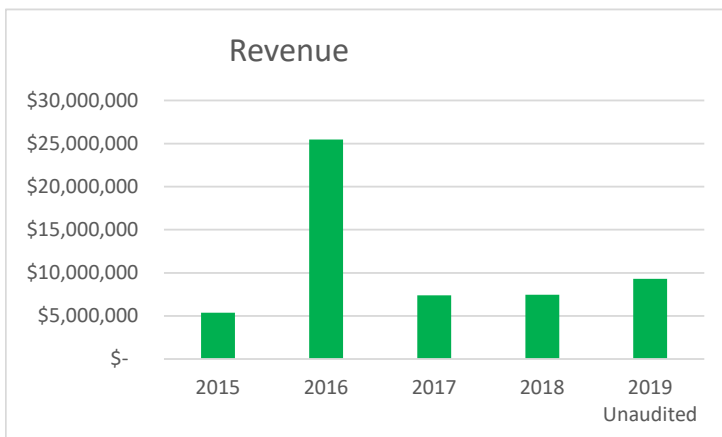|	2015	2016	2017	2018	2019 Unaudited
Total Current Assets*	$ 1,850,578	$ 1,938,861	$ 2,604,709	$ 3,378,581	$ 4,887,723
Total Current Liabilities	672,944	624,505	814,535	793,197	952,284
Current Ratio	2.7	3.1	3.2	4.3	5.1
Net Position					
Net Investment in Capital Assets Restricted*	4,457,309	24,127,462	24,349,277	23,959,481	24,533,233
Unrestricted	1,371,139	1,383,133	910,765	1,668,441	2,813,265
GASB 68 Adjustment	(901,769)	(872,399)	-	-	-
Net Position	$ 4,926,679	$ 24,638,196	$ 25,260,042	$ 25,627,922	$ 27,346,498

Current Assets

Unrestricted Net Position
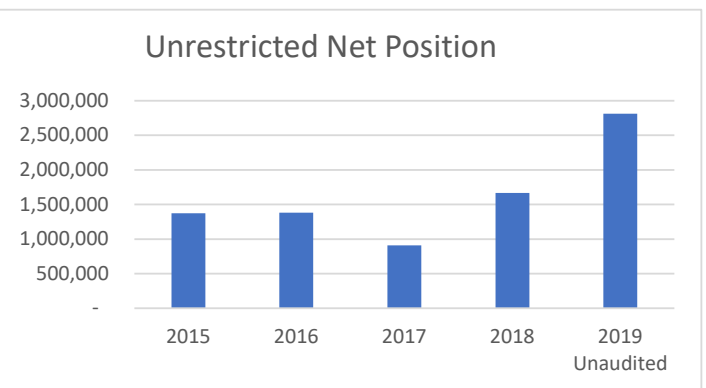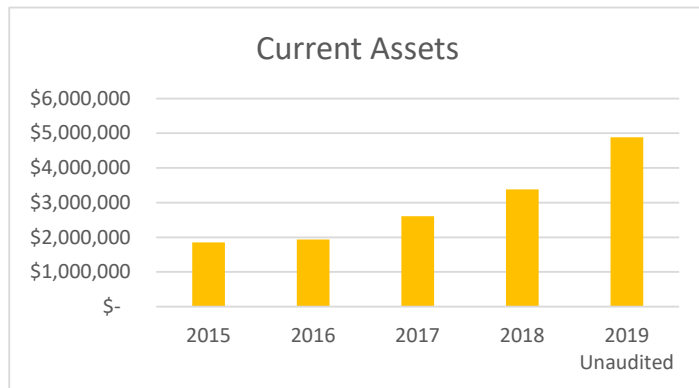
Revenues	2015	2016	2017	2018	2019 Unaudited
State Appropriations	$ 3,389,500	$ 3,997,600	$ 4,756,800	$ 5,046,700	$ 5,755,000
Student Tuition & Fees	352,615	306,048	406,437	526,893	592,235
Grants & Contracts	704,177	559,019	621,530	443,983	604,809
Auxillary Enterprises	108,040	106,778	174,115	230,459	201,440
Federal Pell	249,551	183,967	408,142	406,443	396,592
Other Revenues	578,798	316,920	231,935	463,274	823,337
Capital Appropriations and Grants		19,996,743	786,690	335,234	940,367
Total Revenue	$ 5,382,681	$ 25,467,075	$ 7,385,649	$ 7,452,986	$ 9,313,779

Revenue

FY 2019 Revenue

- State Appropriations
- Student Tuition & Fees
- Grants & Contracts
- Auxillary Enterprises
- Federal Pell

* Southwest Tech Foundation is a component unit of the college and its assets are included in the college's financial statements. Cash of $681,765 is included in the FY 2019 financial presentation above.

Tooele Technical College

|	2014	2015	2016	2017	2018
Total Current Assets	$ 712,338	$ 975,071	$ 1,130,536	$ 1,221,781	$ 1,548,845
Total Current Liabilities	172,333	173,804	125,764	245,169	340,711
Current Ratio	4.1	5.6	9.0	5.0	4.5
Net Position					
Net Investment in Capital Assets	14,332,906	14,134,878	13,852,556	13,816,010	13,503,529
Restricted	5,708	-	-	-	
Unrestricted	461,551	159,775	406,146	390,157	492,205
GASB 68 Adjustment	-	(66,749)	(97,591)	(127,054)	(403,428)
Net Position	$ 14,800,165	$ 14,227,904	$ 14,161,111	$ 14,079,113	$ 13,592,306

Current Assets

Unrestricted Net Position
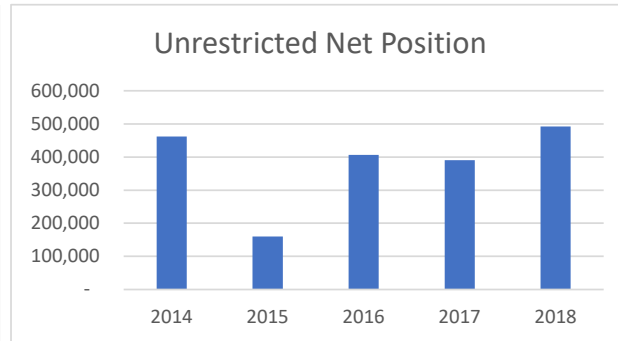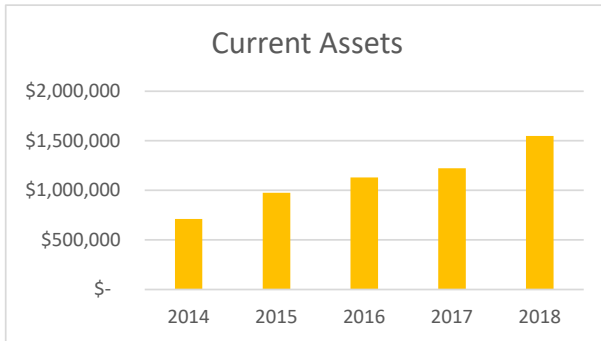
Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 2,602,100	$ 3,002,500	$ 3,065,100	$ 3,378,400	$ 3,859,000
Student Tuition & Fees	268,709	293,958	325,404	337,547	341,830
Grants & Contracts	247,907	322,860	463,395	497,332	309,405
Auxillary Enterprises	81,647	57,327	138,200	140,796	153,463
Federal Pell	-	-	-	93,035	289,809
Other Revenues	106,014	121,954	178,252	212,086	258,250
Capital Gifts and Grants	359,664	196,780	25,000	245,642	380,864
Total Revenue	$ 3,666,041	$ 3,995,379	$ 4,195,351	$ 4,904,838	$ 5,592,621
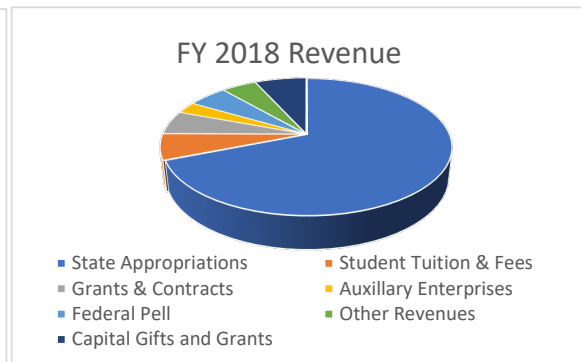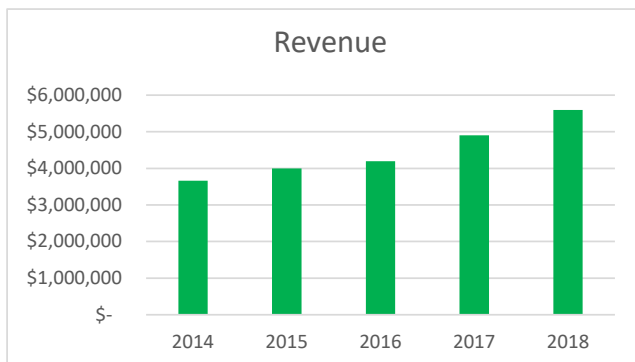
Revenue

FY 2018 Revenue

* Tooele Technical College Foundation is a component unit of the College and is included in the college's financial statements. As of Fiscal year 2018, current assets of $18,660 and revenue of $15,864 are attributed to the foundation.

Uintah Basin Technical College

	2014	2015	2016	2017	2018
Total Current Assets*	$ 3,723,348	$ 4,703,226	$ 5,274,834	$ 5,274,834	$ 5,608,888
Total Current Liabilities	987,966	939,160	1,671,377	1,074,082	1,061,751
Current Ratio	3.8	5.0	3.2	4.9	5.3
Net Position					
Net Investment in Capital Assets	13,798,056	13,406,483	14,588,674	14,550,084	14,454,346
Restricted*	1,075,994	774,772	645,959	734,473	819,380
Unrestricted	2,063,241	3,483,010	3,407,652	3,818,698	4,087,285
GASB 68 Adjustment		(2,462,753)	(2,323,271)	(2,298,940)	(2,144,422)
Net Position	$ 16,937,291	$ 15,201,512	$ 16,319,014	$ 16,804,315	$ 17,216,589

Current Assets

Unrestricted Net Position
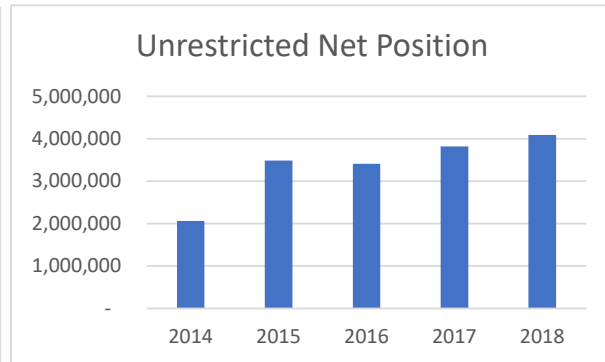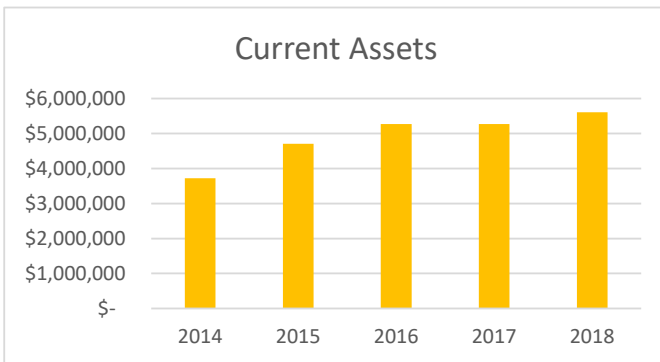
| Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 5,839,900	$ 6,377,100	$ 7,084,403	$ 7,601,351	$ 8,375,128
Student Tuition & Fees	1,732,687	1,395,001	555,035	618,385	537,775
Grants & Contracts	875,465	1,017,300	603,305	771,907	538,379
Auxillary Enterprises	580,414	293,267	449,051	575,972	417,233
Federal Pell	170,895	152,228	120,629	143,746	123,015
Other Revenues	665,875	765,125	646,685	726,047	840,651
Capital Grants	277,114	416,056	1,371,374	610,430	14,919
Total Revenue	$ 10,142,350	$ 10,416,077	$ 10,830,482	$ 11,047,838	$ 10,847,100

Revenue

FY 2018 Revenue
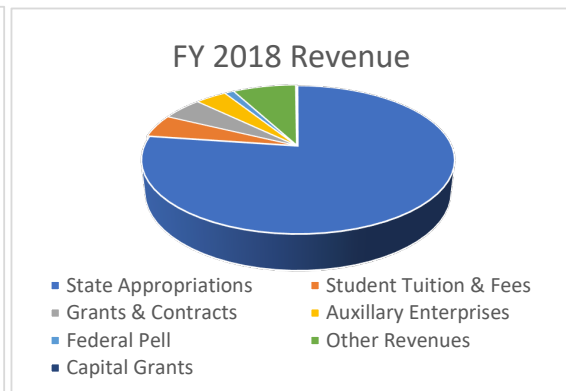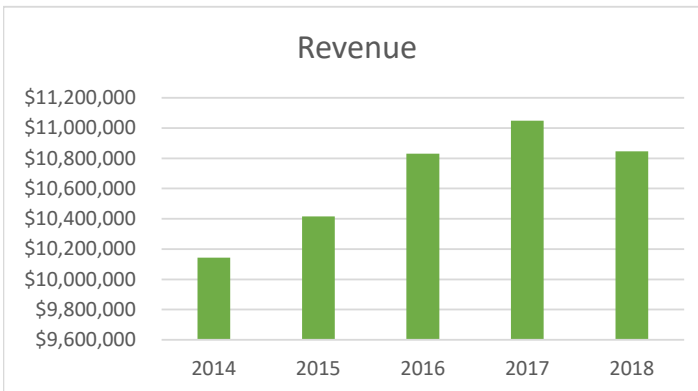
* UBTC Foundation is a component unit of the college and its assets are included in the college's financial statements. Corresponding cash and restricted fund balances of $51,648 are included in the FY 2017 financial presentation above.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

November 21, 2019

ITEM: N

TOPIC: Performance-based Funding Process

<u>BACKGROUND</u>

The Legislature, in its 2017 General Session, established a higher education performance funding program that provides for institutions to receive funding each year based on the achievement of performance factors, using metrics designated by the Board of Trustees. The first appropriation of the fund was provided in FY2019 and distributed to the technical colleges in January 2019. The FY2020 funding has been appropriated, and the ongoing funds earned by the colleges in FY2019 are being distributed, with the remaining and new amounts being retained for this year's distribution that will be based on final performance data to be approved in December by the Executive Committee.

Staff will provide an overview of the performance funding process as it has been implemented and clarified.

<u>RECOMMENDATIONS</u>

Information/discussion.

Attachments:

FY2019 College Performance & Funding Summaries
Performance-based Funding Appropriations Process

FY 2019 Technical College Performance-based Funding Summaries

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**				**$144,351**
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**				**$181,198**
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**				**$41,978**
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**				**$88,914**
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**				**$112,722**
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**				**$52,291**
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**				**$28,618**
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**				**$34,369**
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**				**$684,441**

Utah System of Technical Colleges

Performance-based Funding

A presentation to the UTech Board of Trustees
November 21, 2019

Zachary Barrus
Assistant Commissioner, Institutional Research

S.B. 117 (2017 General Session)

- Establishes a restricted funds account to provide *ongoing appropriations* to higher education institutions consequent to performance improvements.
  - 90% of funds are reserved for colleges/universities; 10% for technical colleges.
- Account is funded through growth in tax revenue from targeted job sectors.
- Each higher education governing board charged to establish a model evaluating institutional performance.
  - UTech performance-based funding model approved on September 13, 2017.

S.B. 117 (2017 General Session)

- Performance funds proportionally made available to technical colleges
  - 50% based on share of systemwide appropriated budget
  - 50% based on share of systemwide total membership hours
- Technical colleges compete against themselves, *not their sister institutions*.
  - 5% growth over prior 3- to 5-year average performance required to receive full funding
  - Growth of less than 5% results in prorated funding allocations
  - Contraction of performance scores results in no funding allocated

Performance Model

	Weight	Multiplier
Certificate Programs (30%)		
COE-approved Program Graduates (includes certificate-seeking & secondary awardees by program length)		
≤ 599 Hours	1.00	
600 - 899 Hours	3.00	
≥ 900 Hours	5.00	
Additional Points for Graduates from High Demand/High Impact Programs	1.00	
Short-term Occupational Training (10%)		
Job Upgrade & Continuing Occupational Education Course Completers (course lengths)		
≥ 60 Hours	0.20	
< 60 Hours	0.10	
Secondary Completion (15%)		
Additional Points for Secondary Program Graduates (program lengths)		
≤ 599 Hours	0.25	
600 - 899 Hours	0.50	
≥ 900 Hours	1.00	
% of Enrollees from Current Year's HS Graduating Class Earning Cert. before HS Graduation		200
% of Enrollees from Prior Year's HS Graduating Class Earning Cert. before/within 1 yr. of HS Graduation		100
Placement (25%)		
Total Certificate-seeking Student Placements	1.00	
Related Employment		
Military Service		
Continuing Education		
Additional Points for Under-served/At-risk Student Placements	0.50	
Additional Points for Placements from High Demand/High Impact Programs	1.00	
Placement Rate (includes Graduates & Early Hires)		100
Efficiency (20%)		
Graduation Rates (program lengths)		
≤ 599 Hours		50
600 - 899 Hours		75
≥ 900 Hours		100
Certificate-seeking Graduates per FTE		50
Certificate-seeking Graduates		
Certificate-seeking Membership Hours		

- Scores colleges in 5 weighted areas:
  - Certificate Programs (30%)
  - Short-term Occupational Training (10%)
  - Secondary Completion (15%)
  - Placement (25%)
  - Efficiency (20%)

- Some metrics are statutorily required.

- See utech.edu/annual-reports for more information.

Administering FY 2019 Funds

- Rather than remain in a state-controlled account, *$1.15 million* in performance funds were directly appropriated to UTech in FY 2019.

- College performance scored and earned funds disbursed by the Executive Committee of the Board of Trustees on December 20, 2018.

FY 2019 Performance Awards

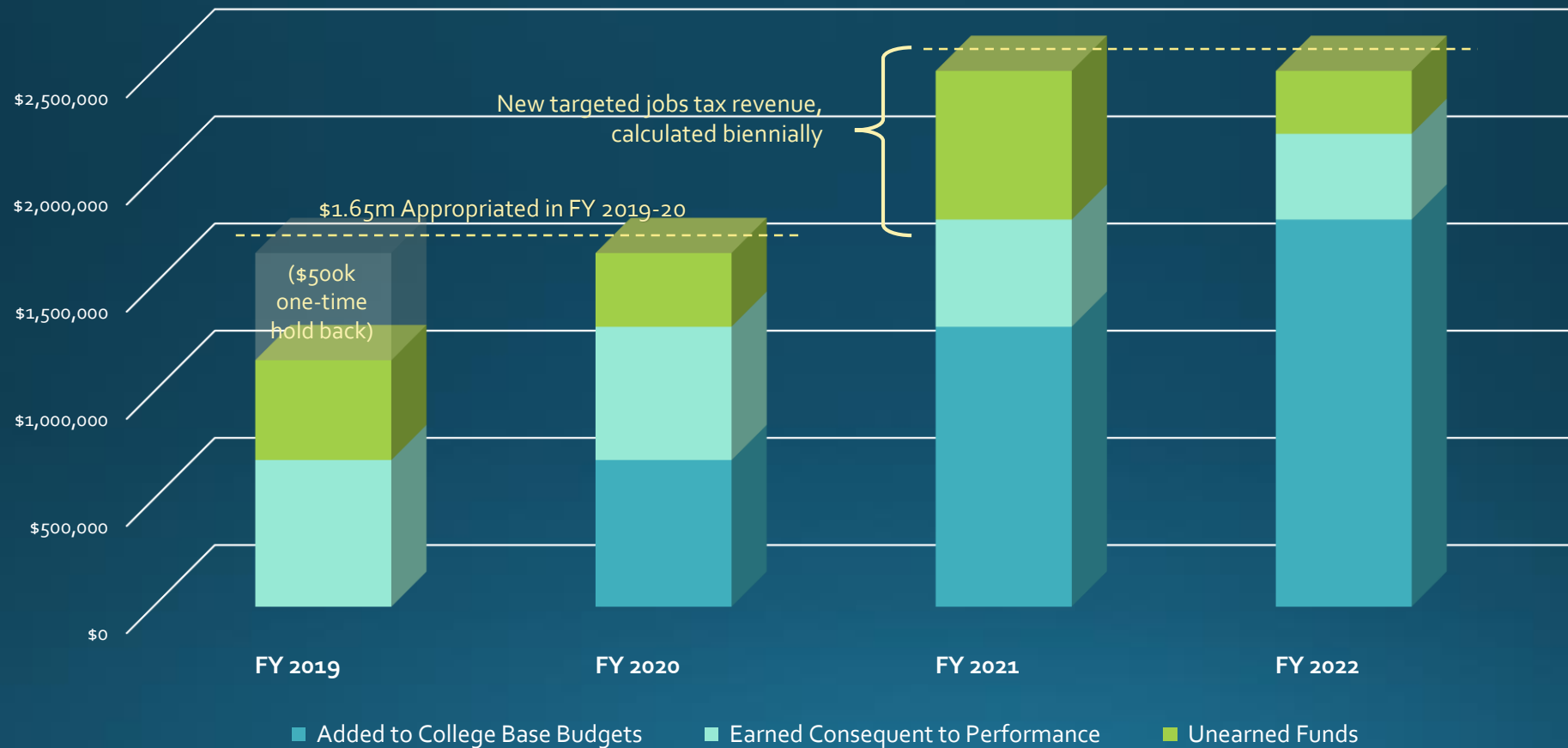| College	Funding Available	Funding Awarded	% Awarded
Bridgerland Technical College	$206,216	$144,351	70.00%
Davis Technical College	$249,090	$181,198	72.74%
Dixie Technical College	$76,323	$41,978	55.00%
Mountainland Technical College	$190,447	$88,914	46.69%
Ogden-Weber Technical College	$225,444	$112,722	50.00%
Southwest Technical College	$60,254	$52,291	86.78%
Tooele Technical College	$44,027	$28,618	65.00%
Uintah Basin Technical College	$98,198	$34,369	35.00%
Total	**$1,150,000**	**$684,441**	**59.52%**

Surplus (i.e., unearned) Funds

- UTech sought legislative direction what to do with unearned portion of funding received in FY 2019 (**$465,559**).
  - Unearned funds distributed to the colleges proportional to their share of total system earnings consequent to performance improvements (follows USHE precedent).

College	Funding Earned	% of Total System Funding Earned	Additional Funding Given	Total Received
Bridgerland Technical College	$144,351	21.09%	$98,188	$242,539
Davis Technical College	$181,198	26.47%	$123,252	$304,450
Dixie Technical College	$41,978	6.13%	$28,553	$70,531
Mountainland Technical College	$88,914	12.99%	$60,479	$149,393
Ogden-Weber Technical College	$112,722	16.47%	$76,674	$189,396
Southwest Technical College	$52,291	7.64%	$35,569	$87,860
Tooele Technical College	$28,618	4.18%	$19,466	$48,084
Uintah Basin Technical College	$34,369	5.02%	$23,378	$57,747
Total	$684,441	100.00%	$465,559	$1,150,000

Next Steps

- FY 2020 performance awards will be approved by the Executive Committee of the Board of Trustees in December 2019.

- FY 2019-20 funds earned consequent to performance improvements are recommended for inclusion in individual colleges' appropriated line items.

- Use of unearned performance funds will be determined by the Board of Trustees in Spring 2020.

FY 2020 Funding Allocations

College	Funding Available	Funding Awarded	% Awarded
Bridgerland Technical College	$167,346	$117,142	70.00%
Davis Technical College	$202,097	$131,363	65.00%
Dixie Technical College	$70,779	$52,719	74.48%
Mountainland Technical College	$166,238	$74,807	45.00%
Ogden-Weber Technical College	$180,271	$126,189	70.00%
Southwest Technical College	$52,245	$31,347	60.00%
Tooele Technical College	$39,952	$31,961	80.00%
Uintah Basin Technical College	$78,669	$51,135	65.00%
Total	$957,596	$616,664	64.40%

*Data herein are subject to change through December 2019, when final funding distributions will be approved by the Executive Committee of the Board of Trustees.

JOINT RESOLUTION to DIRECT EDUCATION LEADERS to DEVELOP a STATE POSTSECONDARY EDUCATION ACCESS FRAMEWORK

State Board of Education, UTech Board of Trustees, and USHE Board of Regents

Whereas, college and career readiness is a shared stewardship of all public state education entities; and

Whereas, all Utahns should have access to high-quality college and career opportunities; and

Whereas, there are significant opportunity gaps in Utah for underrepresented students and families; and ·

Whereas, according to the Utah System of Higher Education Report, "Utah's Growing Opportunity Gap," if these gaps persist, the State of Utah will miss out on nearly 300,000 degrees and certificates by the year 2065, with each of those individuals forgoing substantial annual income, translating to an economic impact for the state nearing billions of dollars; and

Whereas, ensuring all Utahns have access to a high-quality postsecondary education is necessary for the economic success of the state and the well-being of its citizens;

Therefore, be it resolved that the Utah State Board of Education, the Utah System of Technical Colleges Board of Trustees, and the Utah System of Higher Education Board of Regents direct their respective chief executives to establish and align goals and resources that achieve the following outcomes:

1. *Encourage students to set and achieve postsecondary goals that best help them succeed in their future workforce and educational endeavors.*

2. *Provide a college access advisor for every Utah high school student to help them successfully access information about potential career pathways and available postsecondary educational options in Utah.*

3. *Maintain a statewide, authoritative, online platform to guide K-12 students and returning adults in potential career pathways and available postsecondary educational options in Utah.*

4. *Reprioritize state dollars to improve access to postsecondary education options, especially for underrepresented populations, that lead to high-demand, high-wage, or high-skill career options in Utah.*

Dated this 15th Day of November 2019.

Harris H. Simmons, Chair	*Steve Moore, Chair*	*Mark Huntsman, Chair*
USHE Board of Regents	*UTech Board of Trustees*	*Utah State Board of Education*

ITEM: P

TOPIC: Board Leadership Strategic Vision

BACKGROUND

Chair Moore, Vice-Chair Osmond, and Commissioner Haines in the September 2019 Board meeting introduced their 2019-2021 UTech Board of Trustees Leadership Vision, Goals, and Objectives. After discussion and input, the Board approved the general direction, with a caveat that the new 10-Year Strategic Planning Committee would make adjustments and clarify the wording of the document, and present it to the Board for final approval.

Board leadership has made interim adjustments to the document based on discussions with stakeholders since the September meeting. Leadership will highlight the revisions for further Board discussion and input. The 10-Year Strategic Planning Committee will then conduct its review and adjustments for approval in the January board meeting, to be used as the basis for the 10-year strategic plan.

RECOMMENDATIONS

Information/Discussion.

Attachments: 2019-2021 UTech Board of Trustees Leadership Vision, Goals, and Objectives
     -November 21, 2019 update
     -September 18, 2019 original

UTAH SYSTEM OF TECHNICAL COLLEGES
BOARD OF TRUSTEES
November 12, 2019 (draft)

UTech Board of Trustees Leadership Vision, Goals, and Objectives:
Utah's Technical College Leadership is uniquely prepared to drive the vision, protect the value, and support the growth of career and technical education in Utah.

1. **Build and Approve 10-year UTech Strategic Framework:**
  ➢ Develop a framework in partnership with Commissioner, Presidents, and Trustees.
  ➢ Use the framework as a guideline for Technical College Presidents' strategic planning.
  ➢ Use in structuring long-term CTE and academic opportunities in Utah's higher education.
  ➢ Long-term system student outcomes, placement, budgeting, facilities plan/strategy.

2. **Lead and Align Program Criteria for all State CTE Offerings:**
  ➢ Require all state-funded CTE programs must lead to high-wage, high-skill, and high demand job outcomes, as defined and approved jointly with Utah's technical college governing body.
  ➢ The governing body for Utah's technical colleges shall define, approve, and audit statewide postsecondary CTE program criteria, and coordinate secondary CTE program alignment.
  ➢ Statewide CTE program criteria will apply statutorily to all Utah education systems offering CTE programs (UTech/USBE/USHE).

3. **Implement new CTE Program Criteria Advisory Committee:**
  Statutorily create a new CTE Program Criteria Advisory Committee:
  ➢ Consists of regionally-selected large and medium-sized employers, and reps from UTech, USHE and USBE.
  ➢ Committee to review and recommend high-wage, high-demand, high-skill CTE program criteria and offerings.
  ➢ Committee to help establish a consistent state-wide employer-driven CTE curriculum.
  ➢ The governing body for Utah's technical colleges shall provide final approval of criteria and offerings recommended by CTE committee for postsecondary CTE programs.

4. **Establish Industry Credential Attainment for High School Graduation:**
  ➢ Explore with USBE requiring or encouraging graduating students to earn at least one Technical College Certificate or industry credential as part of state high school graduation requirements.
  ➢ Credentials and related test(s) to be paid/funded by the Public Education System for all K12 students.

UTAH SYSTEM OF TECHNICAL COLLEGES

BOARD OF TRUSTEES

September 18, 2019

UTech Board of Trustees Leadership Vision, Goals, and Objectives:

Utah's Technical College Leadership is uniquely prepared to drive the vision, protect the value, and support the growth of career and technical education in Utah.

1. **Build and Approve 10-year UTech Strategic Framework:**
   - ➢ Develop a framework in partnership with Commissioner, Presidents, and Trustees
   - ➢ Use the framework as a guideline for UTech College Presidents' strategic planning
   - ➢ Use in structuring long-term CTE and academic opportunities in Utah's higher education
   - ➢ Long-term system student outcomes, placement, budgeting, facilities plan/strategy.

2. **Define and Oversee Program Criteria for all State CTE Offerings:**
   - ➢ Require all state-funded CTE programs must lead to high-wage, high-skill, and high-demand job outcomes, as defined and approved by Utah's technical college governing body
   - ➢ Utah's technical college governing body shall define, approve, and audit statewide CTE program criteria
   - ➢ Statewide CTE program criteria will apply statutorily to all Utah education systems offering CTE programs (UTech/USBE/USHE)

3. **Implement new CTE Program Criteria Advisory Committee:** Statutorily create a new CTE Program Criteria Advisory Committee:
   - • Consists of regionally-selected large and medium-sized employers, and reps from USHE and USBE
   - • Committee to review and recommend high-wage, high-demand, high-skill CTE program criteria and offerings
   - • Committee to help establish a consistent state-wide employer-driven CTE curriculum
   - • Utah's technical college governing body shall provide final approval of CTE committee program criteria and offering recommendations

4. **Establish Industry Credential Requirement for High School Graduation:**
   - ➢ Require all graduating students must earn at least one Industry Credential or Technical College Certificate as part of state high school graduation requirements
   - ➢ Credentials and related test(s) to be paid/funded by the Public Education System for all K12 students.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

March 19, 2020

ITEM: Q

TOPIC: Kane Campus Lease Purchase

BACKGROUND

In June 2007, Southwest Technical College entered into a lease agreement with Kane County School District. The agreement includes an option to purchase at the end of the lease term. Southwest Tech will make the final payment on January 1, 2021. The property is located at 733 S. Cowboy Way in Kanab and provides select programs and Custom Fit training to this rural area within the college's service region.

Southwest Technical College seeks approval from the Board of Trustees to complete the purchase of the Kane Campus.

RECOMMENDATION

UTech administration recommends the Board of Trustees approve the purchase of the Kane Campus Building by Southwest Technical College from the Kane County School District and authorize President Brenna Wood to execute the necessary contracts to complete the transaction.

Attachments: Photos

Utah System of Technical Colleges
MASTER CALENDAR 2020

DATE	EVENT	LOCATION	TIME
JANUARY	**2020**		
1/6/2020	DIXIE TECH – LEGISLATIVE LUNCH	ST. GEORGE	12:00 NOON
1/8/2020	COUNCIL OF PRESIDENTS' MEETING	UTECH - SLC	9:00 AM – 2:00 PM
1/8/2020	DAVIS TECH GRADUATION CEREMONY -FARMINGTON HS	FARMINGTON	6:00 PM
1/9/2020	SOUTHWEST TECH -BOARD OF DIRECTORS MEETING	CEDAR CITY	1:00 PM – 3:00 PM
1/15/2020	UINTAH BASIN TECH BOARD OF DIRECTORS MEETING	ROOSEVELT	3:00 PM
1/15/2020	MTECH -BOARD OF DIRECTORS MEETING	THANKSGIVING POINT	4:00 PM – 6:00 PM
1/15/2020	TOOELE TECH BOARD OF DIRECTORS MEETING	TOOELE	12:00 PM – 2:00 PM
1/16/2020	BOARD OF TRUSTEES MEETING AT DAVIS TECH	KAYSVILLE	10:00 AM – 2:00 PM
1/23/2020	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:30 AM
1/23/2020	UINTAH BASIN CHAMPIONS NIGHT GALA	ROOSEVELT	6:00 PM
1/23/2020	SOUTHWEST TECH GRADUATION	SUU HUNTER CONF. CENTER – CEDAR CITY	6:00 PM
1/27/2020	BRIDGERLAND -BOARD OF DIRECTORS MEETING	LOGAN	4:00 PM
1/28/2020	DIXIE TECH – BOARD OF DIRECTORS MEETING	ST. GEORGE	2:00 PM
FEBRUARY			
2/4/2020	2019 STUDENTS OF THE YEAR DINNER	JSM BLDG.	6:30 PM – 8:30 PM
2/12/2020	COUNCIL OF PRESIDENTS MEETING*	UTECH - SLC	9:00 AM – 2:00 PM
2/20/2020	OGDEN-WEBER WINTER GRADUATION	OGDEN	6:30 PM – 7:30 PM
2/27/2020	OGDEN-WEBER TECH BOARD OF DIRECTORS MEETING	OGDEN	4:00 PM – 6:00 PM
MARCH			
3/5/2020	SOUTHWEST TECH BOARD OF DIRECTORS MEETING	CEDAR CITY	1:00 PM – 3:00 PM
3/11/2020	COUNCIL OF PRESIDENTS MEETING	UTECH OFFICE -SLC	9:00 AM – 2:00 PM
3/18/2020	UINTAH BASIN TECH BOARD OF DIRECTORS MEETING	VERNAL	3:00 PM

Note: COP meeting for Feb. 2020 may change depending on
Legislative Session schedule.

March 2020...Cont.

3/18/2020	MTECH -BOARD OF DIRECTORS MEETING	THANKSGIVING POINT	4:00 PM – 6:00 PM
3/19/2020	BOARD OF TRUSTEES MEETING @ TOOELE TECH	TOOELE	10:00 AM – 2:00 PM
3/20/2020	TOOELE TECH EMPLOYEE TRAINING	TOOELE	12:00 PM – 5:00 PM
3/24/2020	DIXIE TECH – BOARD OF DIRECTORS MEETING	ST. GEORGE	2:00 PM
3/26/2020	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
3/26/2020	DAVIS TECH BOARD OF DIRECTORS MEETING	KAYSVILLE	3:30 PM – 5:30 PM
APRIL			
4/6/2020	DAVIS TECH GRADUATION CEREMONY @WSU	OGDEN	6:00 PM
4/7/2020	DAVIS TECH NTHS INDUCTION (FARMINGTON HS)	FARMINGTON	6:00 PM – 7:30 PM
4/8/2020	COUNCIL OF PRESIDENTS MEETING	UTECH OFFICE -SLC	9:00 AM – 2:00 PM
4/9/2020	DAVIS TECH APPRENTICESHIP VENDOR FAIR	KAYSVILLE	TBD
4/15/2020	DAVIS TECH PRACTICAL NURSE PINNING (ROTUNDA)	KAYSVILLE	5:30 PM – 7:30 PM
4/21/2020	DAVIS TECH BOARD OF DIRECTORS MEETING	KAYSVILLE	3:30 PM – 5:30 PM
4/22/2020	OGDEN-WEBER TECH – NAT TECH HONOR SOCIETY INDUCTION CEREMONY	OGDEN MULTIPURPOSE ROOM	6:00 PM
4/23/2020	OGDEN-WEBER TECH BOARD OF DIRECTORS MEETING	OGDEN	4:00 PM – 6:00 PM
4/23/2020	TOOELE TECH BOARD OF DIRECTORS MEETING	TOOELE	3:00 PM – 5:00 PM
4/23/2020	TOOELE TECH GRADUATION	GRANTSVILLE	6:00 PM – 7:30 PM
4/25/2020	DIXIE TECH – HOODFEST	ST GEORGE	8:00 AM – 2:00 PM
4/27/2020	BRIDGERLAND -BOARD OF DIRECTORS MEETING	LOGAN	4:00 PM
4/30/2020	DIXIE TECH GRADUATION @ DSU (BURNS ARENA)	ST. GEORGE	TBD
MAY			
5/6/-5/7-2020	BRIDGERLAND TECH - CAREER DAYS	LOGAN	8:15 AM – 2:15 PM
5/6/2020	UINTAH BASIN TECH BOARD OF DIRECTORS MEETING	ROOSEVELT	3:00 PM
5/6/2020	UINTAH BASIN TECH -GRADUATION	UNION HS ROOSEVELT	6:00 PM
5/7/2020	DIXIE TECH – GRADUATION	ST. GEORGE	TBA
5/7/2020	SOUTHWEST TECH BOARD OF DIRECTORS MEETING	CEDAR CITY	1:00 PM – 3:00 PM
5/13-14, 2020	COUNCIL OF PRESIDENTS RETREAT	TBA	TBA
5/19/2020	MOUNTAINLAND TECH STUDENT GRADUATION	UVU - OREM	7:00 PM

May 2020...Cont.

5/20/2020	MTECH -BOARD OF DIRECTORS MEETING	TGP CAMPS	4:00 PM – 6:00 PM
5/21/2020	MTECH -STUDENT GRADUATION	WASATCH HIGH	TBA
5/21/2020	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
5/21/2020	BOARD OF TRUSTEES MEETING AT DIXIE TECH	ST. GEORGE	10:00 AM – 2:00 PM
JUNE			
6/3/2020	TOOELE TECH BOARD OF DIRECTORS MEETING	TOOELE	12:00 PM – 2:00 PM
6/3/2020	BRIDGERLAND TECH -GRADUATION	LOGAN	TBD
6/5/2020	DAVIS TECH EMPLOYEE SPRING SOCIAL	SYRACUSE	TBD
6/11/2020	SOUTHWEST TECH GRADUATION	CEDAR CITY	6:00 PM
6/12/2020	DAVIS TECH AWARDS/STRATEGIC PLANNING (ROTUNDA)	KAYSVILLE	7:30 AM – 12:00 N
6/10/2020	COUNCIL OF PRESIDENTS MEETING	UTECH OFFICE -SLC	9:00 AM – 2:00 PM
6/17/2020	DAVIS TECH FOUND.GOLF TOURNAMENT (BTFUL RIDGE)	BOUNTIFUL	7:30 AM – 1:00 PM
6/17/2020	UINTAH BASIN BOARD OF DIRECTORS MEETING	VERNAL	3:00 PM
6/18/2020	DAVIS TECH BOARD OF DIRECTORS MEETING	KAYSVILLE	3:30 PM – 5:30 PM
6/18/2020	OGDEN-WEBER SUMMER GRADUATION	OGDEN	6:30 PM – 7:30 PM
6/22/2020	BRIDGERLAND – BOARD OF DIRECTORS MEETING	LOGAN	4:00 PM
6/25/2020	OGDEN-WEBER TECH BOARD OF DIRECTORS MEETING	OGDEN	4:00 PM – 6:00 PM
JULY			
7/8/2020	COUNCIL OF PRESIDENTS MEETING	UTECH OFFICE -SLC	9:00 AM – 2:00 PM
7/16 – 7/17	OGDEN-WEBER EMPLOYEE TRAINING	CAMPUS CLOSED	
AUGUST			
8/12/2020	COUNCIL OF PRESIDENTS MEETING	UTECH OFFICE -SLC	9:00 AM – 2:00 PM
8/14/2020	TOOELE TECH EMPLOYEE TRAINING	TOOELE	8:00 AM – 5:00 PM
8/19/2020	MTECH -BOARD OF DIRECTORS MEETING	THANKSGIVING POINT	4:00 PM – 6:00 PM
8/22/2010	OGDEN-WEBER HONOR SOCIETY IND. CEREMONY	OGDEN	6:30 PM -7:30 PM
8/24/2020	BRIDGERLAND – BOARD OF DIRECTORS MEETING	LOGAN	4:00 PM
8/25/2020	OGDEN-WEBER STUDENT SUCCESS GOLF TOURNAMENT	HAFB GOLF COURSE	7:30 AM – 3:00 PM
8/27/2020	OGDEN-WEBER TECH BOARD OF DIRECTORS MEETING	OGDEN	4:00 PM – 6:00 PM

SEPTEMBER			
9/2/2020	TOOELE TECH BOARD OF DIRECTORS MEETING	TOOELE	12:00 PM – 2:00 PM
9/9/2020	COUNCIL OF PRESIDENTS MEETING	UTECH OFFICE -SLC	9:00 AM – 2:00 PM
9/12/2020	TOOELE TECH SCHOLARSHIP FUNDRAISER EVENT	TOOELE COUNTY	TBA
9/17/2020	BOARD OF TRUSTEES MEETING AT OGDEN-WEBER TECH	OGDEN	10:00 AM – 2:00 PM
9/18/2020	UINTAH BASIN TECH FOUNDATION GOLF TOURNAMENT	ROOSEVELT	TBA
9/23/2020	OGDEN-WEBER NAT. TECH HONOR SOCIETY INDUCTION	OGDEN	6:00 PM – 7:00 PM
OCTOBER			
10/8/2020	OGDEN-WEBER FALL GRADUATION	OGDEN	6:30 PM – 7:30 PM
10/14/2020	COUNCIL OF PRESIDENTS MEETING	UTECH OFFICE -SLC	9:00 AM – 2:00 PM
10/16/2020	OGDEN-WEBER EMPLOYEE DEVELOPMENT DAY	OGDEN	--
10/22/2020	OGDEN-WEBER TECH BOARD OF DIRECTORS MEETING	OGDEN	4:00 PM – 6:00 PM
NOVEMBER			
11/4/2020	COUNCIL OF PRESIDENTS MEETING	UTECH OFFICE -SLC	9:00 AM – 2:00 PM
11/16/2020	BRIDGERLAND -BOARD OF DIRECTORS MEETING	LOGAN	4:00 PM
11/18/2020	TOOELE TECH BOARD OF DIRECTORS MEETING	TOOELE	12:00 PM – 2:00 PM
11/19/2020	BOARD OF TRUSTEES MEETING AT SOUTHWEST TECH	CEDAR CITY	10:00 AM – 2:00 PM
DECEMBER			
12/2/2020	BRIDGERLAND TECH – GRADUATION	LOGAN, UT	TBA
12/9/2020	COUNCIL OF PRESIDENTS MEETING	UTECH OFFICE -SLC	9:00 AM – 2:00 PM
12/17/2020	OGDEN-WEBER TECH BOARD OF DIRECTORS MEETING	OGDEN	4:00 PM – 6:00 PM

HOLIDAYS:

Updated 1/14/2020

1/20/2020	MARTIN LUTHER KING
2/17/2020	PRESIDENTS DAY
4/10-4/13/2020	OGDEN-WEBER TECH SPRING RECESS
5/25/2020	MEMORIAL DAY
7/3/2020	INDEPENDENCE DAY
7/24/2020	PIONEER DAY
9/7/2020	LABOR DAY
11/26-27/2020	THANKSGIVING DAY
12/24/2020 TO 1/1/2021	CHRISTMAS RECESS