



BOARD OF TRUSTEES MEETING | AGENDA

June 23, 2020

10:00 am to 10:45 am Closed Session and from 10:45 am to 2:00 pm Open Session

Tooele Technical College

88 So. Tooele Blvd., Tooele, UT 84074 | 385-248-1801

www.tooeletech.edu

1. Welcome, call to order and roll call Chair, Steve Moore

CLOSED SESSION:

2. College Presidents 2020 Formal and Informal Evaluation Reports Commissioner Haines
Note: Closed Session will not be open to the public pursuant to Utah Code Title 52, Chapter 4, Sections 204, 205, and 206.
3. Pledge of Allegiance – Time Certain 10:45 am Trustee Brad Tanner
4. Host College Highlights President Paul Hacking

ITEMS OF BUSINESS:

5. Group Portrait
6. Consent Items: Chair Steve Moore
 - a. Minutes of March 19, 2020, Board meeting [ITEM 6a](#)
 - b. Minutes of April 6, 2020, Board Meeting [ITEM 6b](#)
 - c. UTech Commissioner's Office Budget Report [ITEM 6c](#)
 - d. Program Approvals [ITEM 6d](#)
 - e. UTech Master Calendar [ITEM 6e](#)
 - f. FY2021 Data Dictionary [ITEM 6f](#)

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| 7. | <u>Board Committee Reports:</u> | |
| a. | Executive Committee | Chair Steve Moore |
| b. | Capital Facilities Committee | Trustee Michael Jensen |
| | <u>Action Item:</u> Technical College Capital Facilities Priorities | <u>ITEM 7b</u> |
| c. | Student Education and Workforce Alignment Committee | Trustee Scott Theurer |
| d. | 10-Year Strategic Planning Committee | Vice-Chair Aaron Osmond |
| e. | Compensation Committee | Trustee Charles Hansen |
| f. | Audit Committee | Trustee Brad Tanner |
| 8. | COVID-19, College Plans and Impacts | <u>ITEM 8</u> Kim Ziebarth |
| 9. | FY2021 Budget Adjustments | <u>ITEM 9</u> Tyler Brinkerhoff |
| 10. | <u>Action Item:</u> Proposed FY2021 Differential Tuition Rates | <u>ITEM 10</u> Tyler Brinkerhoff |
| 11. | <u>Action Item:</u> Vacating UTech Office and Lease Termination | <u>ITEM 11</u> Tyler Brinkerhoff |
| 12. | Utah Board of Higher Education Transition Update | Vice-Chair Aaron Osmond |
| 13. | Recognition of UTech Board of Trustees Members | Vice-Chair Aaron Osmond |
| 14. | <u>Action Item:</u> Resolution of Appreciation | <u>ITEM 14</u> |
| 15. | Lunch – 12:30 pm | |
| 16. | Adjournment | |



Utah System of Technical Colleges
Board of Trustees Meeting

March 19, 2020 – 10:00 am to 2:00pm

The anchor location was scheduled for the Tooele Technical College.
Due to the COVID-19 pandemic, the anchor location access for less than ten attendees (COVID19 protocol), was changed to
Davis Technical College, 550 E. 300 S., Kaysville, UT 84037.
Electronic access was provided to the public.

MINUTES

(PENDING APPROVAL OF THE BOARD OF TRUSTEES)

Board of Trustees Present:

Steve Moore, Chair – Ogden-Weber Technical College
Aaron Osmond – Vice-Chair – Information Technology
Charles Hansen – Tooele Technical College
Susan Johnson, Manufacturing
Russell Lamoreaux – Union Trade
Mike Angus – Uintah Basin Technical College*
Jera L. Bailey – Healthcare*
Stacey K. Bettridge – Transportation*
Arthur E. Newell – Mountainland Technical College*
Brad Tanner – Non-Union Trade*
Chuck Taylor – Southwest Technical College*
Scott Theurer – Bridgerland Technical College*

Trustees Absent/Excused:

Brett Barton – Life Sciences
Michael Jensen – Davis Technical College
Stephen Wade – Dixie Technical College

UTech Administration:

Jared Haines – Interim Commissioner of Technical Education
Kim Ziebarth – Associate Commissioner for Academic and Student Affairs*a
Zachary Barrus – Assistant Commissioner for Data and Institutional Research*
Tyler Brinkerhoff – Assistant Commissioner for Planning, Finance and Facilities*

College Presidents:

Chad Campbell, Bridgerland Technical College*
Paul Hacking, Tooele Technical College*
Darin Brush, Davis Technical College*
Kelle Stephens, Dixie Technical College*
Clay Christensen, Mountainland Technical College*
Jim Taggart, Ogden-Weber Technical College*
Brennan Wood, Southwest Technical College*
Aaron Weight, Uintah Basin Technical College*

Special Guests:

Rep. Douglas V. Sagers, Legislature Infrastructure and General Government Appropriations

*By electronic access

MINUTES OF MEETING

UTAH SYSTEM OF TECHNICAL COLLEGES

BOARD OF TRUSTEES

March 19, 2020 – 10:00 am to 2:00 pm

(PENDING APPROVAL OF BOARD OF TRUSTEES)

The meeting called to order at 10:05 am

A. Call to order, welcome, and roll call:

Chair Moore thanked everyone for their attendance. President Paul Hacking welcomed and introduced Representative Douglas V. Sagers, Legislature Infrastructure and General Government Appropriations Subcommittee, Chair.

Chair Moore apologized to President Paul Hacking for the change of location of today's meeting. Due to the COVID-19 pandemic and the social distance protocol, the location of the meeting was changed to the Davis Technical College to provide electronic access. Chair Moore thanked President Darin Brush and his staff for their work on the logistics of this meeting.

Chair Moore indicated that this is the second to last regular Board meeting. The last UTech Board of Trustees meeting is scheduled for May 21, 2020. The new Utah System of Higher Education and Board will be in effect starting July 1, 2020.

Roll call – Trustees present:

Steve Moore, Chair – yes
Aaron Osmond, Vice-Chair – yes
Charles Hansen – yes
Susan Johnson – yes
Russell Lamoreaux – yes

By Conference Call:

Mike Angus – yes
Jera L. Bailey – yes
Stacey K. Bettridge – yes
Arthur Newell – yes
Brad Tanner – yes
Chuck Taylor – yes
Scott Theurer – yes

Trustees Excused:

Brett Barton
Michael Jensen
Stephen Wade

B. Pledge of Allegiance: Conducted by Trustee Scott Theurer.

C. COVID-19 Report:

Associate Commissioner, Kim Ziebarth reported that leaders from the education systems have been working with the health department and the Governor's office to evaluate the operating characteristics to reduce the spread of COVID-19.

Associate Commissioner Ziebarth provided a summary:

- Lt. Governor Cox asked education leaders to coordinate decisions and messaging plan.
- The UTech and USHE institutions established a COVID-19 workgroup that includes representatives from both institutions. The group meets weekly to receive current information and recommendations from the state health department, the Governor's office, and USBE.
- Although the representatives of each institution disseminate the information, Associate Commissioner Ziebarth sends updates via email to UTech college presidents.
- The coordination, implementation, and information include the evaluation of cleaning protocols, emergency operation plans, communication systems with law enforcement and health department, evaluation of distance instruction testing, curriculum, and capacity for course work, community measures, guidance, revision of practice of faculty and employees working from home, closure procedures, etc.
- Associate Commissioner Ziebarth thanked presidents and their staff for the coordination, for sharing the information and willingness to work on the details of this changing situation.
- Chair Moore also thanked Commissioner Ziebarth for her work on the task force.

D. Item D – Host College Highlights canceled due to the location.

E. Consent Items:

Chair Moore reviewed the consent items as follows:

E.1 Board Meeting Minutes of 1/16/2020

E.2 Board Meeting Minutes of 2/7/2020

E.3 Board Meeting Minutes of 2/13/2020

E.4 Revision to Policy 205, Student Enrollment, and Completion Reporting.

- Trustee Susan Johnson asked if the changed language of 5.1, "the enrollment period for a secondary student," was communicated to the districts to facilitate how this change may affect secondary students? Associate Commissioner Ziebarth and Assistant Commissioner Barrus clarified that aligns with current college practice and UTech policy 208 revisions approved by the Board in November 2019. The language defines how homeschooled students and those completing high school graduation requirements are to be considered with regard to scholarship eligibility.

E.5 UTech Commissioner Office Budget Report

E.6 Program Approvals

E.7 Master Calendar: Chair Moore asked Presidents to send their events updates to the Commissioner's office. Due to the COVID-19 pandemic, some college events are being postponed or canceled.

Motion: Trustee Susan Johnson moved that the board approve the consent items as presented.

Seconded: Trustee Russell Lamoreaux

Voting: Unanimous

BOARD COMMITTEES' REPORTS:

F. Executive Committee Meeting – Closed Session.

The board moved to closed session at 10:22 am

Motion: Vice-Chair Aaron 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 204, 205, and 206, for the discussion of the character, professional competence, or physical or mental health of an individual.

Seconded: Trustee Susan Johnson

Voting: Unanimous

Roll call – by Chair Steve Moore:

Steve Moore, Chair – yes

Aaron Osmond, Vice-Chair – yes

Mike Angus – yes

Jera L. Bailey – yes

Stacey K. Bettridge – yes

Charles Hansen – yes

Susan Johnson – yes

Russell Lamoreaux – yes

Arthur Newell – yes

Brad Tanner – yes

Chuck Taylor – yes

Scott Theurer – yes

The board reconvened at 10:32 am

G. Reconvene in Open Session: Roll call by Chair Moore

Steve Moore, Chair – yes

Aaron Osmond, Vice-Chair – yes

Mike Angus – yes

Jera L. Bailey – yes

Stacey K. Bettridge – yes

Charles Hansen – yes

Susan Johnson – yes

Russell Lamoreaux – yes

Arthur Newell – yes

Chuck Taylor – yes

Scott Theurer – yes

Motion: Vice-Chair Aaron Osmond moved that the board reconvene in open session

Seconded: Trustee Russell Lamoreaux

Voting: Unanimous

Motion: Trustee Scott Theurer moved that the board approve a salary compensation adjustment for Interim Commissioner Jared Haines to 60% of the September 2016 scale.

Seconded: Trustee Chuck Taylor

Voting: Unanimous

Vice-Chair Aaron Osmond mentioned that he wanted to publicly state that the Board of Trustees had a phenomenal experience with Commissioner Haines and his work during the SB111 meetings and also by taking care of other issues during the last couple of months as a leadership team. He said that Commissioner Haines is unbelievably dedicated. Vice-Chair Osmond also mentioned that he witnessed it and is very impressed for all that Commissioner Haines has done and hopes that this is a signal of the Board's confidence in Commissioner Haines going forward.

Chair Moore supported the comments made by Vice-Chair Osmond and said that it had been a privilege for him working with Commissioner Haines over the last nine months.

Commissioner Haines thanked the Board and stated that this was something he was not expecting.

H. Capital Facilities Committee Report:

Assistant Commissioner Brinkerhoff reported that the Capital Facilities Committee asked the Council of Presidents to rank and prioritize Dedicated Projects.

After considering all projects, the Presidents recommended that two projects be considered as equal priority since funding is sufficient for both: Mountainland Technical College, Provo campus remodel, and Tooele Technical College expansion.

The Capital Facilities Committee recommended that the Mountainland project be ranked as the number one priority and Tooele as the second priority.

- Vice-Chair Osmond indicated that during the discussion about the prioritization, they had a clear indication that both projects were equally urgent and important. The prioritization was done by growth, size, and with the understanding that these projects will be fully funded.
- President Clay Christensen thanked Trustees and the Council of Presidents for their support. President Christensen said that Utah county is experiencing tremendous growth. It is estimated that the region will grow to over 826,000 residents by the end of this year. The MTech Provo Campus will help meet the needs of a growing workforce.

- President Paul Hacking also thanked the Board of Trustees and the Council of Presidents for their support. He noted that many of the college's programs are currently serving more students than space is generally allotted. Representative Sagers attended the meeting in support of this project. It is estimated that it will take 4-5 years to reach capacity in most of these expanded program areas.
- Chair Moore mentioned that these two projects would use the \$7M allocated for this year and the \$14M funds allocated for FY2021; therefore, it doesn't leave any room for any other project, which is a concern. Chair Moore asked Presidents Christensen and Hacking to address the following:
 - 1) The square footage for the Provo project is about \$138 per sq. ft. And the cost for the Tooele project is \$336 per sq. ft. So, it seems that there is a disconnect between the two regarding the cost of square footage.
 - 2) How many bids did you receive?

President Christensen mentioned that for both projects, they worked with Method Studios and had followed procedures.

President Hacking answered that there was an error. The cost per sq. ft. would be \$214.00.

Trustee Susan Johnson asked President Hacking what percentage of contingency he had built into these numbers?

Trustee Johnson said that the contingency percentage should be presented in another column rather than with the total cost of \$14,112,886. Trustee Johnson recommended reporting that percentage at another time.

President Darin Brush commented that as a reference, the cost of their building under construction is \$319 sq. ft. He also mentioned that Davis Technical College would like to purchase the LDS Institute building next year.

Chair Moore commented that as they look at building projects, "we would like nice buildings, but we also need a balance between scenic and function."

Vice-Chair Osmond clarified that the request included expanding the budget size for the Tooele Tech project to \$16M. He continued by saying that it is possible because the legislature appropriated additional funds even to prioritize other projects if the Board desires.

Vice-Chair Osmond also clarified that today the Board needs to agree on the prioritization of the projects and not the dollar amount that the colleges will need for these projects.

Trustees Hansen and Bailey support the Tooele project. They mentioned that the project would meet the needs of the students.

Motion: Trustee Charles Hansen moved that the board approve the prioritization of the Mountainland Technical College Provo Campus remodel as number one project with the budget proposed and the Tooele Technical College expansion, as the number two project with a budget of \$16.2M.

Seconded: Trustee Russel Lamoreaux

Voting: Unanimous

- I. **Student Education & Workforce Alignment Committee:** Trustee Scott Theurer indicated that he had no business to report to the Board of Trustees today.
- J. **10-Year Strategic Planning Committee:** Vice-Chair Osmond was not present at the time of reporting. Chair Moore indicated that the document in the agenda lays down the foundation of the strategic plan that, due to the transition to the new governance, the strategic plan will be on hold.
- K. **Compensation Committee:** Trustee Charles Hansen, Committee Chair, reported that the compensation study consultant had completed the first compensation draft. The committee will be reviewing it in the next week or two.
- L. **Audit Committee:** Trustee Brad Tanner, Committee Chair, reported that annual financial audits were completed for Mountainland and Uintah Basin Techs without any findings. Other internal audits are in progress, and the final report will be presented to the Board at the next board meeting.
- M. **Report on Board Leadership Visits to Colleges' Board of Directors:** Chair Moore reported that he attended every college board of directors' meeting and that it has been a pleasure for him to meet with the boards of directors and occasionally with colleges' staff. Chair Moore is grateful to each board of directors' members; they are very dedicated people with high regard for what is best for technical education, students, taxpayers, and their families. He also had the opportunity to present the UTech Board Vision Statement. He received feedback and plans to continue with those visits.
- N. **Update on Board Vision Statement:** Chair Moore reviewed a PowerPoint presentation titled [UTech Board of Trustees Leadership Activity Update](#).

Vice-Chair Aaron Osmond stated that with the knowledge that SB111 was going to pass, the board leadership put a hold on the board vision statement.
- O. **President Evaluation Process:** Chair Moore attached to the agenda "Suggested/optional questions for Presidents' informal evaluations." Chair Moore indicated that the expectation is that when Trustees attend the

presidents' evaluations that they have short meetings with colleges' vice-presidents and key staff.

- P. Scholarship Report:** Associate Commissioner Ziebarth attached to the agenda a PowerPoint presentation and provided some highlights:
- The Technical College Scholarship provides \$800,000 on ongoing funds that are dispersed to technical colleges.
 - Students who have graduated from high school within the prior 12 months are eligible. Scholarship priority is given to underserved populations.
 - The scholarship program has been fully implemented throughout all eight colleges, and administrative rules were created.

- Q. Action Item: Kane Campus Lease to Purchase:** Assistant Commissioner Brinkerhoff and President Brennan Wood informed that in June 2007, the 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 Technical College seeks approval from the Board for the Kane Campus lease-purchase agreement.

Motion: Trustee Scott Theurer moved to approve the lease to purchase of the Kane Campus.

Seconded: Trustee Jera L. Bailey

Voting: Unanimous

- R. 2020 Legislative Session Bills of Interest:** Commissioner Haines indicated that attached to the agenda are some of the bills of interest that UTech was tracking throughout the legislative session. One of the most significant Bills was SB111 that we already discussed today.
Capital Facilities: Congratulations to President Campbell, and thank you, Trustees and college Presidents, for the support. The Bridgerland project was ranked number one.
FY2021 Budget: The technical colleges are clearly a state priority, with college program expansion and support requests being funded 100%.
Assistant Commissioner Brinkerhoff reported that the annual compensation funding was increased by 2.5%, and health insurance increases were funded at 100%. The requested Custom Fit funding cleared the budget at 100% as well. The request for targeted market-based compensation increases from the program expansion requests received \$500,000 from the 1.79 million requested, to be distributed by the Board with priority to information technology and healthcare positions.

Chair Moore thanked presidents and the Commissioner's staff for presenting a compelling story about the need for the funding, data, and rationale.

- S. Action Item: New Funding Allocations:** Commissioner Haines stated that of the \$9,000,000 appropriated for program expansion and support services, \$4,000,000 was specified by the Legislature to be allocated for Performance Funding. There is some ambiguity on how the Board is to distribute those funds. The Commissioner's office will seek clarity from legislative representatives.

Vice-Chair Osmond suggested that instead of waiting until the May Board meeting, the funds should be distributed to the colleges as soon as possible, and authorize the Executive Committee to approve the distribution between meetings and to report to the Board of Trustees.

Motion: Vice-Chair Osmond moved that the board authorizes the Executive Committee to allocate the funds to colleges and report to the board.

Seconded: Trustee Arthur E. Newell

Voting: Unanimous

Trustee Scott Theurer asked if there is anything in the budget that will be subject to the Legislature holding a special session and re-allocate the budget due to the COVID-19 pandemic. The answer is that there is a possibility. Commissioner Haines commented that during the recession in 2009, the Legislature had budget cuts at mid-year.

- T. The Future of Higher Education in Utah:** Chair Moore noted that SB111 had created an opportunity to unite the best of Utah's two higher education systems for the benefit of Utah's students, families, employers, and taxpayers. Chair Moore presented a [one-pager document](#) with comments on the future of higher education in Utah. He also attached to the agenda an organization chart that might not be accurate or correct. There will be modifications to the reporting structure. For example, technical education institutions will report directly to the Board.

Chair Moore welcomed Harris Simmons, Chair of the Board of Regents. Chair Moore reported that the UTech Leadership had many meetings with Chair Simmons. Chair Moore thanked Chair Simmons for his input and support, as well as the support of Nina Barnes, Vice-Chair of the Board of Regents.

Chair Simmons stated that he is pleased to join the meeting and thinks that the new governance will create many opportunities for students so they can have a seamless experience. He continued by saying that he deeply appreciates the work that goes into the UTech system, and he is looking forward to work with everyone as the boards merge in a couple of months.

Chair Simmons stated that one of the great opportunities of the combined systems is that it will offer benefits for students of funding and tuition modules, and how do we use facilities. Our primary role is to focus on cost and quality because quality divided by cost, equals value. We will be required by statute to find efficiencies, not only in the academic fields and programs but in other areas such as administrative functions: finance, cybersecurity, internal audits, etc.

The Legislature appropriated funding to hire a consultant to provide us with a road map for efficiencies in the combined system. We all have an obligation to taxpayers to make sure we work efficiently.

U. Governance Transition: Chair Moore attached to the agenda the composition of inaugural Utah Board of Higher Education:

- Selection and appointment of new members, responsibilities, and time commitments.

The Legislature also built compensation for board members into the bill.

Chair Simmons commented that the Board should not turn into the management of the system, but an oversight role.

Chair Simmons commented that being a member of the Board will be time-consuming, but we need to ensure that it is not so time-consuming that the only people that can serve on the Board are people that are retired or have a lot of time in their hands. It will be essential to find the right balance. It may be necessary to split the time into teams between colleges and universities, working a few hours a week.

Chair Moore noted that some trends need to change, and institutions need to be more collaborative. Chair Moore has been impressed with the UTech Council of Presidents. He said that they meet and collaborate as a unified voice for what is best for the system.

Chair Moore mentioned that he would be in touch with each of the UTech Trustees regarding the new board to get their thoughts, desires, and commitment as the board leadership need to send their recommendations to the Governor soon.

The commissioner search process and timeline were attached to the agenda. There will be local recruitment for the commissioner position, and the posting will be on both of the systems' websites in the next few days. The Commissioner of Higher Education job description was developed between the leadership of the two boards.

Motion: Vice-Chair Aaron Osmond moved to accept the job description and the process as jointly developed by the leadership of the two boards for the selection and hiring of the new Commissioner of Higher Education as proposed.

Seconded: Trustee Susan Johnson

Voting: Unanimous

System Staff Transition: Commissioner Haines reviewed the timeline and indicated the two commissioners' offices will work on the details:

- The design and construction of the office at the Gateway building for the UTech staff.
 - The initiation of an RFP for a change management consultant.
 - The selection of candidates for the student board member is under the direction of Associate Commissioner Ziebarth, who is working with the presidents and the Students of the Year.
 - The Inaugural Utah Board of Higher Education, etc.
- Commissioner Haines stated that if there are items not covered in the timeline or transition, to please let him know.

Vice-Chair Osmond congratulated Commissioners Woolstenhulme and Haines and their teams for the numerous meetings and coordination. They have been open, transparent, and partnership-oriented during this process. Geoffrey Landward, USHE legal counsel, has been very helpful, making sure that our issues and elements of the UTech infrastructure are reflected in the process.

Chair Moore thanked everyone for their participation, questions, and comments. He noted that the system has been able to make significant progress during the last couple of years in technical education because we have a great board, presidents, and staff. He also thanked President Brush, Wendee Cole, and the college IT department for their assistance in connecting everyone for this meeting.

Adjournment:

Chair Moore asked for any comments or questions.

Motion: Trustee Hansen moved the board to adjourn the meeting.

Seconded: Trustee Russell Lamoreaux

The meeting adjourned at 2:12 pm.



Utah System of Technical Colleges
Board of Trustees Meeting
April 6, 2020 – 7:30 am to 8:15 a.m.
Electronic Meeting
(due to COVID-19 protocol)
801-341-6012

MINUTES

(PENDING APPROVAL OF THE BOARD OF TRUSTEES)

Board of Trustees Members Present*:

Steve Moore, Chair – Ogden-Weber Technical College
Aaron Osmond, Vice-Chair – Inf. Technology
Mike Angus – Uintah Basin Technical College
Stacey K. Bettridge – Transportation
Michael Jensen – Davis Technical College
Charles Hansen – Tooele Technical College
Susan Johnson – Manufacturing
Russell Lamoreaux – Union Trade
Brad Tanner – Non-Union Trade
Chuck Taylor – Southwest Technical College
Scott Theurer – Bridgerland Technical College

Trustees Absent/Excused:

Jera L. Bailey – Healthcare
Brett Barton – Life Sciences
Arthur E. Newell – Mountainland Technical College
Stephen Wade – Dixie Technical College

UTech Administration*:

Jared Haines – Interim Commissioner of Technical Education
Kim Ziebarth – Associate Commissioner for Academic and Student Affairs
Zachary Barrus - Assistant Commissioner for Data and Institutional Research
Tyler Brinkerhoff – Assistant Commissioner for Planning, Finance, and Facilities
Eric Petersen – Legal Counsel

College Presidents Present*:

Darin Brush, Davis Technical College
Kelle Stephens, Dixie Technical College
Clay Christensen, Mountainland Technical College
Jim Taggart, Ogden-Weber Technical College
Paul Hacking, Tooele Technical College
Brennan Wood, Southwest Technical College
Aaron Weight, Uintah Basin Technical College

*By electronic access

MINUTES OF MEETING
UTAH SYSTEM OF TECHNICAL
COLLEGES BOARD OF TRUSTEES

April 6, 2020

(PENDING APPROVAL OF THE BOARD OF TRUSTEES)

A. Call to Order and welcome: The meeting was called to order at 7:35 am.

Chair Steve Moore welcomed and thanked everyone for their attendance. Chair Moore hopes that all in attendance are doing well under the circumstances, and encouraged Trustees to send a text or email to the board leadership to let them know how trustees are doing, and how the COVID-19 pandemic has impacted their families and businesses.

Roll Call by Chair Steve Moore:

Steve Moore, Chair – yes
Aaron Osmond, Vice-Chair – yes
Mike Angus – yes
Stacey Bettridge – yes
Michael Jensen – yes
Charles Hansen – yes
Susan Johnson – yes
Russell Lamoreaux – yes
Brad Tanner – yes
Chuck Taylor – yes
Scott Theurer – yes
Jera L. Bailey – excused
Brett Barton – excused
Arthur E. Newell – excused
Stephen Wade – excused

B. Action Item: New Funding Allocations - Commissioner Haines explained that there are three parts of the budget distribution, as described in the agenda's attachment. The board decided to vote separately for each of the three sections.

1) FY2020 Performance Funding – One-time Residual: Commissioner Haines explained that the distribution of earned FY2020 performance funds to the colleges in January 2020, left a one-time residual of \$229,544. The Board of Trustees determines the use of this residual in consideration of system-wide needs. The eight colleges identified critical needs for campus

safety and or security. Each college would receive \$28,693. Each of the colleges would need to report the use of the funds to the board through the commissioner's office by October 31, 2020.

Trustee Charles Hansen suggested that after each college receives the \$28,693, that some flexibility be given to each college president to use the remaining portion at the president's discretion for the use of their college's programs.

Motion: Trustee Russell Lamoreaux moved that the board approve the one-time residual of the FY2020 Performance Funding amount of \$229,544 to be distributed equally to each college (\$28,693 each college), with the understanding that if the colleges have any residual funds from the amount distributed, the college president has the discretion to use it for the college's programs as he/she may deem necessary.

Seconded: Trustee Susan Johnson

Voting: Unanimous

2) FY2021 Performance Funding for Program Expansion and Student Support (\$4,000,000). Commissioner Haines reported that in the 2020 Legislature Session, a total of \$9,000,100 was appropriated as on-going funds for the FY2021 for technical college program expansion and student support. \$5,000,100 was allocated directly to each college and \$4,000,000 to the UTech Board of Trustees to distribute to the colleges as performance funding.

Commissioner Haines also explained that the Co-chairs of the Higher Education Appropriations Subcommittee has clarified that the intent of the committee, as is shown on the table in item B of today's agenda.

Chair Moore expressed his appreciation to the legislature for the funds approved.

Motion: Vice-Chair Aaron Osmond moved that the board approve the distribution of the on-going funds to the colleges as presented.

Seconded: Trustee Susan Johnson

Voting: Unanimous

3) FY2021 Targeted Compensation (\$500,000). Commissioner Haines explained that the college budget increase requests for FY2021 included a total of \$1,751,800 for market-driven targeted compensation to help bring college employees closer to market compensation as identified in salary studies.

The legislature funded \$500,000 on-going to the UTech Board of Trustees to allocate to the colleges, with the intent language that the board prioritize the funding for targeted compensation to Medical/Health Sciences and Information Technology and report to the Higher Education Appropriations Subcommittee by October 31, 2020.

Board Leadership has recommended the \$500,000 be allocated proportionally to each college, as shown in item B of the agenda.

The legislature intent gives the flexibility to consider other positions that are a high priority to the colleges, as long as first preference is given to medical/health sciences and information technology.

Motion: Trustee Chuck Taylor moved to approve the distribution of the \$500,000 to the colleges proportionate to requests, as shown in the agenda, with the priority to medical/health sciences and information technology and college discretion to use it for other market-driven positions.

Seconded: Trustee Charles Hansen

Voting: Unanimous

- C. **COVID-19 Issues:** Commissioner Haines reported that due to the COVID-19 pandemic, all colleges are closed until the end of April with presidents' discretion to make exceptions within the CDC and Governor Herbert guidelines.

Commissioner Haines also pointed out that many employers using Custom Fit are facing severe challenges with COVID-19 sequestration. UTech's Custom Fit policy discourages company contributions of less than 50% and carry-forward balances greater than 10%. It has been suggested that during COVID-19 college closures, presidents be encouraged to more broadly grant exceptions to the 50% company contribution and that the 10% carry-forward consideration be waived for FY2020. These accommodations could help employers make their own COVID-19 sequestrations more productive, and position Custom Fit for supporting economic recovery as the state emerges from the crisis.

Trustee Theurer suggested that with the governance transition on July 1, 2020, it should be noted that this board addressed this issue. Chair Moore asked to include Custom Fit Accommodations as an agenda item on the May 21, 2020, board meeting as Trustees will have current information on COVID-19 and the business environment.

- D. **Action Item: Salary Adjustment for Commissioner Jared Haines.** Chair Moore stated that in the March 19, 2020, Board meeting the board went into closed session to discuss a compensation adjustment for Commissioner Haines. After the closed session, the board announced in open session that the board voted unanimously to approve a 60% penetration of the salary range for Commissioner Haines.

After the meeting, UTech's Legal Counsel informed Chair Moore that the action was not valid because it was not included in the agenda. Chair Moore then sent an email to the Trustees informing them of the error and the need to reconvene on the particular item.

Chair Moore noted that to approve the salary increase, the board used the commissioner's position salary scale from 2016.

Chair Moore mentioned that Commissioner Haines sent an email to the board leadership indicating that although Commissioner Haines is appreciative of the board's vote of confidence in him, he could not accept the salary increase as it surpasses what is normally considered for presidents and the commissioner.

Commissioner Haines expressed appreciation for what has been proposed and what it means personally and for the position, as well as personal discomfort with discussions about a pay increase during this time with COVID-19 that has many struggling with lost revenue and furloughs.

The Board of Trustees proposed and discussed different salary ranges.

Chair Moore stated that after working closely with Commissioner Haines for the last two years, he is impressed with Commissioner Haines' leadership, as well as his administrative and management abilities and personal growth.

Motion: Trustee Chuck Taylor moved that the board approve a salary increase to 50% penetration of the salary range for Commissioner Jared Haines.

Seconded: Trustee Russell Lamoreaux

Voting: Unanimous

The meeting was adjourned at 8:37 am.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020



ITEM: 6c

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 May 31, 2020, a check register for March-May 2020, and a cash and investment report as of May 31, 2020.

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 May 31, 2020

Budget	Budget	Year to Date	%
Total Budget for the Commissioner's Office	2,078,300	2,115,216	101.8%
Expenditures			
Salaries, Payroll Tax & Benefits	1,579,952	1,369,340	86.7%
Building Occupancy Costs	118,310	112,201	94.8%
Legal Services	150,000	116,724	77.8%
Equipment Purchases	17,700	5,864	33.1%
Employee Travel	35,000	17,920	51.2%
BOT Meetings, Travel, and Other Expenses	25,000	11,484	45.9%
Staff & System Meetings	15,000	6,951	46.3%
Public Relations/Marketing	20,000	2,396	12.0%
Automobile Expenses	10,000	888	8.9%
Supplies & Misc. Expenses*	63,338	143,285	226.2%
IT Support & Upgrades	14,000	2,355	16.8%
Memberships	30,000	6,500	21.7%
Contingency	-	-	0.0%
Total Expenditures	2,078,300	1,795,908	86.4%

* This category is displayed as over-budget. The Commissioner's Office received much more SLDS grant money than originally budgeted for. Much of that additional grant money was used for software development tools, contracted research projects, etc.

Utah System of Technical Colleges

Check Listing

March 1 through May 30, 2020

Type	Date	Num	Name	Amount
Bill Pmt -Check	03/02/2020	ACH	Aubrey Schrag	-71.34
Bill Pmt -Check	03/02/2020	ACH	Kim Ziebarth	-25.12
Bill Pmt -Check	03/02/2020	ACH	Susan Johnson	-212.99
Bill Pmt -Check	03/02/2020	ACH	Tyler Brinkerhoff	-281.30
Bill Pmt -Check	03/31/2020	ACH	Eva Doolin	-24.15
Bill Pmt -Check	03/31/2020	ACH	Jared Haines	-374.90
Bill Pmt -Check	03/31/2020	ACH	Steve Moore	-934.95
Bill Pmt -Check	03/31/2020	11752	Charles Hansen	-60.26
Bill Pmt -Check	03/31/2020	11753	Cushman Wakefield	-19,212.00
Bill Pmt -Check	03/31/2020	11754	Davis Tech	-51,013.46
Bill Pmt -Check	03/31/2020	11755	Dynatrace	-34,713.00
Bill Pmt -Check	03/31/2020	11756	Method Studio	-2,750.00
Bill Pmt -Check	03/31/2020	11757	Moreton & Company	-103.39
Bill Pmt -Check	03/31/2020	11758	Office of the Utah Attorney General	-13,344.00
Bill Pmt -Check	03/31/2020	11759	Personnel Systems & Services	0.00
Bill Pmt -Check	03/31/2020	11760	UETN	-73,413.67
Bill Pmt -Check	03/31/2020	11761	UNI	-15,725.00
Bill Pmt -Check	03/31/2020	11762	UTAH DAS-Fleet	-171.12
Bill Pmt -Check	04/22/2020	11763	Bridgerland Tech	-153,693.00
Bill Pmt -Check	04/22/2020	11764	Cushman Wakefield	-9,606.00
Bill Pmt -Check	04/22/2020	11765	Davis Tech	-249,136.24
Bill Pmt -Check	04/22/2020	11766	Dixie Tech	-117,343.00
Bill Pmt -Check	04/22/2020	11767	Mountainland Tech	-417,374.44
Bill Pmt -Check	04/22/2020	11768	Office of the Utah Attorney General	-11,838.00
Bill Pmt -Check	04/22/2020	11769	Ogden-Weber Tech	-199,843.00
Bill Pmt -Check	04/22/2020	11770	Personnel Systems & Services	-900.00
Bill Pmt -Check	04/22/2020	11771	Snow College	-74,525.00
Bill Pmt -Check	04/22/2020	11772	Southwest Tech	-114,943.00
Bill Pmt -Check	04/22/2020	11773	Tooele Tech	-109,943.00
Bill Pmt -Check	04/22/2020	11774	UEPC	-14,400.00
Bill Pmt -Check	04/22/2020	11775	Uintah Basin Tech	-131,193.00
Bill Pmt -Check	04/22/2020	11776	USU Eastern	-68,275.00
Bill Pmt -Check	04/22/2020	11777	Office of the Utah Attorney General	-14,976.00
Bill Pmt -Check	04/22/2020	11778	Southwest Tech	-2,400.00
Bill Pmt -Check	05/20/2020	ACH	Eva Doolin	-25.30
Bill Pmt -Check	05/20/2020	ACH	Zachary Barrus	-10.00
Bill Pmt -Check	05/20/2020	11779	Bridgerland Tech	-2,400.00
Bill Pmt -Check	05/20/2020	11780	Cushman Wakefield	-9,606.00
Bill Pmt -Check	05/20/2020	11781	Davis Tech	-600.00
Bill Pmt -Check	05/20/2020	11782	Dixie Tech	-26,375.00
Bill Pmt -Check	05/20/2020	11783	Instructure	-1,016.44
Bill Pmt -Check	05/20/2020	11784	Navex Global	-4,118.53

Utah System of Technical Colleges

Office of the Commissioner

Fiscal Year 2020 Office Budget

CASH AND INVESTMENTS

as of
May 31, 2020

Name of Bank	Type of account	Rate %	Dollar Amount
Utah PTIF	Savings	1.195 \$	1,330,494.83
Wells Fargo	Checking	0.160 \$	386,861.40
		\$	1,717,356.23



UTAH SYSTEM OF TECHNICAL COLLEGES



AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020

ITEM: 6d

TOPIC: Program Approvals

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 as well as substantive changes to existing programs that meet these criteria. The Commissioner's approval is considered final and programs and substantive changes 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	New Program	Length	Financial Aid Eligible
Bridgerland <i>Brigham City Branch Campus</i>	Therapeutic Massage	810	Yes
Davis <i>Main Campus</i>	Building Construction	900	Yes
Dixie <i>Main Campus</i>	App Development	1000	Yes
Dixie <i>Main Campus</i>	Web Development	1000	Yes

Institution	Substantive Change in Existing Program	Former Length	New Length
Bridgerland <i>Main Campus</i>	Cybersecurity	450	600
Bridgerland <i>Main Campus</i>	Machining Technology	1440	1050
Davis <i>Main Campus</i>	Former: Digital Media Design New: Web and Graphic Design	1200	900
Dixie <i>Main Campus</i>	Collision Repair	1400	1000
Dixie <i>Main Campus</i>	Information Technology	1200	900

Attachments: Program Approval Requests

Utah College of Applied Technology

New Program/Substantive Change Request Form

Program Information

College: Bridgerland Technical College

Program Title: Therapeutic Massage

Program Length: 810

Campus Location(s): Brigham City Branch, 325 West 1100 South, Brigham City, UT 84302

Program Credential: Certificate of Completion

Program CIP Code: 51.3501

Financial Aid Eligibility: Yes

VA Eligibility: Yes

Additional Information

Program Description

The Therapeutic Massage program is a comprehensive accredited program providing hands-on, competency-based technical education through classroom instruction, laboratory simulation and experiential clinical practice. Massage is generally considered part of complementary and integrative medicine increasingly being offered along with standard treatment for a wide range of medical conditions and situations.

This program (will be) is accredited through the Federation of Massage Therapy Boards (FSMTB), which allows graduates to sit for the Massage and Bodywork Licensing Examination (MBLEx). The State of Utah requires successful completion of the MBLEx exam to become a Licensed Massage Therapist. As trained and certified medical professional graduates will manipulate the soft tissues of the body — muscle, connective tissue, tendons, ligaments and skin — as an effective treatment for reducing stress, pain, and muscle tension.

Program Objectives

- Assess clients' soft tissue condition, joint quality and function, muscle strength, and range of motion.
- Confer with clients about their medical histories and problems with stress, pain, or injury to determine how massage will be most helpful.
- Massage and knead muscles, connective tissue, tendons, ligaments, and skin of the body to provide treatment for medical conditions, injuries, or wellness maintenance.
- Utilize advanced massage skills safely and efficiently to adapt massage therapy sessions to meet the clients' individual needs.
- Maintain treatment records.
- Demonstrate the use of professional ethics, code of conduct, and communication with clients.
- Prepare to pass the Massage and Bodywork Licensing Examination (MBLEx)

Program Resources

Bridgerland Technical College has the program budget, personnel, and equipment resources in place to start the new Therapeutic Massage Program using internal funds from natural attrition and internal efficiencies. The budget will be supplemented with tuition and fee dollars from the students who enroll in this program. The College is in the process of acquiring the appropriate equipment and supply resources and will have all of those in place by the time students are ready to enroll. The program resources include hiring an hourly full-time or full-time benefits eligible employee who will finalize the curriculum development, seek the appropriate state approvals and begin teaching.

In addition, Bridgerland has existing space at our Brigham City Campus to begin offering this program now. Furthermore, the College is in the process of acquiring and remodeling additional space in Brigham City as a result of the Legislature funding the new Public Safety building during the 2020 general session. There is limited room in the existing facilities, but it is sufficient to get this program started. Expansion into the new facilities will occur as soon as possible after the construction of the new Public Safety Building

Throughout the building request process for the new Public Safety Building, the Utah Highway Patrol has repeatedly indicated the space they vacate after their new building has been constructed will be turned over to Bridgerland for expansion. Expansion into the new facilities will occur as soon as possible after the construction of the new Public Safety Building. The good news is the facilities that Bridgerland will inherit are located immediately adjacent to the existing Cosmetology/Barbering and Master Esthetics programs at the College. Bridgerland has made a conscious decision to offer a new high/wage high/demand program in Brigham rather than duplicate an existing Bridgerland program by offering it in this branch campus location.

Market Demand/Need

Market data from Utah Department of Workforce Services, JOBSEQ, and CareerOneStop sponsored by the US Department of Labor, indicate new job opportunities for therapeutic massage are projected and this occupation is expected to grow "much faster than average" with a 42% increase expected in the State of Utah over the next ten years.

The increase in demand can be attributed in large part to the expansion of integrated health where conventional medicine is combined with complementary therapies to promote physical, mental, and spiritual wellness. The Mayo Clinic now incorporates therapeutic massage into patient hospital stays to reduce pain and tension associated with illness and surgeries.

This high wage/high demand career provides a variety of employment opportunities with the average wage in the state of Utah for 2018 being \$40,900. Employment sectors for 2018 included 53 percent employed with a Health Practitioner, 37 percent in personal care services, and 10 percent in the recreation/travel industry.

Comparable Programs

Therapeutic Massage programs are not offered in the public System of Higher Education nor within the System of Technical Colleges in the State of Utah. A few private schools in Utah and a university in Idaho have massage programs.

School Name	Location	Program Length	Tuition/Fees
Aveda Institute	Provo, UT	600 Hours	\$11,000
Healing Mountain Massage	SLC and Cedar City, UT	900 Hours	\$14,500

Intermountain Massage Therapy College	Bountiful, UT	800 Hours	\$12,950
Myotherapy College	SLC, UT	39 credits	\$13,394
Renaissance College	Bountiful, UT	900 Hours	\$11,810
Idaho State University	Pocatello, ID	725 Hours	\$12,930

Educational Partnership Opportunities

Students who complete content in a variety of Utah State Board of Education CTE courses in Health Sciences or Science will be able to excel in this program. With hour content requirements imposed by the Division of Occupational and Professional Licensing (DOPL) – Rule 156, students will be required to complete the training hours associated with the career path licensure requirements.

Approvals

The technical college board of directors must approve the new program or substantive changes, with an attestation that the request fully satisfies the criteria specified in UTech Policy 200.6

- College Instructional Officer: April 27, 2020
- College Board of Directors: April 27, 2020

Required Documents

Specific program content will be developed once the program receives the necessary approvals (BTECH, COE, State of Utah, FMTSB) and an industry professional hired. However, this occupation is governed by the Division of Occupational and Professional Licensing (DOPL) regulations. Specifically, Rule 156 (<https://rules.utah.gov/publicat/code/r156/r156-47b.htm>) outlines the minimum required content as:

Curricula shall be a minimum of 600 hours and shall include the following:

- a) anatomy, physiology and kinesiology - 125 hours;
- b) pathology - 40 hours;
- c) massage theory, massage techniques including the five basic Swedish massage strokes, and hands-on instruction - 285 hours;
- d) professional standards, ethics and business practices - 35 hours;
- e) sanitation and universal precautions including CPR and first aid - 15 hours;
- f) clinic - 100 hours; and
- g) other related massage subjects as approved by the Division in collaboration with the Board.

Additionally, the State of Utah requires graduates to successfully pass the Massage and Bodywork Licensing Examination (MBLEx) provided through Pearson VUE. The MBLEx examination is a computer adaptive test covering the following content:

- 11% - Anatomy & Physiology
- 12% - Kinesiology
- 14% - Pathology, Contraindications, Areas of Caution, Special Populations
- 15% - Benefits and Physiological Effects of Techniques that Manipulate Soft Tissue
- 17% - Client Assessment, Reassessment & Treatment Planning
- 16% - Ethics, Boundaries, Laws, Regulations
- 15% - Guidelines for Professional Practice

Potential Advisory Members:

Alexis McBride Banham Massage Therapist Mendon, UT	Dr. Jeff Child Chiropractor Roy, UT	Aaron Hatch Cache Medical Massage Providence, UT
Dr. Craig Johnson Chiropractor Brigham City, UT	Rachel McIntire Mindful Women Spa Ogden, UT	Sarah Mortensen Massage Therapist Hyrum, UT
Dr. Rigby Rigby Chiropractic Tremonton, UT	Dr. Kevin Roberts Chiropractor Ogden, UT	Shona Sparks Massage Therapist Logan, UT
Dr. Stucky Chiropractor Hyrum, UT		

Davis Technical College

New Program/Substantive Change Request Form

Program Information

College: Davis Technical College

Program Title: Building Construction Technology

Program Length: 900 Hours

Current: 600 Hours - Requested: 900 Hours

Campus Location(s): Davis Technical College – Main Campus - 260000

Program Credential: Certificate of Completion

Program CIP Code: 46.0415

Financial Aid Eligibility: Yes

VA Eligibility: Yes

Program Description

The Building Construction Technology program prepares individuals to apply technical knowledge and skills to residential and commercial building construction and remodeling. Includes instruction in construction equipment and safety; site preparation and layout; blueprint reading; building codes; framing; masonry; heating, ventilation, and air conditioning; electrical and mechanical systems; interior and exterior finishing; and plumbing.

Program Objectives

Students will practice through hands-on experience, instructional videos, information sheets, and competency tests. Upon completion of this program or a given certificate, students will have received specialized training in building construction technology. Students will learn and apply the following while enrolled in the Building Construction Technology program:

- Describe and practice proper safety techniques
- Identify basic construction terms and phrases
- Explain basic symbols and materials found in construction trades
- Practice the safe operation of power tools, hands tools, and ladders
- Recognize and interpret basic building code
- Read construction drawings and interpret engineering details within them

- Demonstrate professional work habits

Program Resources

The Building Construction Technology program is fully-funded in the College's 2021 budget. Kinley Puzey is the program director, supported by Tara Terry, M.S., Building Construction Management (Purdue University). Students are taught at Davis Tech's main campus using up-to-date equipment and construction resources.

Market Demand/Need

There is an unprecedented shortage of skilled construction workers in Davis County. The Building Construction Technology program is offered to address this need. It is being redesigned to 900 hours in cooperation with Weber State University. Students will be able to transfer coursework earned at Davis Technical College to Weber State's Construction Management programs.

Jobs for construction trade workers and carpenters is projected to grow faster than average (See DWS projections Attachment 1).

Careers and salaries for employees in this field are also growing with a continued growth projection over the next seven years (See Jobs EQ Attachment 2).

Comparable Programs

Davis Tech offers the only Building and Construction Technology program in Davis County. Two programs outside our service area are offered at Ogden-Weber Tech and at Salt Lake Community College.

- Ogden Weber Technical College, Ogden, Utah
Construction Program/240 hours
This program provides students with an introduction to the various disciplines and occupations in the construction industry and prepares them for entry-level positions. Students who complete the certificate and obtain related employment will have the option to continue training as apprentices in their chosen craft and receive state, national, and industry certifications.
- Salt Lake Community College, Taylorsville, Utah
Sustainable Building Construction Certificate of Completion/36 credits
This program is dedicated to teaching light commercial and residential sustainable construction methods that address the green building & energy conservation demands of today. It is designed to provide students with a practical hands-on experience in the areas of building construction and interior finishes. It is designed to be a building block toward the Construction Management & Sustainable Building AAS degree.

Educational Partnership Opportunities

We have drafted an articulation agreement with Weber State University's College of Engineering Applied Science program. Students who complete the Building Construction Technology program at Davis Tech

will have the opportunity to receive up to 27 credits toward a Building Design, Construction and Architecture AAS/BS degree at WSU.

Weber State Articulation (See Attached 3).

Approvals

The technical college board of directors must approve the new program or substantive changes, with attestation that the request fully satisfies the criteria specified in UTech Policy 200.6

- College Instructional Officer: April 7, 2020 (See Attached 4).
- College Board of Directors: April 7, 2020 (See Attached 5).

Required Documents *(Submit with the request form in a single scanned pdf)*

- Curriculum Evaluation (See Attached 6).
- Course Descriptions (See Attached 7).
- Occupational Advisory Committee Minutes – Spring 2019 (See Attached 8).
- Occupational Advisory Committee Minutes – Fall 2019 (See Attached 9).
- Employer Verification Forms (3) (See Attached 10).

Utah College of Applied Technology

New Program/Substantive Change Request Form

Program Information

College: Dixie Technical College

Program Title: App Development

Program Length: 1000 hours

Campus Location(s): Dixie Technical College, St. George Utah

Program Credential: Dixie Technical College Certificate of Completion

Program CIP Code: 11.0201

Financial Aid Eligibility: Yes

VA Eligibility: Yes

Additional Information

Program Description

Students in this course will learn how to create apps for the iPhone and iPad using Swift. In addition, students will learn Android development, using Kotlin and create apps for Android devices. Students will also learn standard mobile development procedures and practices. At the end of this course students will be able to brainstorm, plan out, prototype, and develop mobile apps for the iOS platform.

Program Objectives

The objectives of the App Development program are to provide students with the knowledge needed to perform both front end and back end development skills for mobile applications. These skills will allow students to obtain meaningful employment in the industry. Program learning objectives include:

Android:

- Kotlin: Basic Syntax and Types, Variables, Constants, Null Safety, String Templates Packages, Imports Control Flow, Classes and Inheritance Properties, Fields Interfaces, Visibility Modifiers Extensions, Data Classes, Sealed Classes, Generics, Nested Classes, Enum Classes, Objects / Companion / Singleton Type Aliases, Inline Classes, Delegation Delegated Properties Functions, Lambdas, Inline Functions, Collections, Iterators, Ranges, Sequences, Transformations, Filtering, Coroutines
- Android Studio, Debugger, Android Versions / Fragmentation, AndroidX, Android KTX, Manifest, Resources, Gradle, AVD Manager, SDK Manager, Running on a device, XML, Layouts - Linear, Relative, Constraint, Swipe, Activity, Activity Lifecycle, Intents and Intent Filters, Services, Broadcast Receivers, Content Providers, Strings / String resources, Click Handlers, View, Button, TextView, Context, Multidex, Architecture Components / Jetpack, Data Binding, Live Data, Navigation, ^[1]_{Room} (SQLite), ViewModel, MVVM, Notifications, Permissions, Preferences, Fragments, Networking / Retrofit

Swift:

- Declare Constants and Variables, Type Annotations, Type Safety, Type Inference, Basic Types - String, Int, Double, Bool, etc., Type Conversion, Type Aliases, Tuples, Optionals, Force Unwrapping, Optional Binding, Error Handling - try / catch, Basic Operators - Add, Subtract, Multiply, Divide, Remainder, Unary Minus, Unary Plus, Comparison, Ternary Conditional, Nil Coalescing, Ranges
- Logical Operators - And, Or, Not, Strings, Concatenation, Interpolation, Collections - Array, Set, Dictionary, Control Flow - For Loop, While Loop, Repeat While, If, Switch, Where, Functions, Defining Functions, Function Parameter Lists and Return Values, Function Argument Labels and Parameter Names, Calling Functions, Functions as Variables, Closures, Enumerations, Structs, Classes, Difference between Struct and Class, Value Types, Reference Types, Difference between Value Types and Reference Types, Properties, Stored Properties, Computed Properties, Lazy, Property Observers
- Scope - Global, Instance, Local,
- Type Properties - Static, Methods, Instance Methods, Type Methods - Static, Inheritance
- Parent Class, Derived Class, Override, Initialization - Initialization Method, Default Values, Required, Designated, Convenience, Type Casting - Down Cast, Up Cast, Extensions, Protocols
- iOS: Xcode, Debugger, IBAction, IBOutlet, Object-Oriented Programming, MVC, Auto Layout, Views, Table View, Collection View, Scroll View, Drawing - Core Graphics, Animation - Core Animation, Gestures, Networking / URLSession / Alamofire, GCD / Threading / Concurrency / Async, UserDefaults, Data Storage - Core Data (SQLite), Segue, View Controllers, Navigation Controller, Splitview Controller, Tab Bar Controller, Drag and Drop, Core Location, MapKit

Program Resources

The program will be staffed by a lead App Development Instructor who will work in conjunction with two part-time instructors, as well as collaborate and work together with instructors from the Digital Media Design program. A designated room adjacent to the current Digital Media Design program has been assigned as a classroom and lab space. The room is equipped with 20 computer stations and there is room to expand as needed. The program will have about a \$45,000 operating budget.

Market Demand/Need

In the Washington County region, software and application development has a 5 star outlook and is expected to experience much faster than average employment growth with a high volume of annual job openings. According to the Utah Department of Workforce Services, the St. George area currently employs about 100 individuals in this industry, with a projected employment of 172. This 7.2% annual change rate provides a great opportunity for Dixie Tech to help fill the needs of the community.

(Data acquired from jobs.utah.gov)

Comparable Programs

There are currently no other post-secondary education institutions in the region who offer a specific App Development program.

Educational Partnership Opportunities

[Describe potential opportunities to articulate secondary course work and to develop potential pathways with post-secondary education partners within the service region. For potential post-secondary partnerships, indicate institution name, degree title, and credential.]

Dixie Tech is currently engaged in establishing multiple articulations with Dixie State University. The App Development program will be included in this agreement and allow students who complete the App Development program to continue on to DSU and earn an AAS in General Technology degree. There will also be several courses in the program that will be proposed as one to one course articulations.

Approvals

The technical college board of directors must approve the new program or substantive changes, with attestation that the request fully satisfies the criteria specified in UTech Policy 200.6

- College Instructional Officer: April 16, 2020
- College Board of Directors: March 11, 2020

Required Documents *(Submit with the request form in a single scanned pdf)*

- Curriculum Evaluation
- Course Descriptions
- Occupational Advisory Committee Minutes
- Employer Verification Forms (3)

Utah College of Applied Technology

New Program/Substantive Change Request Form

Program Information

College: Dixie Technical College

Program Title: Web Development

Program Length: 1000 hours

[If substantive change request, indicate "Current Length" and "Requested Length"]

Campus Location(s): Dixie Technical College, St. George Utah

Program Credential: Dixie Technical College Certificate of Completion

Program CIP Code: 11.0801

Financial Aid Eligibility: Yes

VA Eligibility: Yes

Additional Information

Program Description

Students in this program will learn more in depth front-end web programming practices. They will learn how to use JavaScript and CSS libraries and frameworks. They will learn how to send and receive data using JSON with JavaScript applications. Students will also learn in depth back-end web programming practices. They will become familiar with Amazon Web Services and Docker. Students will understand the cloud model. They will learn how to use PHP as well as PHP frameworks, such as Laravel. Students will understand the security risks associated with server development and how to mitigate those. Students will learn the basics of GoLang and .Net. They will learn and understand how to use NodeJS in a server setting. Finally, students will learn about different database development tools and understand the basics of how to create and use a relational database.

Program Objectives

The objectives of the Web Development program are to provide students with the knowledge needed to perform both front end and back end development skills. These skills will allow students to obtain meaningful employment in the industry. Program learning objectives include:

Front End:

- Dom
- AsyncDOM
- Ajax
- Asynchronous JS
- JS ES6
- JSON
- Single page app
- Advanced CSS/Responsive design
- LESS/SASS

- Front end frameworks (React, Vue, etc)

Back End:

- AWS Basics
- Docker
- Cloud model
- PHP
- Laravel (php framework)
- Security & auth
- GoLang
- Node.js
- .Net

Database:

- SQL
- NoSQL
- database migration

Program Resources

The program will be staffed by a lead Web Development Instructor who will work in conjunction with two part-time instructors, as well as collaborate and work together with instructors from the Digital Media Design program. A designated room adjacent to the current Digital Media Design program has been assigned as a classroom and lab space. The room is equipped with 20 computer stations and there is room to expand as needed. The program will have about a \$45,000 operating budget.

Market Demand/Need

According to the Utah Department of Workforce Services, This occupation has a 5 star rating and is expected to experience much faster than average employment growth with a high volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Job opportunities for web developers are expected to be good. Those with knowledge of multiple programming languages and digital multimedia tools will have the best opportunities.

In the St. George Metro area, there are currently 63 individuals employed in this field, with a projected annual growth rate of 7.94%. This growth rate provides a great opportunity for Dixie Tech to help provide skilled and competent employees to meet the future needs of the community.

Comparable Programs

Dixie State University (St George, Utah) offers a 4 year Computing and Design - Web Design and Development Emphasis bachelor's degree.

Educational Partnership Opportunities

Dixie Tech is currently engaged in establishing multiple articulations with Dixie State University. The Web Development program will be included in this agreement and allow students who complete the Web Development program to continue on to DSU and earn an AAS in General Technology degree. There will also be several courses in the program that will be proposed as one to one course articulations.

Approvals

The technical college board of directors must approve the new program or substantive changes, with attestation that the request fully satisfies the criteria specified in UTech Policy 200.6

- College Instructional Officer: April 16, 2020
- College Board of Directors: March 11, 2020

Required Documents *(Submit with the request form in a single scanned pdf)*

- Curriculum Evaluation
- Course Descriptions
- Occupational Advisory Committee Minutes
- Employer Verification Forms (3)

Utah College of Applied Technology

New Program/Substantive Change Request Form

Program Information

College: Bridgerland Technical College

Program Title: Cybersecurity

Program Length: 600 Hours

Current Length: 450

Requested Length: 600

Campus Location(s): Main Campus, 1301 North 600 West, Logan, UT 84321

Program Credential: Certificate of Completion

Program CIP Code: 11.1003

Financial Aid Eligibility: Yes

VA Eligibility: Yes

Additional Information

Program Description

The Cybersecurity certificate program teaches advanced problem-solving skills necessary to identify and resolve potential internet security threats. Completion of this certificate prepares students for successful job placement. Students learn these skills through computer simulations, hands-on labs, and employer-guided, industry-recognized curriculum, which is competency-based. In addition, students will be prepared for industry certifications, such as CySA+, CEH, CHFI, etc. This program includes topics in penetration testing, scripting, analysis, forensics, etc. We encourage students to obtain IT industry certifications to increase their career outlook.

Program Objectives

- Analyze and demonstrate vulnerabilities through hands-on projects
- Recognize and document security issues through comprehensive assignments
- Identify and respond properly to evolving threats in lab situations

Program Resources

Bridgerland received an ongoing grant of \$128,000 annually for the cybersecurity program. The grant covers the costs of two employees and supplies. The program utilizes a classroom with computers (where lectures and studying take place) and a hands-on lab room. Cybersecurity equipment includes (Marcraft), dedicated, switches, routers, servers, computers, etc.

Market Demand/Need

As the lead federal agency for investigating cyberattacks, the FBI reports that cybercrime is a menacing threat that continues to grow (<https://www.fbi.gov/investigate/cyber>). Computer and network invasions are one of the agency's biggest concerns.

Because of this trend, [careers in cybersecurity are on the upswing](#). [Companies need cybersecurity professionals](#) who can protect their financial information and intellectual property, fight online fraud, and create hack-proof client records, among other tasks. Many are willing to pay top salaries for experienced cybersecurity professionals.

The National Initiative for Cybersecurity Careers and Studies says that [the demand for cybersecurity experts is growing 12 times faster than the current US job market](#). The US Department of Commerce estimated [there are more than 300,000 cybersecurity jobs waiting to be filled in 2019](#) and the field is expected to keep growing. [There will be as many as 3.5 million unfilled positions in the industry by 2021](#), as predicted by Cybersecurity Ventures, a company that provides cyber economic market data, insights, and predictions to professionals in the field.

"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](#).

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. In 2019, 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](#).

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:

- The market for cybersecurity talent and solutions is booming
- Businesses are losing money and consumer confidence
- Government entities are also targeted
- Hackers developing more diverse and advanced techniques
- Utah has more companies looking for tech talent
- Utah has top-level programs to prepare cybersecurity professionals

Comparable Programs

Cybersecurity is a new and upcoming career path. Currently, there are courses embedded into certificates and degrees across the state. Ogden-Weber has an IT Networking certificate with optional cybersecurity courses along with some USHE institutions. Ensign College offers an IT - Cyber Security Professional certificate. Utah State University is in the development stage of a Cybersecurity B.S. program.

Educational Partnership Opportunities

Utah State University is currently working on a bachelor's degree program in Cybersecurity. Bridgerland has met with department head's and instructors to develop a seamless pathway from a certificate credential to a degree.

Approvals

The technical college board of directors must approve the new program or substantive changes, with attestation that the request fully satisfies the criteria specified in UTech Policy 200.6

- College Instructional Officer: April 27, 2020
- College Board of Directors: April 27, 2020

Required Documents *(Submit with the request form in a single scanned pdf)*

- Curriculum Evaluation
- Course Descriptions
- Occupational Advisory Committee Minutes
- Employer Verification Forms (3)

Utah College of Applied Technology

New Program/Substantive Change Request Form

Program Information

College: Bridgerland Technical College

Program Title: Machining Technology

Program Length: 1050

Current Length: 1440

Requested Length: 1050

Campus Location(s): Main Campus, 1301 North 600 West, Logan, UT 84321

Program Credential: Certificate of Completion

Program CIP Code: 48.0501

Financial Aid Eligibility: Yes

VA Eligibility: Yes

Additional Information

Program Description

This program prepares students (both high school and adult) for entry-level positions as machine technicians, machine tool operators, and machinists.

Students will learn to operate a variety of mechanically and computer-controlled machine tools to cut metals and plastics to produce precision parts, instruments, and tools.

Topics include working with hand tools, part layout, blueprint reading, feed and speed calculation, tool selection, manual lathe and mill operations, programming with CAD/CAM systems, CNC mill and lathe setup and operations, and more.

The self-paced, competency-based, hands-on training allows for maximum efficiency for completion and supports the mission of the college in delivering competency-based, employer-guided career and technical education to both secondary and post-secondary students through traditional and technology-enhanced methodologies.

Program Objectives

- a graduate will demonstrate clean and safe work habits while operating equipment and machine tools in a shop environment
- a graduate will demonstrate proficiency in reading and interpreting blueprints and tolerances associated with creating machined parts and components
- a graduate will demonstrate proficiency in reading various measuring instruments used in a machine shop environment
- a graduate will demonstrate ability in selecting tooling, feeds and speeds applicable for the machinery and operations that they perform
- a graduate will demonstrate an understanding of basic part inspection methods, techniques, equipment, and tooling, including a basic understanding of coordinate measuring machine operation

- a graduate will demonstrate proficiency in various manual lathe and mill operations used in part creation
- a graduate will demonstrate proficiency in basic Mastercam controls and operations, geometry creation, toolpath selection, and post-processing operations
- a graduate will demonstrate proficiency in reading and writing G&M code, by hand, for CNC lathe and CNC milling machines
- a graduate will demonstrate proficiency in various CNC mill and CNC lathe operations used in part creation

Program Resources

The Machining Technology program at Bridgerland Technical College has been operating for over twenty years. This change in the course curriculum was a joint effort of our advisory board committee. It was decided that streamlining the curriculum could teach the same competencies to students while shortening the program length, thus increasing throughput and reducing our waiting list.

The program is fully operational with three full-time and three part-time instructors. The existing shop space is 7400 sq ft. serving the needs of both secondary and post-secondary students. There are 12 manual lathes, four manual knee mills, three conversational lathes, nine conversational knee mills, 3 CNC lathes, 3 CNC mills, and one wire EDM machine.

Two recent grants have been received: one for \$250,000 for a program upgrade and one for \$499,650 for expansion into five-axis lathes.

Market Demand/Need

From the DWS website regarding machinists in Utah: This occupation is expected to experience much faster than average employment growth with a high volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Job opportunities for machinists and tool and die makers should be outstanding, as employers continue to value the wide-ranging skills of these workers. Also, many young people with the education and skills needed to become machinists and tool and die makers prefer to attend college or may not wish to enter production occupations. Therefore, the number of workers learning to be machinists and tool and die makers is expected to be smaller than the number of job openings arising each year from the need to replace experienced machinists who retire or leave the occupation for other reasons.

Comparable Programs

The Machining Technology program has a comparable counterpart at Ogden, Davis, Mountainland, and Dixie Technical Colleges. The Machining Technology program at Bridgerland was the longest by program hours of these programs. This change in hours was prompted through advisory input to increase the number of graduates. It also brings the hours closer to the other machining programs, at other technical colleges in the state, while continuing to teach the same core competencies to meet the needs of local employers.

Educational Partnership Opportunities

The Machining Technology program has existing pathway agreements for high school students transitioning to Bridgerland Technical College and also allows graduates to receive 30 credit hours at Utah State University.

Approvals

The technical college board of directors must approve the new program or substantive changes, with attestation that the request fully satisfies the criteria specified in UTech Policy 200.6

- College Instructional Officer: April 27, 2020
- College Board of Directors: April 27, 2020

Required Documents *(Submit with the request form in a single scanned pdf)*

- Curriculum Evaluation
- Course Descriptions
- Occupational Advisory Committee Minutes
- Employer Verification Forms (3)

Davis Technical College

New Program/Substantive Change Request Form

Program Information

College: Davis Technology College

Program Title: Web and Graphic Design

Program Length: 900 Hours

Current: Digital Media Design 1200 Hours - Requested: Web and Graphic Design 900 Hours

Campus Location(s): Davis Technical College – Main Campus - 260000

Program Credential: Certificate of Completion

Program CIP Code: 11.0801

Financial Aid Eligibility: Yes

VA Eligibility: Yes

Program Description

Web and Graphic Design

Web and Graphic Design program is one of the fastest growing and highest paying careers in the creative field today. The Web and Graphic Design program at Davis Tech is employing both creative and technical skills while designing websites, creating digital art, writing code, and working in many other facets of graphic design. Combining classroom experience with real-world projects, this program is designed for students seeking careers in web design and development, and graphic design.

The program begins with core courses in digital graphic design theory, concept, and application that equip students with the skills and foundations to build upon as they move on to their specialized areas where they will develop more advanced skillsets.

In order to properly prepare our students with the necessary skills to compete in these high tech fields, this program teaches students how to both write code for websites (HTML, CSS, JS, jQuery, PHP, SASS) and utilize industry standard software including:

- Adobe Creative Suite: Photoshop, Illustrator, InDesign, Premiere Pro, and After Effects.
- Pixologic: ZBrush

Successful completion of a certificate program provides students with entry-level skills for a wide variety of digital media industry employment.

Program Objectives

Web and Graphic Design

Students will practice with new skills through hands on experience, instructional videos, information sheets, and competency tests. Upon completion of this program or a given certificate, students will have received generalized training as a Digital Media Assistant in the core courses of the program, as well as specialized training as a Web Designer and Developer or a Digital Art Designer. Students will learn and apply the following while enrolled in the Digital Media Design program:

Core Objectives:

- Demonstrate computer literacy (as certified by IC³)
- Create basic multimedia
- Manipulate images using Adobe Photoshop
- Create graphics and illustrations using Adobe Illustrator
- Design using contrast, repetition, alignment, and proximity—the four basic design principles

Elective Objectives:

- Create Responsive Websites (Mobile-First / Progressively Enhanced) using HTML5, CSS3, and JavaScript that will work on all devices and screen sizes
- Create dynamic User Interfaces and delightful User Experiences
- Optimize websites to load quickly and rank highly in search engines
- Design effective Information Architecture schemas
- Develop custom themes for industry standard Content Management Systems (CMS)
- Develop database powered web applications using industry standard programming languages (PHP/ MySQL)
- Develop marketing channels for customer promotion
- Edit digital videos with produce special effects
- Utilize industry standard software / equipment with cutting-edge best practices
- Establish an online Graphic Design / Web Development portfolio/Create digital art projects
- Create publications using Adobe InDesign
- Demonstrate an understanding of the print and prepress process
- Select correct fonts, font types, and colors for specific publications
- Manipulate and organize pictures using Adobe Photoshop
- Demonstrate an understanding of creative strategy in advertising

Program Resources

Web and Graphic Design

This previously existing program will continue to be run by three full-time faculty members: Omar Bravo, Lily Yang, and Shila Leech. The program budget is in place for the 2021 fiscal year and no changes will be required.

Market Demand/Need

Davis Technical College's Digital Media Design program has been operating at capacity and student completion rates remain consistently above regulatory benchmarks. Web Developers are among the Department of Workforce Service's five star fields and is expected to grow faster than average employment growth (See Attached 1).

According to Jobs EQ, Davis Technical College is the only institution addressing the need for Web Developers in Davis and Morgan Counties (See Attachment 2).

Comparable Programs

Davis Technical College offers the only certificate of program completion in Web and Graphic Design in Davis County. Comparable programs can be found outside Davis Tech's service area at Ogden-Weber Technical College and at Salt Lake Community College.

Web and Graphic Design

- Ogden Weber Technical College, Ogden, Utah
Web and Graphic Design Program/1140 hours
The Web and Graphic Design program prepares students to design and code websites using a variety of computer languages and software, along with the design skills necessary to gain entry level employment in the field. Students learn to apply industry standard software such as Adobe Creative Suite, which facilitates the creation of visual design solutions -- along with the knowledge and skills necessary in the creation of a website's technical aspects, such as performance and responsiveness. Students gain hands-on experience in scripting languages such as HTML, CSS, JavaScript, PHP and MySQL, while creating designs for web, print and multimedia.
- Salt Lake Community College, Taylorsville, Utah
Graphic Communications Certificate of Completion/34-36 credits
Program prepares students for entry level work in the graphic communications industry (printing). In this certificate program students use standard software programs, basic printing techniques, and technical procedures to prepare materials for both traditional publishing (printing) and new digital publishing technologies (tables and digital devices).

Educational Partnership Opportunities

This program will continue with the robust articulation agreement with the Weber State University Web and User Experience AAS degree.

Approvals

The technical college board of directors must approve the new program or substantive changes, with attestation that the request fully satisfies the criteria specified in UTech Policy 200.6

- College Instructional Officer: April 7, 2020 (See Attached 3).
- College Board of Directors: April 7, 2020 (See Attached 4).

Required Documents *(Submit with the request form in a single scanned pdf)*

- Curriculum Evaluation (See Attached 5).
- Course Descriptions (See Attached 6).
- Occupational Advisory Committee Minutes – Spring 2019 (See Attached 7).
- Occupational Advisory Committee Minutes – Fall 2019 (See Attached 8).
- Employer Verification Forms (3) (See Attached 9).

Utah College of Applied Technology

New Program/Substantive Change Request Form

Program Information

College: Dixie Technical College

Program Title: Collision Repair

Program Length: Current Length: 1400 hours. Requested Length: 1000

Campus Location(s): 610 South Tech Ridge Drive, St. George, UT 84790

Program Credential: Certificate of Completion

Program CIP Code: 47.0603

Financial Aid Eligibility: Yes

VA Eligibility: Yes

Additional Information

Program Description

The Collision Repair Program at Dixie Tech is aligned with the Inter-Industry Conference on Auto Collision Repair (I-CAR). Upon successful completion of the program, students will be eligible for I-CAR ProLevel testing through I-CAR's Professional Development Program. The collision repair courses will provide instruction in the fundamentals of repairing vehicles damaged in a collision and provide entry level skills for employment.

Program Objectives

- Estimating & Damage Analysis
- Plastic Welding & Adhesives
- Basic Non-Structural Repair
- Repair Steel & Aluminum Welding
- Basic Refinishing
- Advanced Refinishing I
- Advanced Refinishing II

Program Resources

The Collision Repair Program functions out of a state-of-the-art facility with some of the most advanced equipment in the industry. It is taught by two full-time instructors with a combined 40 plus years of industry experience. The Program operates on about a \$30,000 annual budget.

Market Demand/Need

Demand for certified Collision Tech's continues to increase in Washington County and all around the Country with the average age of current technicians sitting at 50. DWS gives Collision Tech's a 4 Star rating and shows average annual openings of 20. The annual growth rate is currently at 4.9%

Comparable Programs

There are no other Collision Programs in Southern Utah.

Educational Partnership Opportunities

Dixie State University gives completes students 30 credits towards an AAS Degree per R473.

Approvals

The technical college board of directors must approve the new program or substantive changes, with attestation that the request fully satisfies the criteria specified in UTech Policy 200.6

- College Instructional Officer: March 1, 2020
- College Board of Directors: March 10, 2020

Required Documents *(Submit with the request form in a single scanned pdf)*

- Curriculum Evaluation
- Course Descriptions
- Occupational Advisory Committee Minutes
- Employer Verification Forms (3)

Utah College of Applied Technology

New Program/Substantive Change Request Form

Program Information

College: Dixie Technical College

Program Title: Information Technology

Program Length: Current Length 1200 hours. Requested Length 900 hours

Campus Location(s): Dixie Technical College, St. George Utah

Program Credential: Dixie Technical College Certificate of Completion

Program CIP Code: 11.0101

Financial Aid Eligibility: Yes

VA Eligibility: Yes

Additional Information

Program Description

Students in the Information Technology program will obtain skills necessary to gain employment in the rapidly growing IT field. Students will begin by learning basics of computer repair, networking, PowerShell, security, and Linux operating system

Program Objectives

The objectives of the Information Technology program are to provide students with the knowledge needed and become certified in the demanding IT field. These skills will allow students to obtain meaningful employment in the industry. Program learning objectives include:

CompTIA A+ certification

- Demonstrate baseline security skills for IT support professionals
- Configure device operating systems, including Windows, Mac, Linux, Chrome OS, Android and iOS and administer client-based as well as cloud-based (SaaS) software
- Troubleshoot and problem solve core service and support challenges while applying best practices for documentation, change management, and scripting
- Support basic IT infrastructure and networking
- Configure and support PC, mobile and IoT device hardware
- Implement basic data backup and recovery methods and apply data storage and management best practices

CompTIA Network+ certification

- Networking Concepts
- Infrastructure
- Network Operations
- Network Security

- Network Troubleshooting and Tools

CompTIA Security+ certification

- core knowledge required of any cybersecurity role
- hands-on trouble-shooting to ensure security professionals have practical security problem-solving skills.
- security incidents

Cloud+

- Configuration and Deployment
- Security
- Maintenance
- Management
- Troubleshooting

PowerShell

- Help system administrators and power-users rapidly automate tasks that manage operating systems (Linux, macOS, and Windows) and processes.

Program Resources

The IT program has 2 full time instructors with one acting as the Lead Instructor, as well as 2 part time adjunct instructors. Both a classroom and a hands on lab have been designated and assigned to the Information technology program. The lab and classroom are furnished with essential equipment to educate the students in a manner that prepares them to enter the workforce immediately after program completion and obtain meaningful employment. The program has a \$25,000 operating budget.

Market Demand/Need

According to the Utah Department of Workforce Services, "This occupation is expected to experience much faster than average employment growth with a high volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Prospects should be favorable in this occupation because older computer and information systems managers will retire over the decade." The current and projected employment numbers suggest a nearly 5% annual change rate in the St. George area.

This growth provides Dixie Tech a great opportunity to train individuals to gain the skills they will need to fill these positions and serve the community.

Comparable Programs

Dixie State University, Located in St. George, offers a 4 year Computer and Information Technology BS degree.

Educational Partnership Opportunities

Dixie Tech is currently engaged in establishing multiple articulations with Dixie State University. The Information Technology program will be included in this agreement and allow students who complete the program to continue on to DSU and earn an AAS in General Technology degree. There will also be several courses in the program that will transfer as one to one course articulations. These include the A+, Network+, and Security+ courses.

Approvals

The technical college board of directors must approve the new program or substantive changes, with attestation that the request fully satisfies the criteria specified in UTech Policy 200.6

- College Instructional Officer: April 16, 2020
- College Board of Directors: March 11, 2020

Required Documents *(Submit with the request form in a single scanned pdf)*

- Curriculum Evaluation
- Course Descriptions
- Occupational Advisory Committee Minutes
- Employer Verification Forms (3)

Utah System of Technical Colleges

MASTER CALENDAR 2020-2021



DATE	EVENT	LOCATION	TIME
JUNE			
6/24/2020	UINTAH BASIN BOARD OF DIRECTORS MEETING	VERNAL	3:00 PM
6/25/2020	OGDEN-WEBER TECH BOARD OF DIRECTORS MEETING	OGDEN	4:00 PM – 6:00 PM
JULY			
7/1/2020	UTAH BOARD OF HIGHER EDUCATION MEETING	VIRTUAL MEETING	8:00 AM – 9:00 AM
7/6/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
7/20/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
7/23/2020	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
AUGUST			
8/3/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
8/6/2020	SOUTHWEST TECH MANAGEMENT RETREAT	SUU MTN CTR	6:00PM – 8:00 PM
8/7/2020	SOUTHWEST TECH EMPLOYEE RETREAT	SUU MTN CTR	9:00 AM – 5:00 PM
8/12/2020	DAVIS TECH PRACTICAL NURSE PINNING	KAYSVILLE	5:30 PM
8/17/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
8/14/2020	TOOELE TECH EMPLOYEE TRAINING	TOOELE	8:00 AM – 5:00 PM
8/19/2020	MTECH -BOARD OF TRUSTEES MEETING	LEHI	4:00 PM – 6:00 PM
8/21/2020	UTAH BOARD OF HIGHER EDUCATION MEETING	LEHI	8:00 AM – 5:00 PM
8/24/2020	BRIDGERLAND – BOARD OF TRUSTEES 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 TRUSTEES MEETING	OGDEN	4:00 PM – 6:00 PM
8/27/2020	DAVIS TECH OPEN HOUSE	KAYSVILLE	4:00 PM – 6:00 PM
SEPTEMBER			
9/2/2020	TOOELE TECH BOARD OF TRUSTEES MEETING	TOOELE	12:00 PM – 2:00PM
9/3/2020	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
9/12/2020	TOOELE TECH SCHOLARSHIP FUNDRAISER EVENT	TOOELE COUNTY	TBA

SEPT. -Continue

9/16/2020	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	VERNAL	3:00 PM
9/18/2020	UINTAH BASIN TECH RIDE FOR SCHOLARSHIP	ROOSEVELT	6:00 PM – 8:00 PM
9/18/2020	UTAH BOARD OF HIGHER ED– COMMITTEE MEETING	VIRTUAL MEETING	8:00 AM – 5:00 PM
9/18/2020	DAVIS TECH GRADUATION DRIVE-THRU	KAYSVILLE	TBD
9/19/2020	UINTAH BASIN TECH CARS AND GUITARS EVENT	ROOSEVELT	8:00 AM – 3:00 PM
9/21/2020	COUNCIL OF PRES. MEETING (ONLY 1 MTG IN SEPT.)	VIRTUAL MEETING	TBD
9/22/2020	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
9/22/2020	DAVIS TECH NTHS INDUCTION CEREMONY	KAYSVILLE	TBD
9/23/2020	OGDEN-WEBER NAT. TECH HONOR SOCIETY INDUCTION	OGDEN	6:00 PM – 7:00 PM
9/24/2020	DAVIS TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30 PM
9/25/2020	UINTAH BASIN TECH GOLF TOURNAMENT	ROOSEVELT	7:30 AM – 4:30 PM
OCTOBER			
10/5/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
10/6/2020	DAVIS TECH CAREER FAIR	KAYSVILLE	TBD
10/8/2020	OGDEN-WEBER FALL GRADUATION	OGDEN	6:30 PM – 7:30 PM
10/15-16/2020	UTAH BOARD OF HIGHER ED -RETREAT	SLCC	8:00 AM – 5:00 PM
10/19/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
10/21/2020	MTECH BOARD OF TRUSTEES MEETING	LEHI	4:00 PM – 6:00 PM
10/22/2020	OGDEN-WEBER TECH BOARD OF TRUSTEES MEETING	OGDEN	4:00 PM – 6:00 PM
NOVEMBER			
11/2/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
11/5/2020	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
11/11/2020	TOOELE TECH BOARD OF TRUSTEES MEETING	TOOELE	12:00 PM – 2:00 PM
11/14/2020	UINTAH BASIN TECH RUCK RUN	VERNAL	8:00 AM –10:00 AM
11/16/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
11/16/2020	UINTAH BASIN TECH SOTY BANQUET	ROOSEVELT	6:00 PM – 7:30 PM
11/16/2020	BRIDGERLAND -BOARD OF TRUSTEES MEETING	LOGAN	4:00 PM
11/18/2020	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	ROOSEVELT	3:00 PM
11/20/2020	UTAH BOARD OF HIGHER ED. – COMMITTEE MEETING	VIRTUAL MEETING	8:00 AM – 5:00 PM

DECEMBER			
12/2/2020	BRIDGERLAND TECH – GRADUATION	LOGAN, UT	TBD
12/3/2020	DAVIS TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30 PM
12/9/2020	DAVIS TECH PRACTICAL NURSE PINNING	KAYSVILLE	5:30 PM
12/7/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
12/16/2020	MTECH BOARD OF TRUSTEES MEETING/HLDAY SOCIAL	LEHI	6:00 PM – 8:00 PM
12/17/2020	OGDEN-WEBER TECH BOARD OF TRUSTEES MEETING	OGDEN	4:00 PM – 6:00 PM
12/18/2020	UTAH BOARD OF HIGHER EDUCATION BOARD MEETING	VIRTUAL MEETING	10:00 AM – 12:00N
12/21/2020	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
JANUARY	JANUARY 2021		
1/7/2021	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
1/11/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
1/13/2021	TOOELE BOARD OF TRUSTEES MEETINGS	TOOELE	12:00 PM – 2:00 PM
1/15/2021	HBHE – BOARD MEETING/STUDENT SAFETY SUMMIT	TBD	8:00 AM – 5:00 PM
1/20/2021	MTECH BOARD OF TRUSTEES MEETING	LEHI	4:00 PM – 6:00 PM
1/20/2021	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	VERNAL	3:00 PM
1/25/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
1/27/2021	UINTAH BASIN TECH CHAMPIONS BANQUET	ROOSEVELT	6:00 PM – 7:30 PM
1/28/2021	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
FEBRUARY			
2/8/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
2/16/17/2021	DAVIS TECH TSA COMPETITIONS	KAYSVILLE	ALL DAY
2/19/2021	UTAH BOARD OF HIGHER ED- COMMITTEE MEETING	VIRTUAL MEETING	10:00 AM – 12:00 N
2/22/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
2/25/2021	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM
2/25/2021	DAVIS TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30PM
MARCH			
3/4/2021	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
3/8/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD

March -Continue

3/17/2021	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	ROOSEVELT	3:00 PM
3/17/2021	MTECH BOARD OF TRUSTEES MEETING	LEHI	4:00 PM – 6:00 PM
3/19/2021	TOOELE TECH EMPLOYEE TRAINING	TOOELE	12:00 PM – 5:00 PM
3/22/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
3/25-26/2021	UTAH BOARD OF HIGHER EDUCATION MEETING	DIXIE TECH/DIXIE STATE	8:00 AM – 5:00 PM
APRIL			
4/5/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
4/8/2021	DAVIS TECH APPRENTICESHIP VENDOR FAIR	KAYSVILLE	TBD
4/14/2021	DAVIS TECH PRACTICAL NURSE PINNING	KAYSVILLE	5:30 PM
4/15/2021	TOOELE TECH BOARD OF TRUSTEES MEETING	TOOELE	3:00 PM – 5:00 PM
4/15/2021	TOOELE TECH GRADUATION CEREMONY	GRANTSVILLE	6:00 PM – 7:30 PM
4/16/2021	UTAH BOARD OF HIGHER ED -COMMITTEE MEETINGS	VIRTUAL MEETING	10:00 AM – 12:00 N
4/19/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
MAY			
5/3/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
5/5/2021	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	UINTAH CONV CTR	2:00 PM – 4:00 PM
5/5/2021	UINTAH BASIN TECH STUDENT GRADUATION	UINTAH CONV CTR	6:00 PM
5/6/2021	SOUTHWEST TECH BOARD OF TRUSTEES MEETING	CEDAR CITY	12:00 PM – 2:00 PM
5/14/2021	DAVIS TECH GRADUATION	TBD	TBD
5/17/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
5/18/2021	MTEC STUDENT GRADUATION CEREMONY	UTAH COUNTY UVU	7:00 PM
5/19/2021	MTECH BOARD OF TRUSTEES MEETING	WASATCH HS	4:00 PM – 6:00 PM
5/19/2021	MTECH STUDENT GRADUATION CEREMONY	WASATCH HS	6:00 PM
5/20/2021	DAVID TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30 PM
5/21/2021	UTAH BOARD OF HIGHER EDUCATION MEETING	TOOELE TECH	8:00 AM – 5:00 PM
5/21/2021	DAVIS TECH EMPLOYEE SPRING SOCIAL	TBD	TBD
5/25/2021	MTECH STUDENT GRADUATION CEREMONY	UTAH COUNTY UVU	7:00 PM
5/27/2021	DAVIS TECH FOUNDATION BOARD MEETING	KAYSVILLE	7:30 AM – 9:00 AM

JUNE			
6/2/2021	TOOELE TECH BOARD OF TRUSTEES MEETING	TOOELE	12:00 PM – 2:00PM
6/7/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD
6/16/2021	UINTAH BASIN TECH BOARD OF TRUSTEES MEETING	ROOSEVELT	3:00 PM
6/16/2021	DAVIS TECH FOUNDATION GOLF TOURNAMENT	KAYSVILLE	7:30 AM – 2:00 PM
6/17/2021	DAVIS TECH BOARD OF TRUSTEES MEETING	KAYSVILLE	3:30 PM – 5:30 PM
6/18/2021	UTAH BOARD OF HIGHER ED -COMMITTEE MEETINGS	VIRTUAL MEETING	10:00 AM – 12:00 N
6/21/2021	COUNCIL OF PRESIDENTS MEETING	VIRTUAL MEETING	TBD

Updated 6/22/2020

HOLIDAYS:

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

UTAH SYSTEM OF TECHNICAL COLLEGES



AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020

ITEM: 6f

TOPIC: FY 2021 Data Dictionary

BACKGROUND

The UTech Data Dictionary is maintained by the Office of the Commissioner as a guiding policy for colleges in the data collection, submission, and reporting processes. Updates are approved annually by the Board to provide oversight in assuring that data definitions are current and consistently applied. College data stewards have recommended the attached revisions for FY 2021. Upon approval, proposed changes shall take effect July 1, 2020.

Proposed revisions to the Data Dictionary include:

- Clarification of the “first-time date” data element to better reflect Northstar’s new scheme in automatically populating this field. First-time student types and dates are essential to federal IPEDS reporting required by the U.S. Department of Education.
- Overhaul of the “delivery method” data element characterizing how instruction is delivered to students. Previously allowed values were not mutually exclusive, and colleges were constrained to select values based on how tuition or attendance information was to be collected. As part of this overhaul, tuition and attendance collection have been divorced from course delivery methods, allowing greater flexibility in establishing internal processes without jeopardizing data integrity. Changes to delivery methods also bring Northstar into alignment with UTech Policy 201, Membership Hour Reporting, in how hours are accrued depending on a course session’s structure.
- Addition of two new data elements allowing classification of specific programs as apprenticeships, and of specific course sessions as including components of work-based learning. New data fields are Boolean in nature and are based on definitions provided by the Council on Occupational Education.
- Elimination of the “displaced homemaker” data element. Displaced homemakers are specifically included in the definition of “out-of-workforce individual”, introduced in FY 2020 consequent to the reauthorization of the federal Carl D. Perkins CTE Grant. As out-of-workforce individuals are already considered in the system’s definition of “underserved student”, removing the “displaced homemaker” flag eliminates redundancy without impacting system initiatives like performance-based funding.

RECOMMENDATION

UTech Administration recommends the Board adopt the UTech Data Dictionary for FY 2021 with the revisions described herein.

Attachments: UTech FY 2021 Data Dictionary



Utah System of Technical Colleges DATA DICTIONARY

July 1, 2020 through June 30, 2021 (FY 2021)

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Introduction

The Utah System of Technical Colleges (UTech) Data Dictionary outlines core reports and data elements essential to accurate reporting to legislative and other external stakeholders. The Data Dictionary is considered systemwide policy and is approved annually by the UTech Board of Trustees.

File Descriptions

- **Data Submission:** The UTech Data Submission is designed to assist technical colleges in meeting reporting requirements for most external stakeholders (e.g., the Council on Occupational Education [COE], the Integrated Postsecondary Educational Data System [IPEDS], the Utah State Legislature, etc.). This file is designed to be wholly self-contained, meaning that college staff should not need to view prior or later years' data, nor to keep paper or manual electronic files to successfully fulfill reporting requirements. The UTech Data Submission contains demographic, enrollment, and course records for all students enrolled during a temporal snapshot (usually the fiscal year or a quarter thereof).
- **Completers File:** The UTech Completers File lists all certificates issued during a temporal snapshot. Though the Data Submission file should be enough to fulfill external reporting requirements, the Completers File provides additional information on technical college graduates and their awards received.
- **Perkins Student Submission:** The Perkins Student Submission lists all students enrolled during a temporal snapshot and is submitted in fulfillment of requirements consequent to the federal grant established under the Carl D. Perkins Career and Technical Education Act of 2006. These data are submitted to the Office of the Commissioner of Technical Education annually, then forwarded to the Utah State Board of Education (USBE) by October 31st of each year for evaluation of Perkins Grant performance indicators (e.g., 1P1 – Postsecondary Retention and Placement).
- **Perkins Industry Exams:** Also forwarded to USBE with the Perkins Student Submission is a data file containing industry certification exams taken and recorded in technical college information systems during a temporal snapshot. This information is used to supplement a data match with the Division of Occupational and Professional Licensing, used in the calculation of the Perkins 2P1 – Earned Recognized Postsecondary Credential indicator.
- **Perkins Placement Information:** Also forwarded to USBE with the Perkins Student Submission is a data file containing employment information relative to students enrolled during a temporal snapshot. This information is used to supplement a data match with the Department of Workforce Services (DWS), used in the calculation of the Perkins 1P1 – Retention and Placement indicator.
- **Custom Fit Reports #1 and #2:** Lastly, Custom Fit reports #1 and #2 respectively contain information on companies contracting with technical colleges for employee training during a temporal snapshot through the Custom Fit program, and the individuals receiving said training.

Any or all data submissions described above may be submitted to the Utah Data Research Center (UDRC), Utah's Statewide Longitudinal Data System established under Utah Code Title 35A,

Chapter 14. Data therein are matched against data collected from the Utah System of Higher Education, Utah State Board of Education, Utah Department of Workforce Services, Utah Department of Health, and other data providers as may be added in the future. Upon collection and matching of individual-level records, data in the UDRC are de-identified and made available to researchers seeking to inform public policy decisions.

FY 2021 Data Collection Schedule

Report	Temporal Snapshot	Collection Opens	Collection Closes
IPEDS Registration <ul style="list-style-type: none"> Registration Report Mapping Institutional ID IC Header 	(varies; see IPEDS survey instructions)	August 5, 2020	August 26, 2020
Quarter 1 Data Submission <ul style="list-style-type: none"> Data Submission File Completers File Custom Fit Reports #1 & #2 	July 1 – September 30, 2020	October 1, 2020	October 15, 2020
Perkins Data Submission <ul style="list-style-type: none"> Student Submission Industry Examinations Prior Year Placement Info 	July 1, 2019 – June 30, 2020 July 1, 2019 – June 30, 2020 July 1, 2018 – June 30, 2019	October 1, 2020	October 15, 2020
IPEDS Fall Surveys <ul style="list-style-type: none"> Institutional Characteristics 12-Month Enrollment Completions 	(varies; see IPEDS survey instructions)	September 2, 2020	October 14, 2010
Final Prior Year Data Submission <ul style="list-style-type: none"> Data Submission File Completers File 	July 1, 2019 – June 30, 2020	November 23, 2020	December 4, 2020
Quarter 2 Data Submission <ul style="list-style-type: none"> Data Submission File Completers File Custom Fit Reports #1 & #2 	July 1 – December 31, 2020	January 1, 2021	January 15, 2021
IPEDS Winter Surveys <ul style="list-style-type: none"> Student Financial Aid Graduation Rates 200% Graduation Rates 	(varies; see IPEDS survey instructions)	December 9, 2020	February 10, 2021
IPEDS Spring Surveys <ul style="list-style-type: none"> Fall Enrollment Finance Human Resources 	(varies; see IPEDS survey instructions)	December 9, 2020	April 7, 2021
Quarter 3 Data Submission <ul style="list-style-type: none"> Data Submission File Completers File Custom Fit Reports #1 & #2 	July 1, 2020 – March 31, 2021	April 1, 2021	April 15, 2021
Quarter 4 Data Submission <ul style="list-style-type: none"> Data Submission File Completers File Custom Fit Reports #1 & #2 	July 1, 2020 – June 30, 2021	July 15, 2021	July 31, 2021

FY 2021 Data Matching Schedule

Matching Agency	UTech Student Cohort	Temporal Snapshot	Match Initiated
DWS	All FY 2020 students	July 1, 2019 – June 30, 2020	August 28, 2020
USHE	All FY 2020 students	FY 2021 fall semester census date	October 30, 2020
DWS	<ul style="list-style-type: none">FY 2021 quarter 1 studentsAll FY 2020 students	<ul style="list-style-type: none">July 1, 2020 – September 30, 2020July 1, 2019 – September 30, 2020	November 13, 2020
DOPL	All FY 2020 students	July 1, 2019 – November 15, 2020	November 13, 2020
DWS	FY 2021 quarters 1-2 students	July 1, 2020 – December 31, 2020	February 15, 2021
DOPL	FY 2021 quarters 1-3 students	July 1, 2020 – April 20, 2021	April 19, 2021
DWS	FY 2021 quarters 1-3 students	July 1, 2020 – March 31, 2021	May 17, 2021
DWS	All FY 2021 students	July 1, 2020 – June 30, 2021	August 30, 2021

Secure File Transfer Protocol

All data submissions described above contain sensitive student data and, as such, must be submitted to the Office of the Commissioner of Technical Education via secure file transfer protocol (SFTP). To submit data via SFTP, please do the following:

1. Download an SFTP client that supports FTPES ([Filezilla](#) is recommended).
2. After opening the SFTP client, connect to host office.utech.edu.
 - a. When prompted, you may either specify port 21 or leave the field blank.
 - b. Select a server type requiring FTPES – FTP over explicit TLS/SSL.
 - c. Select a normal logon type.
 - d. Colleges' usernames are as follows: "ftp_[old college acronym]". Note that though the colleges have undergone subsequent name changes, server login names have remained unchanged for several years. Note also that whereas users previously needed to add the host name with a bar (|) before their usernames, this is no longer required.
 - e. Connect to the SFTP using your unique password.

The Office of the Commissioner shall require regular password updates of all SFTP users. Colleges may contact the Office of the Commissioner of Technical Education for help remembering usernames or resetting passwords.

Determining Full-time Equivalency

Full-time equivalent (FTE) will be determined by dividing a technical college's membership hours as defined in UTech Policy 201, *Membership Hour Reporting*, by 900. A college's FTE calculation will vary based on the reporting standards of each agency requiring it (e.g., IPEDS), as each agency may identify students/groups that are eligible for reporting exclusions.

"Underserved Student" Definition

For purposes of administering the UTech Scholarship (see UTech Policy 208, *Technical College Scholarship*, or Utah Administrative Rule R945), performance-based funding, or any other initiative considering "underserved students", the same shall be defined as:

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].

Data Elements

The following data elements are defined herein and are required within the specified submission files *in the order that they appear in the following table* unless specified in an external stakeholder's own data dictionaries (i.e., Perkins). Data definitions are consistent with reporting requirements issued by external agencies/administrators including IPEDS, COE, Perkins Grant, and WIOA with its associated Eligible Training Provider List. Note that column names may differ in the Perkins data submissions from what is shown below due to USBE requirements. Please consult the Perkins Data Dictionary as necessary.

Pg.	Element Name	Element #	Field Name	Data Submission	Completers File	Perkins Student Submission	Perkins Industry Exams	Perkins Placement Information
7	Technical College Code	U-1	U_INST	Yes	Yes	Yes	Yes	
8	Report Year	U-2	U_YEAR	Yes	Yes	Yes	Yes	
9	Report Number	U-3	U_RPT_NUM	Yes	Yes			
10	Student ID	U-4	U_ID	Yes	Yes	Yes	Yes	Yes
11	Student SSN	U-5	U_SSN	Yes	Yes	Yes	Yes	Yes
12	Statewide Student Identification Number	U-6	U_SSID	Yes		Yes		
13	Last Name	U-7	U_LAST_NAME	Yes	Yes	Yes	Yes	
14	First Name	U-8	U_FIRST_NAME	Yes	Yes	Yes	Yes	
15	Middle Initial	U-9	U_MIDDLE	Yes		Yes		
16	Suffix	U-10	U_SUFFIX	Yes				
17	Maiden Name	U-11	U_MAIDEN	Yes				
18	Birthdate	U-12	U_BIRTH_DT	Yes				
19	Gender	U-13	U_GENDER	Yes	Yes	Yes		
20	Residence Status, Ethnicity, Race	U-14	U_RESIDENCE_N U_ETHNIC_H U_RACE_MULTI U_RACE U_ETH_RACE_U	Yes	Yes	Yes		
23	Student's Age	U-15	U_AGE	Yes				
24	Zip Code	U-16	U_CURR_ZIP	Yes				
25	County Code	U-17	U_COUNTY_APPRES	Yes				
27	State	U-18	U_STATE_APPRES	Yes				
30	Grade Level	U-19	U_GRADE_LEVEL	Yes		Yes		
31	Secondary School	U-20	U_HS	Yes				
32	Enrollment Objective	U-21	U_ENRL_OBJ	Yes	Yes			
34	Full/Three-quarter/Part/Less than Part-time Status	U-22	U_PT_FT	Yes		Yes		
35	First Time Date	U-23	U_FIRST_DATE	Yes				
36	First Time Type	U-24	U_FIRST_TYPE	Yes				
37	Schedule Start Date	U-25	U_START_DATE	Yes				
38	Schedule Stop Date	U-26	U_STOP_DATE	Yes				
39	Exit Code	U-27	U_EXIT_CODE	Yes				
41	Exit Date	U-28	U_EXIT_DATE	Yes				Yes
42	Licensure Required	U-29	U_LIC_REQ	Yes				
43	Licensure Status	U-30	U_LIC_EXAM	Yes				
44	Verified Outcome status	U-31	U_OUTCOME	Yes				Yes
46	Verification Date	U-32	U_OUT_DT	Yes				Yes
47	CIP Code	U-33	U_PRG_CIP U_DEL_CIP U_COMP_CIP U_CIP_NAME	U_PRG_CIP U_DEL_CIP U_COMP_CIP U_CIP_NAME	U_COMP_CIP U_CIP_NAME	U_PRG_CIP U_COMP_CIP		

Pg.	Element Name	Element #	Field Name	Data Submission	Completers File	Perkins Student Submission	Perkins Industry Exams	Perkins Placement Information
53	Area of Study	U-34	U_SUBJ	Yes	Yes			
54	Class Number	U-35	U_NUM	Yes				
55	Class Title	U-36	U_TITLE	Yes				
56	Delivery Method	U-37	U_DEL_METH	Yes				
58	Instruction Type	U-38	U_INSTRUCT_TYPE	Yes				
60	Work-based Learning	U-39	U_WBL	Yes				
61	Site Type	U-40	U_SITE_TYPE	Yes				
64	Scheduled Hours	U-41	U_SCHEDULED_HRS	Yes		Yes		
65	Expected Hours	U-42	U_EXPECTED_HRS	Yes		Yes		
66	Program Cluster	U-43	U_CLUSTER	Yes	Yes			
67	Program Category Type	U-44	U_CAT_TYPE	Yes	Yes			
68	Apprenticeship	U-45	U_APPRENTICE	Yes				
68	Program Teach-out	U-46	U_TEACH_OUT	Yes				
70	Program Location	U-47	U_PROG_LOC	Yes	Yes			
72	Hours Required for Certificate	U-48	U_REQ_HRS	Yes	Yes			
73	Hours Enrolled in Certificate	U-49	U_ENRLD_HRS		Yes			
74	Certificate Completion Date	U-50	U_COMP_DATE		Yes			
75	Certificate Conferral Date	U-51	U_ISSUE_DATE		Yes	Yes		
76	Training Start Date	U-52	U_TRAINING_START	Yes	Yes			
77	Training Duration	U-53	U_WEEKS_APART		Yes			
78	Age Upon Certificate Conferral	U-54	U_COMP_AGE		Yes			
79	Economically Disadvantaged Status	U-55	U_DISADV			Yes		
80	Student Limited English Proficiency Status	U-56	U_LEP			Yes		
81	Student Disability Status	U-57	U_DISABLED			Yes		
77	Displaced Homemaker	U-56	U_DIS_HOME			Yes		
83	Single Parent	U-58	U_SINGLE_PARENT			Yes		
84	Youth in Foster System	U-59	U_FOSTER			Yes		
85	Child of Active Military	U-60	U_MILITARY_DEP			Yes		
86	Homeless Status	U-61	U_HOMELESS			Yes		
87	Out-of-workforce Individuals	U-62	U_OUT_WORK			Yes		
84	CTE Participant	U-63	Participant			Yes		
89	CTE Concentrator	U-64	Concentrator			Yes		
90	CTE Completer	U-65	Completer			Yes		
91	Pell Grant Recipient	U-66	U_PELL			Yes		
92	BIA Recipient	U-67	U_BIA			Yes		
93	WIOA/DWS Sponsored Student	U-68	U_WIOADWS			Yes		
94	Industry Certification Exam Name	U-69	ExamAttempted				Yes	
95	Date Attempted	U-70	DateAttempted				Yes	
96	Industry Exam Outcome	U-71	Passed				Yes	

UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-01**

ELEMENT NAME: Technical College Code

FIELD NAME: U_INST

FIELD FORMAT: CHAR(2)

DEFINITION: The code used to identify the Utah System of Technical Colleges technical college.

Field Value	Field Attributes and Examples	Effective Date
45	Bridgerland Technical College – Logan	July 1, 2006
48	Davis Technical College – Kaysville	July 1, 2006
65	Dixie Technical College – St. George	July 1, 2006
61	Mountainland Technical College – Lehi	July 1, 2011
44	Ogden-Weber Technical College – Ogden	July 1, 2006
62	Southwest Technical College – Cedar City	July 1, 2006
64	Tooele Technical College – Tooele	July 1, 2010
47	Uintah Basin Technical College – Roosevelt	July 1, 2006

COMMENTS: Last modified June 8, 2016.

REFERENCE: Northstar Campus Detail Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-02**

ELEMENT NAME: Report Year

FIELD NAME: U_YEAR

FIELD FORMAT: CHAR(4); "YYYY"

DEFINITION: The academic year for which the data are being reported.

Field Value	Field Attributes and Examples	Effective Date
2007	The academic year of the extract data (the academic year begins July 1 and ends June 30; academic year 2007 begins July 1, 2006 and ends June 30, 2007).	July 1, 2006

COMMENTS: Last modified September 2005.

REFERENCE: In Northstar the U_YEAR field is populated based on the date parameters entered when generating the Data Submission and Completers reports.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-03**

ELEMENT NAME: Report Number

FIELD NAME: U_RPT_NUM

FIELD FORMAT: CHAR(1)

DEFINITION: The report number for the data submission, as listed in the submission schedule.

Field Value	Field Attributes and Examples	Effective Date
1	July 1 to September 30 of the reporting year	July 1, 2006
2	July 1 to December 31 of the reporting year	July 1, 2006
3	July 1 to March 31 of the reporting year	July 1, 2006
4	July 1 to June 30 of the reporting year	July 1, 2006

COMMENTS: Last modified September 2005.

REFERENCE: In Northstar the U_RPT_NUM field is populated based on the date parameters entered when generating the Data Submission and Completers reports.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-04**

ELEMENT NAME: Student ID

FIELD NAME: U_ID

FIELD FORMAT: CHAR(10)

DEFINITION: Unique identifier which is generated by the UTech technical college for each enrolled student. An institutionally defined number is 10 digits in length. Student ID numbers should be unique collegewide and systemwide (i.e., students at two different technical colleges should not have the same student ID number; the same student attending two different technical colleges should have two separate ID numbers). This student ID will print on reports and is never the student's Social Security Number.

Field Value	Field Attributes and Examples	Effective Date
<Student Specific>	Institutionally given number	July 1, 2006

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-05**

ELEMENT NAME: Student SSN

FIELD NAME: U_SSN

FIELD FORMAT: CHAR(9); no hyphens

DEFINITION: Unique Social Security Number (SSN) of an enrolled student.

Field Value	Field Attributes and Examples	Effective Date
<Student Specific>	Social Security Number (without hyphens)	July 1, 2006
<blank>	The student did not provide an SSN upon enrollment.	July 1, 2006

COMMENTS: Social Security Numbers shall be used to facilitate student tracking except in the rare case that a student does not have an SSN (i.e., international student), in which the institutionally defined identification number ([U-04](#)) will be used. The student's SSN is used for data matching between the technical college and the Utah State Board of Education (for Perkins Grant purposes), the Department of Workforce Services (for placement calculations), and the Utah System of Higher Education (for COE reporting purposes). SSNs shall also be used for reporting to the Internal Revenue Service for student financial aid (1098-T) purposes.

SSNs shall be valid and adhere to the following standards adopted by the Social Security Administration:

- SSNs shall not begin with “000”, “666”, or “900” through “999”.
- SSNs’ fourth and fifth digits shall not be “00”.
- SSNs shall not end with “0000”.

Last modified June 8, 2016.

REFERENCE: Northstar Student Demographics Form
www.socialsecurity.gov

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-06**

ELEMENT NAME: Statewide Student Identification Number

FIELD NAME: U_SSID

FIELD FORMAT: VARCHAR(11)

DEFINITION: Utah State Board of Education (USBE) Statewide Student Identification Number (SSID), which is issued to each USBE public education student upon entry into Utah's public education system.

Field Value	Field Attributes and Examples	Effective Date
<Student Specific>	1094317 (example)	July 1, 2006
<blank>	If student was not a Utah student or SSID was unknown	July 1, 2006

COMMENTS: These numbers were first issued in 2006, so students with birthdates beginning in approximately 1987 would be the first "seniors" issued an SSID. This number is available from each high school and/or district. The original length of this identifier was seven digits long, though it will eventually grow to eleven digits. Last modified June 8, 2016.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-07**

ELEMENT NAME: Last Name

FIELD NAME: U_LAST_NAME

FIELD FORMAT: UPPER(VARCHAR(50))

DEFINITION: The legal surname or family name of the student.

Field Value	Field Attributes and Examples	Effective Date
<student specific>	Last name of student	July 1, 2006

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-08**

ELEMENT NAME: First Name

FIELD NAME: U_FIRST_NAME

FIELD FORMAT: UPPER(VARCHAR(50))

DEFINITION: The legal first given name of the student.

Field Value	Field Attributes and Examples	Effective Date
<student specific>	First name of student	July 1, 2006

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-9**

ELEMENT NAME: Middle Initial

FIELD NAME: U_MIDDLE

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: The middle initial of the student.

Field Value	Field Attributes and Examples	Effective Date
<student specific>	Middle initial of the student	July 1, 2006
<blank>	The student does not have a known middle name or initial.	July 1, 2006

COMMENTS: Middle initials shall not be accompanied by periods. Last modified June 8, 2016.

REFERECE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-10**

ELEMENT NAME: Suffix

FIELD NAME: U_SUFFIX

FIELD FORMAT: UPPER(CHAR(5))

DEFINITION: The abbreviated suffix accompanying a student's legal name.

Field Value	Field Attributes and Examples	Effective Date
<student specific>	The suffix of the student	July 1, 2006
<blank>	The student's name does not have an applicable suffix.	July 1, 2006

COMMENTS: Suffixes shall not utilize periods (i.e., "JR" instead of "JR."). Last modified June 8, 2016.

REFERECE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-11**

ELEMENT NAME: Maiden Name

FIELD NAME: U_MAIDEN

FIELD FORMAT: UPPER(VARCHAR(50))

DEFINITION: The maiden name of the student (if applicable).

Field Value	Field Attributes and Examples	Effective Date
<student specific>	The maiden name of the student	July 1, 2006
<blank>	The student does not have a known maiden name.	July 1, 2006

COMMENTS: Last modified March 29, 2012.

REFERECE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-12**

ELEMENT NAME: Birth Date

FIELD NAME: U_BIRTH_DT

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The student's date of birth.

Field Value	Field Attributes and Examples	Effective Date
YYYY	Year of birth (i.e., a student born in 1978 will have 1978 listed)	July 1, 2006
MM	Calendar month of birth (i.e., 01 – January; 02 – February; etc.)	July 1, 2006
DD	Day of the month of student's birth (i.e., valid between 01 and 31)	July 1, 2006

COMMENTS: The student's age is part of the IPEDS Fall Enrollment and Completions surveys; age cannot be determined without a birthdate. Additionally, age is to be considered upon determination of a student's status as secondary or postsecondary in accordance with UTech Policy 205.5.1. Technical colleges shall not enter incorrect or "placeholder" dates of birth into student information systems to bypass information system requirements. Last modified May 13, 2010.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-13**

ELEMENT NAME: Gender

FIELD NAME: U_GENDER

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: A code indicating the student's gender.

Field Value	Field Attributes and Examples	Effective Date
M	Male	July 1, 2006
F	Female	July 1, 2006
N	Unspecified	July 1, 2006

COMMENTS: Student gender is used for reporting to IPEDS and Perkins Grant administrators, as well as college and UTech reporting. Last modified June 8, 2016.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-14**

ELEMENT NAME: Residence Status, Ethnicity, and Race

FIELD NAME: U_RESIDENCE_N, U_ETHNIC_H, U_RACE_MULTI, U_RACE,
U_ETH_RACE_U

FIELD FORMAT: UPPER(CHAR(1)) for each column

DEFINITION: The residence, ethnic, and racial categories used to classify students.

U_RESIDENCE_N

Field Value	Field Attributes and Examples	Effective Date
N	<i>Non Resident Alien:</i> A person who is not a citizen or national of the United States and who is in this country on a visa or a temporary basis and does not have the right to remain indefinitely. No further ethnic or racial information is reported for students identified as non-resident aliens.	June 15, 1998
<blank>	The student is not a non-resident alien as defined above.	June 15, 1998

U_ETHNIC_H

Field Value	Field Attributes and Examples	Effective Date
H	<i>Hispanic or Latino:</i> A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. No further racial information is reported for students identified as Hispanic.	February 24, 1999
<blank>	The student does not identify as Hispanic or Latino as defined above.	February 24, 1999

U_RACE_MULTI

Field Value	Field Attributes and Examples	Effective Date
1	The student identifies as multiracial (i.e., belonging to more than one of the following racial groups [definitions are provided below]: Asian, Black or African American, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, and White).	February 24, 1999
0	The student does not identify as multiracial as defined above.	February 24, 1999

U_RACE

Field Value	Field Attributes and Examples	Effective Date
A	<i>Asian:</i> A person having origins in any of the original peoples of the Far East, Southeast Asian, or the Indian subcontinent including for example Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	February 24, 1999
B	<i>Black or African American:</i> A person having origins in any of the Black racial groups of Africa.	February 24, 1999
I	<i>American Indian or Alaskan Native:</i> A person having origins in any of the original peoples of North America and South America (including Central America) and who maintains cultural identification through tribal affiliation or community attachment.	February 24, 1999
P	<i>Native Hawaiian or Pacific Islander:</i> A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	February 24, 1999
W	<i>White:</i> A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.	February 24, 1999

U_ETH_RACE_U

Field Value	Field Attributes and Examples	Effective Date
U	<i>Unknown:</i> The student's residence/ethnic/racial classification is unknown.	June 15, 1998
<blank>	The student's residence/ethnic/racial classification is known.	

COMMENTS: Student residency, ethnicity, and racial information is required for IPEDS and Perkins Grant reporting, as well as college and UTech reporting. Definitions are drawn from IPEDS, as are procedures for categorizing students. If a student identifies as a non-resident alien, no ethnic or racial information is reported. If a student is a legal resident of the United States and identifies as Hispanic, no further racial information is reported. Hence, U_RACE_MULTI will always have a value of zero for both non-resident and Hispanic students. While certain data reporting requirements (i.e. IPEDS, Perkins, etc.) require a multiracial indicator alone, all reports generated within Northstar shall include the specific races selected. Last modified June 8, 2016.

REFERENCE: Northstar Student Demographics Form
[IPEDS Glossary– Race/Ethnicity](#)

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-15**

ELEMENT NAME: Student's Age

FIELD NAME: U_AGE

FIELD FORMAT: INT(3)

DEFINITION: The age of the student as of September 1 of the reporting year.

Field Value	Field Attributes and Examples	Effective Date
29	Student is 29 years old as of September 1 of the reporting year.	July 1, 2015

COMMENTS: This is a calculated field based upon the student's date of birth as provided in [U-12](#). Last modified June 8, 2016.

REFERENCE: Data Element [U-12](#)

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-16**

ELEMENT NAME: Zip Code

FIELD NAME: U_CURR_ZIP

FIELD FORMAT: CHAR(5)

DEFINITION: The postal code of the student's current address while attending classes.

Field Value	Field Attributes and Examples	Effective Date
<valid US postal code>	ZIP code associated with student's current address (does not include hyphens nor the ZIP code extension [i.e., final four digits of USPS codes]).	July 1, 2006
<blank>	Zip code is unknown.	July 1, 2006

COMMENTS: While colleges may collect the ZIP code extension in the student information system, data submission files shall not include this information. Used to monitor commuter movement at UTech Colleges. Last modified May 17, 2018.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-17**

ELEMENT NAME: County Code

FIELD NAME: U_COUNTY_APPRES

FIELD FORMAT: UPPER(CHAR(5))

DEFINITION: The Utah county code indicating the student's county of residence as described at the time of first application to the UTech college.

Field Value	Field Attributes and Examples	Effective Date
UT001	Beaver	July 1, 2005
UT003	Box Elder	July 1, 2005
UT005	Cache	July 1, 2005
UT007	Carbon	July 1, 2005
UT009	Daggett	July 1, 2005
UT011	Davis	July 1, 2005
UT013	Duchesne	July 1, 2005
UT015	Emery	July 1, 2005
UT017	Garfield	July 1, 2005
UT019	Grand	July 1, 2005
UT021	Iron	July 1, 2005
UT023	Juab	July 1, 2005
UT025	Kane	July 1, 2005
UT027	Millard	July 1, 2005
UT029	Morgan	July 1, 2005
UT031	Piute	July 1, 2005

Field Value	Field Attributes and Examples	Effective Date
UT033	Rich	July 1, 2005
UT035	Salt Lake	July 1, 2005
UT037	San Juan	July 1, 2005
UT039	Sanpete	July 1, 2005
UT041	Sevier	July 1, 2005
UT043	Summit	July 1, 2005
UT045	Tooele	July 1, 2005
UT047	Uintah	July 1, 2005
UT049	Utah	July 1, 2005
UT051	Wasatch	July 1, 2005
UT053	Washington	July 1, 2005
UT055	Wayne	July 1, 2005
UT057	Weber	July 1, 2005
UT097	<i>Out of state, out of U.S.</i>	June 15, 1998
UT099	<i>Out of state, in the U.S.</i>	June 15, 1998
<blank>	Student's county of origin is unknown.	June 11, 2015

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-18**

ELEMENT NAME: State Code

FIELD NAME: U_STATE_APPRES

FIELD FORMAT: UPPER(CHAR(2))

DEFINITION: The state code indicating the student's state of residence as described at the time of first application to the UTech college, if one is available. "XX" is entered if the student is from outside the United States.

Field Value	Field Attributes and Examples	Effective Date
AK	Alaska	July 1, 2006
AL	Alabama	July 1, 2006
AR	Arkansas	July 1, 2006
AS	American Samoa	July 1, 2006
AZ	Arizona	July 1, 2006
CA	California	July 1, 2006
CO	Colorado	July 1, 2006
CT	Connecticut	July 1, 2006
DC	District of Columbia	July 1, 2006
DE	Delaware	July 1, 2006
FL	Florida	July 1, 2006
FM	Federated States of Micronesia	July 1, 2006
GA	Georgia	July 1, 2006
GU	Guam	July 1, 2006
HI	Hawaii	July 1, 2006
IA	Iowa	July 1, 2006
ID	Idaho	July 1, 2006

Field Value	Field Attributes and Examples	Effective Date
IL	Illinois	July 1, 2006
IN	Indiana	July 1, 2006
KS	Kansas	July 1, 2006
KY	Kentucky	July 1, 2006
LA	Louisiana	July 1, 2006
MA	Massachusetts	July 1, 2006
MD	Maryland	July 1, 2006
ME	Maine	July 1, 2006
MH	Marshall Islands	July 1, 2006
MI	Michigan	July 1, 2006
MN	Minnesota	July 1, 2006
MO	Missouri	July 1, 2006
MS	Mississippi	July 1, 2006
MT	Montana	July 1, 2006
MP	Northern Mariana Islands	July 1, 2006
NC	North Carolina	July 1, 2006
ND	North Dakota	July 1, 2006
NE	Nebraska	July 1, 2006
NH	New Hampshire	July 1, 2006
NJ	New Jersey	July 1, 2006
NM	New Mexico	July 1, 2006
NV	Nevada	July 1, 2006
NY	New York	July 1, 2006
OH	Ohio	July 1, 2006
OK	Oklahoma	July 1, 2006
OR	Oregon	July 1, 2006

Field Value	Field Attributes and Examples	Effective Date
PA	Pennsylvania	July 1, 2006
PR	Puerto Rico	July 1, 2006
PW	Palau	July 1, 2006
RI	Rhode Island	July 1, 2006
SC	South Carolina	July 1, 2006
SD	South Dakota	July 1, 2006
TN	Tennessee	July 1, 2006
TX	Texas	July 1, 2006
UT	Utah	July 1, 2006
VA	Virginia	July 1, 2006
VI	Virgin Islands, U.S.	July 1, 2006
VT	Vermont	July 1, 2006
WA	Washington	July 1, 2006
WI	Wisconsin	July 1, 2006
WV	West Virginia	July 1, 2006
WY	Wyoming	July 1, 2006
XX	Outside the 50 states, the District of Columbia, and territories here specified.	July 1, 2006
<blank>	Student's state of origin is unknown.	June 11, 2015

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-19**

ELEMENT NAME: Grade Level

FIELD NAME: U_GRADE_LEVEL

FIELD FORMAT: CHAR(2)

DEFINITION: Student's grade level while enrolled.

Field Value	Field Attributes and Examples	Effective Date
07	Student is currently in the seventh grade.	July 1, 2011
08	Student is currently in the eighth grade.	July 1, 2011
09	Student is currently in the ninth grade.	July 1, 2006
10	Student is currently in the tenth grade.	July 1, 2006
11	Student is currently in the eleventh grade.	July 1, 2006
12	Student is currently in the twelfth grade.	July 1, 2006
13	Student is an adult (postsecondary).	July 1, 2006

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar Enrollment Periods Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-20**

ELEMENT NAME: Secondary School

FIELD NAME: U_HS

FIELD FORMAT: UPPER(CHAR(6))

DEFINITION: The high school and special secondary school codes which uniquely identify each secondary institution. Where district codes are unknown, the school's ACT code is substituted. Where neither code is known, the Office of the Commissioner of Technical Education will assign a unique code to be used until a USBE-sanctioned code is discovered.

District Code	ACT Code	High School Names	School District	School Type	Effective Date
42-702	450402	Alta High School – Sandy	Canyons	Regular	7/1/2003
<blank>	<blank>	The student is not a secondary student as defined in Policy 205.5.1.			7/1/2015

For the full secondary school list, please see [Appendix B](#).

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Enrollment Periods Form

School ACT codes can be found at

<http://www.act.org/content/act/en/products-and-services/the-act/registration/high-school-codes-lookup.html>.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-21**

ELEMENT NAME: Enrollment Objective

FIELD NAME: U_ENRL_OBJ

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: The student's objective behind enrolling at a technical college.

Field Value	Field Attributes and Examples	Effective Date
1	Certificate Seeker: The student is not a secondary student, is enrolled in an approved program, and has indicated intent to earn a program certificate (205.5.2.1).	July 1, 2013
2	Occupational Student: The student is employed and is seeking training with the intent to advance in (Career Advancement) or maintain (Continuing Occupational Education) one's current employment, differentiated by using the program category type (U-43). Those enrolled in courses that are part of COE-approved programs shall be classified as Career Advancement Students under UTech Policy 205.5.2.2, while those enrolled in stand-alone courses shall be classified as Continuing Occupational Education Students under 205.5.3.	July 1, 2017
3	Senior Citizen: The student is a senior citizen enrolled under audit waiver (204.7.1).	July 1, 2013
6	Basic Skills: The student is enrolled in basic instruction in areas such as reading, language arts, and mathematics that are necessary for student success in a chosen career and technical education or job-related program (200.6.4)	July 1, 2013
7	Personal Interest Student: The student is enrolled for personal interest reasons that are unrelated to a career.	July 1, 2012
J	Job Re-entry: The student is unemployed and is seeking short-term training to re-enter the workforce.	July 1, 2013
S	Secondary: The student meets the definition of "Secondary student" under R277-419 (205.5.1).	July 1, 2013

“Below the Line” Objectives (i.e., not included in annual legislative and other reporting)

Field Value	Field Attributes and Examples	Effective Date
8	Assessment: An individual enrolled solely for assessment services.	July 1, 2006

COMMENTS: Enrollment objectives are used to classify students for legislative and other stakeholder reporting. Last modified May 17, 2018.

REFERENCE: Northstar Enrollment Periods Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-22**

ELEMENT NAME: Full/Three-quarter/Half/Less-than-half-time Status

FIELD NAME: U_PT_FT

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: The full/three-quarter/half/less-than-half-time status of the student.

Field Value	Field Attributes and Examples	Effective Date
F	Full-time	July 1, 2006
Q	Three-quarter-time	July 1, 2015
P	Half-time	July 1, 2006
L	Less-than-half-time	July 1, 2006

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Enrollment Periods Form

Full-time – a student enrolled for 24 or more contact hours per week (≥ 24).

Three-quarter-time – a student enrolled for greater than or equal to 18 and fewer than 24 contact hours per week (≥ 18 and < 24). Half-time – a student enrolled for greater than or equal to 12 and fewer than 18 contact hours per week (≥ 12 and < 18). Less-than-half-time – a student enrolled for fewer than 12 contact hours per week (< 12).

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-23**

ELEMENT NAME: First Time Date

FIELD NAME: U_FIRST_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date on which the student's status as a first-time postsecondary student becomes effective. This date corresponds to his/her earliest course start date within the specified first-time type (U-24) and for which membership hours are accrued.~~is determined by the college.~~

Field Value	Field Attributes and Examples	Effective Date
20010415	The date the student's <u>first membership hour-bearing course status</u> as a first-time postsecondary student <u>begins</u> is determined (e.g., April 15, 2010)	July 1, 2006
<blank>	The student does not have a first-time date because the student has not yet enrolled in postsecondary education (i.e., first time type [U-24] is "HS"), or because the student has received prior postsecondary education from another institution (i.e., first time type is "CS").	July 1, 2015

COMMENTS: Last modified ~~April~~May ~~22~~24, 20~~20~~21.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-24**

ELEMENT NAME: First Time Type

FIELD NAME: U_FIRST_TYPE

FIELD FORMAT: UPPER(CHAR(2))

DEFINITION: The student's entry status upon enrollment at a UTech college.

Field Value	Field Attributes and Examples	Effective Date
FH	<i>First time student – undergraduate (within 12 months of high school):</i> A student who is entering postsecondary education for the first time within 12 months after graduation from high school. Note that if an adult student never graduated from high school, he/she is assigned a value of "FH" if he/she is less than 12 months removed from when the student <i>should have</i> graduated.	July 1, 2012
FF	<i>First time student – undergraduate (not within 12 months of high school):</i> A student who is entering postsecondary education for the first time, not within 12 months after graduation from high school. Note that if an adult student never graduated from high school, he/she is assigned a value of "FF" if he/she is 12 or more months removed from when the student <i>should have</i> graduated.	July 1, 2012
CS	<i>Continuing Student:</i> A student who is enrolling at a UTech college who has previously been enrolled in postsecondary education.	July 1, 2012
HS	<i>High School Student:</i> A student who is enrolling at a UTech campus and currently meets the UTech definition of a secondary student (UTech policy 205.5.1).	July 1, 2012
<blank>	The student's entry status is unknown.	July 1, 2015

COMMENTS: IPEDS definition of "First-time student (undergraduate)": *A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school).* Last modified July 8, 2016.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-25**

ELEMENT NAME: Schedule Start Date

FIELD NAME: U_START_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date a student started a specific class schedule.

Field Value	Field Attributes and Examples	Effective Date
20010415	The date a student began a specified class (e.g., April 15, 2001)	July 1, 2006

COMMENTS: Last modified May 16, 2013.

REFERENCE: Northstar Schedule Detail Start Date

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-26**

ELEMENT NAME: Schedule Stop Date

FIELD NAME: U_STOP_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date a student ended a specific class schedule.

Field Value	Field Attributes and Examples	Effective Date
20010415	The date a student ended a specified class (e.g., April 15, 2001)	July 1, 2006

COMMENTS: Last modified May 13, 2013.

REFERENCE: Northstar Schedule Detail Stop Date

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-27**

ELEMENT NAME: Exit Code

FIELD NAME: U_EXIT_CODE

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: A student's status upon exiting a program or the college.

Field Value	Field Attributes and Examples	Effective Date
P	Graduate: An individual who has qualified for and been awarded a Program Certificate on his or her transcript by the college registrar.	July 1, 2017
N	Non-Graduate: An individual who has exited a program of the college prior to completion of a Program Certificate, or who has exited a course that is not part of a COE-approved program prior to successful completion of the course.	July 1, 2017
C	Course Completer: An individual who has successfully completed a course that is not part of a COE-approved program, and hence does not meet the definition of "Graduate" above. Secondary Students (UTech Policy 205.5.1), Continuing Occupational Education Students (205.5.3), and Students Enrolled in Other Training (205.5.4) may receive this exit code.	July 1, 2013
<blank>	The student's exit code has not yet been determined.	July 1, 2015

"Below the Line" codes (i.e., not included in annual legislative and other reporting)

Field Value	Field Attributes and Examples	Effective Date
R	Refund: A student who has withdrawn from his or her program prior to the 100% refund deadline (and is consequently not included in annual college headcounts) or who only attended the first day of class and is thus documented as an allowable subtraction under COE policies.	July 1, 2018

COMMENTS: Last modified April 17, 2019.

For insight into how exit and outcome code information entered into the student information system will impact COE, legislative, and other reporting, please see [Appendix C](#).

For a matrix of acceptable enrollment objective, exit code, and outcome code value combinations, please see [Appendix D](#).

REFERENCE: Northstar Enrollment Periods Form
UTech Policy 205.6

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-28**

ELEMENT NAME: Exit Date

FIELD NAME: U_EXIT_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date upon which a student exited from a program or the college.

Field Value	Field Attributes and Examples	Effective Date
20010415	Student withdrawal/completion date is April 15, 2001.	July 1, 2006
<blank>	The student's exit date is unknown (i.e., not yet determined).	July 1, 2015

COMMENTS: For secondary student reported in Perkins Grant data submissions, this field is used to denote the date of the student's completion. Last modified June 8, 2016.

REFERENCE: Northstar Enrollment Periods Form Stop Date

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-29**

ELEMENT NAME: Licensure Required

FIELD NAME: U_LIC_REQ

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: Binomial variable indicating whether the specified program requires state or national licensure (i.e. Plumbing, Electrician, CDL, Cosmetology, Practical Nursing, CNA, etc.), the rate of licensure being reported to the Council on Occupational Education.

Field Value	Field Attributes and Examples	Effective Date
1	The specified program requires state or national licensure.	July 1, 2018
0	The specified program does not require state or national licensure.	July 1, 2018

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Program Outcomes Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-30**

ELEMENT NAME: Licensure Status

FIELD NAME: U_LIC_EXAM

FIELD FORMAT: UPPER(CHAR(2))

DEFINITION: The status of a student who is in a program which requires state or national licensing (i.e. Plumbing, Electrician, CDL, Cosmetology, Practical Nursing, CNA, etc.).

Field Value	Field Attributes and Examples	Effective Date
TP	Took exam – passed	July 1, 2006
TF	Took exam – did not pass	July 1, 2006
<blank>	The student has not taken or is not required to take a licensure exam.	July 1, 2015

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Certifications/Licensure Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-31**

ELEMENT NAME: Student Outcome Status

FIELD NAME: U_OUTCOME

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: A student's outcome code consequent to enrollment in an instructional program. Outcome status is evaluated for each program into which a student enrolls.

Field Value	Field Attributes and Examples	Effective Date
R	Related, Non-military Employment: Employment in a field related to instruction.	July 1, 2013
M	Related Military: Military service in a field related to instruction.	July 1, 2013
U	Unrelated, Non-military Employment: Employment in a field not related to instruction.	July 1, 2013
D	Unrelated Military: Military service in a field not related to instruction.	July 1, 2013
E	Continued Education (External, no Articulation): Enrollment at another postsecondary educational institution upon leaving a UTech college, for which there is not a valid articulation agreement.	July 1, 2013
G	Continued Education (External, with Articulation): Enrollment at another postsecondary educational institution upon leaving a UTech college, for which there is a valid articulation agreement.	July 1, 2017
I	Continued Education (Internal): Enrollment in another COE-approved program at the same college, or in the same program offered at a different COE-approved site.	July 1, 2013
VB	Unavailable (Behavioral Dismissal): Documented as being dismissed from a program due to behavioral problems.	July 1, 2018
VD	Unavailable (Deceased): Documented as being unavailable to complete or for placement because of death.	July 1, 2018
VH	Unavailable (Health-related): Documented as being unavailable to complete or for placement because of situations such as pregnancy, other serious health-related issues, or caring for ill family members.	July 1, 2018
VI	Unavailable (Incarceration): Documented as being unavailable to complete or for placement because of incarceration.	July 1, 2018
VM	Unavailable (Military Activation): Documented as being unavailable to complete or for placement because of military duty activation or relocation (for those students who are active National Guard or military before and during program enrollment).	July 1, 2018

Field Value	Field Attributes and Examples	Effective Date
VS	Unavailable (Foreign Aid/Religious Service): Documented as being unavailable to complete or for placement because of service with a foreign aid service of the federal government (e.g., the Peace Corps) or an official church mission.	July 1, 2018
F	Refused Employment: Failure to keep interview appointments, enrollment in a program of instruction strictly for personal use, or refusal of an employment offer in the field of instruction.	July 1, 2013
<blank>	For students enrolled in COE-approved program a blank outcome code indicates that the student's outcome has not yet been determined. For students enrolled in non-COE-approved programs (i.e., stand-alone courses), a blank outcome code is expected (though not required) as collection of outcome information is not required by the accrediting body.	July 1, 2015

COMMENTS: Student outcomes may be identified by any means available to a college. These may include: (1) Instructors reporting the information via training outcome forms; (2) Student surveys or phone conversations with former students or students' sponsoring organizations; (3) DWS employment records verification; (4) USHE data matches showing continuing education; etc. Institutions must retain documentation for audit sampling purposes. Colleges shall define the period necessary for verification of a student's outcome. Student outcomes should be recognized in the fiscal year in which they were identified. This system recognizes that students attending for different enrollment objectives may have multiple outcomes within the same fiscal year, depending upon student enrollment patterns. Last modified April 17, 2019.

Note that in Northstar's Verified Outcomes Form, users are required to select the training plan to which they are attaching a newly-recorded outcome. The student information system timestamps every new outcome entered and reports this information under U_OUT_DT ([U-32](#)). Within each training plan, Northstar selects the **most recently entered** student outcome to report in generated data submission files, without regard to whether the outcome is employment, education, military, unavailable, etc.

For insight into how exit and outcome code information entered into the student information system will impact COE, legislative, and other reporting, please see [Appendix C](#).

REFERENCE: Northstar Verified Outcomes Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-32**

ELEMENT NAME: Verification Date

FIELD NAME: U_OUT_DT

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date the college verifies the outcome of a student.

Field Value	Field Attributes and Examples	Effective Date
20010510	The student's employment was verified on May 10, 2001.	July 1, 2006
<blank>	The student's outcome has not yet been determined.	July 1, 2015

COMMENTS: Last modified June 8, 2016.

REFERENCE: Northstar Student Outcomes Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data – Version: 07/01/2020

Element: **U-33**

ELEMENT NAME: Program CIP Code, Area of Delivery CIP, Graduation CIP, and CIP Name

FIELD NAME: U_PRG_CIP, U_DEL_CIP, U_COMP_CIP, U_CIP_NAME

FIELD FORMAT: CHAR(6) and UPPER(VARCHAR(150))

DEFINITION: Program CIP – The unique classification for a specific **Area** of study as listed in the UTech CIP Matrix.

Area of Delivery CIP – The unique classification for the **department** that delivers the course as listed in the UTech CIP Matrix

Graduation CIP – The unique classification for the specific certificate awarded.

CIP Name – The Program CIP's official name as approved by the National Center for Educational Statistics

CIP	CIP Description	Effective Date	Perkins Approved?	High-wage/High-demand?
010104	Farm/Farm and Ranch Management	July 1, 2006	Yes	
010306	Dairy Husbandry and Production	July 1, 2006	Yes	
010605	Landscaping and Groundskeeping	July 1, 2006	Yes	Yes
010906	Livestock Management	July 1, 2006	Yes	
030104	Environmental Science	July 1, 2019	No	Yes
030199	Natural Resources Conservation and Research, Other	July 1, 2009	Yes	
100202	Radio and Television Broadcasting Technology/Technician	July 1, 2006	Yes	Yes
100399	Graphic Communications, Other	July 1, 2010	Yes	
110101	Computer and Information Sciences, General	July 1, 2006	Yes	Yes
110201	Computer Programming/Programmer, General	July 1, 2006	Yes	Yes
110801	Web Page, Digital/Multimedia & Information Resources Design	July 1, 2006	Yes	Yes
110901	Computer Systems Networking and Telecommunications	July 1, 2006	Yes	Yes
111003	Computer and Information Systems Security/Information Assurance	September 1, 2018	Yes	Yes
111005	Information Technology Project Management	July 1, 2018	Yes	Yes
120401	Cosmetology/Cosmetologist, General	July 1, 2006	Yes	
120402	Barbering/Barber	July 1, 2008	Yes	
120407	Hair Styling/Stylist and Hair Design	July 1, 2018	Yes	
120409	Aesthetician/Esthetician and Skin Care Specialist	July 1, 2008	Yes	
120410	Nail Technician/Specialist and Manicurist	July 1, 2008	Yes	

CIP	CIP Description	Effective Date	Perkins Approved?	High-wage/High-demand?
120413	Cosmetology, Barber/Styling, and Nail Instructor	July 1, 2006	Yes	
120501	Baking and Pastry Arts/Bakery/Pastry Chef	July 1, 2015	Yes	Yes
120503	Culinary Art/Chef Training	July 1, 2013	Yes	Yes
120504	Restaurant, Culinary, and Catering Management/Manager	July 1, 2008	Yes	Yes
120505	Food Preparation/Professional Cooking/Kitchen Assistant	July 1, 2006	Yes	
120506	Meat Cutting/Meat Cutter	July 1, 2006	Yes	
131319	Technical Teacher Education	July 1, 2006	Yes	Yes
131501	Teacher Assistant/Aide	July 1, 2006	No	
141801	Materials Engineering	July 1, 2006	Yes	Yes
150305	Telecommunications Technology/Technician	July 1, 2006	Yes	Yes
150401	Biomedical Technology/Technician	July 1, 2010	Yes	Yes
150406	Automation Engineer Technology/Technician	July 1, 2015	Yes	
150503	Energy Management and Systems Technology/Technician	July 1, 2011	Yes	
150505	Solar Energy Technology/Technician	February 1, 2011	Yes	
150507	Environmental Engineering Tech/Environmental Technology	July 1, 2006	Yes	
150508	Hazardous Materials Management & Waste Tech/Technician	July 1, 2006	Yes	Yes
150607	Plastics Engineering Technology	July 1, 2015	Yes	
150613	Manufacturing Technology/Technician	July 1, 2009	Yes	Yes
<u>150617</u>	<u>Composite Materials Technology/Technician</u>	<u>July 1, 2020</u>	<u>Yes</u>	
150701	Occupational Safety and Health Technology/Technician	July 1, 2015	Yes	Yes
150702	Quality Control Technology/Technician	July 1, 2012	Yes	Yes
150703	Industrial Safety Technology/Technician	July 1, 2007	Yes	Yes
150901	Mining Technology/Technician	July 1, 2006	Yes	Yes
150903	Petroleum Technology/Technician	July 1, 2006	Yes	
151302	CAD/CADD Drafting and/or Design Technology/Technician	July 1, 2006	Yes	Yes
161601	American Sign Language (ASL)	July 1, 2006	No	Yes
190709	Child Care Provider/Assistant	July 1, 2006	Yes	
220301	Legal Administrative Assistant/Secretary	July 1, 2006	Yes	Yes
220302	Legal Assistant/Paralegal	July 1, 2006	Yes	Yes
320101	Basic Skills and Development/Remedial Education, General	July 1, 2010	No	
320105	Job-seeking/Changing Skills	July 1, 2019	No	
320109	Second Language Learning	July 1, 2006	No	
320111	Workforce Development and Training	July 1, 2019	No	
320199	Basic Skills and Development/Remedial Education, Other	July 1, 2014	No	
430107	Criminal Justice/Police Science	July 1, 2006	Yes	Yes
430203	Fire Science/Fire-fighting	July 1, 2006	Yes	Yes
430302	Crisis/Emergency/Disaster Management	July 1, 2015	No	Yes
460000	Construction Trades, General	April 30, 2018	Yes	Yes
460101	Mason/Masonry	July 1, 2006	Yes	Yes
460201	Carpentry/Carpenter	July 1, 2006	Yes	Yes

CIP	CIP Description	Effective Date	Perkins Approved?	High-wage/High-demand?
460301	Electrical and Power Transmission Installation/Installer, General	July 1, 2008	Yes	Yes
460302	Electrician	July 1, 2006	Yes	Yes
460403	Building/Home/Construction Inspection/Inspector	July 1, 2006	Yes	Yes
460406	Glazier	July 1, 2006	Yes	Yes
460408	Painting/Painter and Wall Coverer	July 1, 2006	Yes	Yes
460415	Building Construction Technology	July 1, 2019	Yes	
460502	Pipefitting/Pipefitter and Sprinkler Fitter	July 1, 2016	Yes	Yes
460503	Plumbing Technology/Plumber	July 1, 2006	Yes	Yes
470104	Computer Installation and Repair Technology/Technician	July 1, 2006	Yes	Yes
470105	Industrial Electronics Technology/Technician	July 1, 2006	Yes	Yes
470201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	July 1, 2006	Yes	Yes
470303	Industrial Mechanics and Maintenance Technology	July 1, 2006	Yes	Yes
470603	Autobody/Collision and Repair Technology/Technician	July 1, 2006	Yes	Yes
470604	Automobile/Automotive Mechanics Technology/Technician	July 1, 2006	Yes	Yes
470605	Diesel Mechanics Technology/Technician	July 1, 2006	Yes	Yes
470606	Small Engine Mechanics and Repair Technology/Technician	July 1, 2009	Yes	
470608	Aircraft Power Plant Technology/Technician	July 1, 2006	Yes	Yes
470611	Motorcycle Maintenance and Repair Technology/Technician	July 1, 2009	Yes	
470612	Vehicle Emissions Inspection & Maintenance Tech/Technician	July 1, 2009	Yes	Yes
470699	Vehicle Maintenance and Repair Technologies, Other	July 1, 2006	Yes	
480303	Upholstery/Upholsterer	July 1, 2017	No	
480501	Machine Tool Technology/Machinist	July 1, 2006	Yes	Yes
480506	Sheet Metal Technology/Sheetworking	July 1, 2006	Yes	Yes
480508	Welding Technology/Welder	July 1, 2006	Yes	Yes
480511	Metal Fabricator	July 1, 2016	No	
480703	Cabinetmaking and Millwork	July 1, 2006	Yes	Yes
490101	Aeronautics/Aviation/Aerospace Science & Technology General	July 1, 2007	Yes	Yes
490102	Airline/Commercial/Professional Pilot and Flight Crew	July 1, 2007	Yes	
490202	Construction/Heavy Equipment/Earthmoving Equipment Operation	July 1, 2010	Yes	Yes
490205	Truck & Bus Driver/Commercial Vehicle Operator and Instructor	July 1, 2010	Yes	Yes
490207	Flagging and Traffic Control	July 1, 2009	No	Yes
499999	Transportation and Materials Moving, Other	July 1, 2006	Yes	
500402	Commercial and Advertising Art	July 1, 2006	Yes	Yes
500408	Interior Design	July 1, 2006	Yes	Yes*
500713	Metal and Jewelry Arts	July 1, 2007	Yes	Yes
510000	Health Services/Allied Health/Health Sciences, General	July 1, 2006	Yes	
510601	Dental Assisting/Assistant	July 1, 2006	Yes	Yes
510699	Dental Services and Allied Professions, Other	July 1, 2007	Yes	
510703	Health Unit Coordinator/Ward Clerk	July 1, 2007	Yes	

CIP	CIP Description	Effective Date	Perkins Approved?	High-wage/High-demand?
510707	Health Information/Medical Records Technology/Technician	October 1, 2013	Yes	Yes
510708	Medical Transcription/Transcriptionist	July 1, 2006	Yes	
510709	Medical Office Computer Specialist/Assistant	April 16, 2013	Yes	Yes
510710	Medical Office Assistant/Specialist	July 1, 2020	Yes	
510713	Medical Insurance Coding Specialist/Coder	July 1, 2006	Yes	Yes
510716	Medical Administrative/Executive Assistant and Medical Secretary	July 1, 2006	Yes	Yes
510801	Medical/Clinical Assistant	July 1, 2006	Yes	Yes
510802	Clinical/Medical Laboratory Assistant	July 1, 2006	Yes	Yes
510805	Pharmacy Technician/Assistant	July 1, 2006	Yes	Yes
510806	Physical Therapy Aide	July 1, 2007	Yes	Yes
510808	Veterinary/Animal Health Tech/Technician & Veterinary Asst.	July 1, 2006	Yes	Yes
510810	Emergency Care Attendant (EMT Ambulance)	July 1, 2006	Yes	
510899	Allied Health and Medical Assisting Services, Other [e.g., CPR/first aid/other short term medical]	July 1, 2010	Yes	
510902	Electrocardiograph Technology/Technician	July 1, 2007	Yes	Yes
510904	Emergency Medical Technology/Technician (EMT Paramedic)	July 1, 2006	Yes	Yes
510907	Medical Radiologic Technology/Science - Radiation Therapist	July 1, 2006	Yes	Yes
510909	Surgical Technology/Technologist	July 1, 2006	Yes	Yes
510913	Athletic Training/Trainer	July 1, 2006	No	
510999	Allied Health Diagnostic/Intervention/Treatment Professional/Other	July 1, 2008	Yes	
511009	Phlebotomy Technician/Phlebotomist	July 1, 2006	Yes	
511012	Sterile Processing Technology/Technician	July 1, 2017	No	Yes
511099	Clinical/Medical Laboratory Science & Allied Professions, Other	July 1, 2006	Yes	Yes
512602	Home Health Aide/Home Attendant	July 1, 2006	Yes	
512603	Mediation Aide	July 1, 2017	Yes	
513901	Licensed Practical/Vocational Nurse Training	July 1, 2009	Yes	Yes
513902	Nursing Assistant/Aide and Patient Care Assistant/Aide	July 1, 2009	Yes	Yes*
520203	Logistics, Materials and Supply Chain Management	July 1, 2010	Yes	Yes
520204	Office Management and Supervision	May 2, 2017	No	Yes
520205	Operations Management and Supervision	July 1, 2015	Yes	Yes
520207	Customer Service Management	July 1, 2007	Yes	Yes
520208	E-Commerce/Electronic Commerce	July 1, 2006	Yes	Yes
520302	Accounting Technology/Technician and Bookkeeping	July 1, 2006	Yes	Yes
520401	Administrative Assistant and Secretarial Science, General	July 1, 2006	Yes	Yes
520408	General Office Occupations and Clerical Services	October 1, 2013	Yes	Yes
520409	Parts, Warehousing, and Inventory Management Operations	July 1, 2008	Yes	Yes
520411	Customer Service Support/Call Center/Teleservice Operation	July 1, 2010	Yes	Yes
520701	Entrepreneurship/Entrepreneurial Studies	February 1, 2012	Yes	Yes
520703	Small Business Administration/Management	July 1, 2009	Yes	
520809	Credit Management	July 1, 2007	Yes	Yes
520899	Finance and Financial Management Services, Other	December 1, 2010	Yes	Yes

CIP	CIP Description	Effective Date	Perkins Approved?	High-wage/High-demand?
520901	Hospitality Administration/Management, General	July 1, 2007	Yes	Yes
521001	Human Resources Management/Personnel Administration, General	July 1, 2006	Yes	Yes
521401	Marketing/Marketing Management, General	July 1, 2006	Yes	Yes
521501	Real Estate	July 1, 2006	Yes	Yes
521601	Taxation	July 1, 2009	No	Yes
521801	Sales, Distribution and Marketing Operations, General	July 1, 2007	Yes	Yes
521902	Fashion Merchandising	July 1, 2006	Yes	Yes
521908	Business and Personal/Financial Services Marketing Operations, Other	July 1, 2008	Yes	Yes

* Indicates that programs with these CIP codes are not found on the Department of Workforce Services' list of regional or statewide 4- and 5-star jobs, but that they were approved by the UTech Board of Trustees as having "significant industry importance" under UCA 53B-2a-116(7)(b).

Course associated with the following CIP codes are **not** included in UTech data submission files.

CIP	Non-mission CIP Codes (i.e., <i>not to be reported in UTech data submission files</i>)	Effective Date	Perkins Approved?
000000	Distance Learning	July 1, 2006	No
004000	Driver's Education	July 1, 2006	No
005000	Class Offered Course not counted	July 1, 2006	No
090901	Spanish	July 1, 2006	No
131105	Assessment	July 1, 2015	No
139931	Custom Fit - State	July 1, 2006	No
139932	Custom Fit - Private	July 1, 2006	No
139933	STIT (Short Term Intensive Training)	July 1, 2006	No
270399	Math	July 1, 2006	No
320147	Career Development Guidance Placement	July 1, 2006	No
330103	Community Awareness	July 1, 2015	No

COMMENTS: Community interest courses (200.7) shall be entered into information systems for purposes of collecting course fees and other internal college operations, but shall be coded with CIP 33.0103 and shall not be reported in data submission files to UTech administration. Last modified April 17, 2019.

REFERENCE: U_PRG_CIP and U_COMP_CIP are taken from the same source on the Northstar Programs Form. The U_DEL_CIP field is taken from the Northstar Courses Form (if the college employs course-based scheduling) or the Northstar Programs Form (if the college employs program-based scheduling).

CIP codes are taken from the Classifications of Instructional Program (CIP) codes as published by the National Center for Education Statistics (NCES) 2010 and can be found at <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-34**

ELEMENT NAME: Area of Study

FIELD NAME: U_SUBJ

FIELD FORMAT: UPPER(VARCHAR(100))

DEFINITION: The specific area of study or program in which the student is enrolled.

Field Value	Field Attributes and Examples	Effective Date
<Department Specific>	The specific name for the area of study in which the student is enrolled.	July 1, 2012

COMMENTS: Last modified April 20, 2012.

REFERENCE: Northstar Programs Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-35**

ELEMENT NAME: Class Number

FIELD NAME: U_NUM

FIELD FORMAT: UPPER(VARCHAR(10))

DEFINITION: The official class number or other identifier that serves to uniquely identify a course within the offering unit.

Field Value	Field Attributes and Examples	Effective Date
<Department Specific>	The course “Welding TIG2114” has the class number of “TIG2114”.	July 1, 2006
<blank>	The course does not have an applicable number (this may be the case when the student is enrolled at the program level rather than in individual classes).	July 1, 2015

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar Courses Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-36**

ELEMENT NAME: Class Title

FIELD NAME: U_TITLE

FIELD FORMAT: UPPER(VARCHAR(100))

DEFINITION: An institutionally defined name of the course.

Field Value	Field Attributes and Examples	Effective Date
<Department Specific>	The name of the class in which the student is scheduled.	July 1, 2006

COMMENTS: Last modified April 20, 2012.

REFERENCE: Northstar Courses Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-37**

ELEMENT NAME: Delivery Method

FIELD NAME: U_DEL_METH

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: The method of delivery by which ~~the preponderance of~~ instruction is transmitted.

Field Value	Field Attributes and Examples	Effective Date
<u>POEOE</u>	Open-entry/Open-exit Face-to-Face: Course is taught primarily in-person (classroom based) to students who are able to progress at their own pace without a defined exit date. -(this does not preclude the college from calculating an estimated course completion date based on the student's schedule). This includes workbook courses with instruction, and courses with technology-delivered components such as online syllabi, online lecture notes, slide presentations, or videotapes of live lectures. Technology may be providing administrative or logistical support to the class but does not significantly impact students' learning experience. Membership hours are accrued as scheduled instruction occurs (see UTech Policy 201.6.1).	July 1, 2020 06
<u>OEDE</u>	Open-entry/Defined-exit: Course is taught primarily in-person (classroom based) to students who are able to progress at their own pace, but who have a defined exit date by which coursework must be completed. This includes workbook courses with instruction, and courses with technology-delivered components such as online syllabi, online lecture notes, slide presentations, or videotapes of live lectures. Membership hours are accrued up-front (see UTech Policy 201.6.2) on the first day of scheduled instruction.	<u>July 1, 2020</u>
<u>DEDE</u>	Defined-entry/Defined-exit: A course that is taught primarily in-person (classroom based) in which a cohort of multiple students progress together and there is a defined beginning and defined end date (i.e., not open-entry/open-exit). Membership hours are accrued up-front (see UTech Policy 201.6.2) on the first day of scheduled instruction.	<u>July 1, 2009</u>
I	Online: Students access a website for course instructions, lectures, assignments and materials, and to communicate with the instructor and with other students. Internet courses may have	July 1, 2006

Field Value	Field Attributes and Examples	Effective Date
	face-to-face orientation sessions or exam reviews; however, time and place-specific requirements are minimal. Internet classes promote web-based interactivity between students and instructors, students and internet-based communities, and among students. <u>Membership hours are accrued up-front (see UTech Policy 201.6.2) on the first day of scheduled instruction.</u>	
B	Blended: 49% or less of the required instructional hours is via distance education. The technology delivered components in these courses, such as online chat sessions or online video lectures, significantly impact the learning experience and reduce the amount of classroom time.	July 1, 2009
L	Lockstep: A course where there is a defined entry and defined exit date (i.e., not open entry/open exit).	July 1, 2009
J	OJT/Extern: Student is receiving non-compensated , on-the-job training <u>under the supervision of and</u> at the location of the employer. <u>Membership hours are accrued up-front (see UTech Policy 201.6.2) on the first day of the scheduled on-the-job training, or when the course is entered into Northstar in instances where training has already occurred.</u>	July 1, 2016
<u>NULL</u>	<u>Reserved for rows in the data submission file corresponding to open enrollment periods without the presence of schedule details in the reporting period (i.e., fiscal year). All other rows corresponding to schedule details must have a value in the U_DEL METH column.</u>	<u>July 1, 2020</u>

COMMENTS: Last modified June ~~178~~, 20~~20~~16.

REFERENCE: Northstar Course Sessions Form. ~~In Northstar if the campus refund policy is percentages deliver defined entry/exit as face to face otherwise deliver these session types as lockstep. See Appendix F.~~

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2019

Element: **U-38**

ELEMENT NAME: Instructional Type

FIELD NAME: U_INSTRUCT_TYPE

FIELD FORMAT: UPPER(CHAR(3))

DEFINITION: Course Instruction Type

Field Value	Field Attributes and Examples	Effective Date
LEC	Regular classes without lab – standard, fixed classes where instruction occurs in a traditional classroom setting.	July 1, 2006
LEL	Regular classes with incorporated lab – standard, fixed classes where instruction occurs in a traditional classroom setting as well as in a laboratory setting.	July 1, 2006
<u>BLE</u>	<u>Blended – 49% or less of the required instructional hours are delivered via distance education. The technology-delivered components in these courses, such as online chat sessions or online video lectures, significantly impact the learning experience and reduce the amount of classroom time.</u>	<u>July 1, 2020</u>
SUP	Supervision at remote sites – faculty supervision at remote sites that generate hours (e.g., internships, clinical, student teaching, cooperative education).	July 1, 2006
<u>NULL</u>	<u>Reserved for rows in the data submission file corresponding to open enrollment periods without the presence of schedule details in the reporting period (i.e., fiscal year). All other rows corresponding to schedule details must have a value in the U_INSTRUCT_TYPE column.</u>	<u>July 1, 2020</u>
INV	Individualized instruction—classes with no defined hours (e.g., directed readings, independent study/projects).	July 1, 2006
OTH	Other—all other instructional activity that generates hours.	July 1, 2006

COMMENTS: Last modified June 17, 2020~~16~~.

REFERENCE: Northstar Course Sessions Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: U-39

ELEMENT NAME: Work-based Learning

FIELD NAME: U_WBL

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: Binomial variable indicating whether the specified course incorporates work-based learning activities. Work-based learning activities are defined by the Council on Occupational Education as structured learning activities conducted in supervised work settings external to the institution or in a setting that involves the public (for example: clients who are served by the institution in nursing or other clinical or on-the-job settings) that are components of educational programs (e.g., externships, internships, clinical experiences, industrial cooperative education, and similar activities). These activities must be planned with at least two objectives:

1. To provide students with the opportunity to develop and apply a ‘real-world’ work experience using the knowledge and skills they attained in their program of study;
2. To provide the institution with objective input from potential employers or customers of program graduates.

Apprenticeship and ERISA programs must have at least 1,200 hours clock hours of OJT/OJL and the apprentices must be paid.

<u>Field Value</u>	<u>Field Attributes and Examples</u>	<u>Effective Date</u>
<u>1</u>	<u>The course incorporates work-based learning.</u>	<u>July 1, 2020</u>
<u>0</u>	<u>The course does not incorporate work-based learning.</u>	<u>July 1, 2020</u>

COMMENTS: Last modified April 22, 2020.

REFERENCE: Northstar Course Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-40**

ELEMENT NAME: Site Type

FIELD NAME: U_SITE_TYPE

FIELD FORMAT: UPPER(VARCHAR(3))

DEFINITION: Code used to specify a site type where instruction originates.

Field Value	Field Attributes and Examples	Effective Date
A01	Course taught from the main college campus	July 1, 2006
BXX	<p>Course taught from other COE-approved sites</p> <p>B02 Bridgerland – Brigham City Campus (BC)</p> <p>B03 Bridgerland – Rich County Campus (RC)</p> <p>B06 Mountainland – Orem Campus</p> <p>B07 Mountainland – Spanish Fork Campus</p> <p>B09 Ogden-Weber – BDO Campus</p> <p>B13 Mountainland – Salt Lake City Campus (AGC)</p> <p>B14 Mountainland – Provo Campus</p> <p>B15 Mountainland – Wasatch West Campus</p> <p>B21 Uintah Basin – Vernal Campus</p> <p>B25 Davis – Freeport Extension</p> <p>B26 Davis – Freeport West Extension</p> <p>B27 Davis – Clearfield Job Corps Instructional Service Center</p> <p>B29 Southwest – Automotive and Technology Building</p> <p>B30 Southwest – Extension Campus (Auto)</p> <p>B31 Southwest – Kanab Campus</p> <p>B32 Southwest – Circle Four Farms Campus</p> <p>B36 Southwest – Richfield (CPL)</p> <p><u>Shuttered Sites:</u></p> <p>B01 Bridgerland – Bridgerland West</p> <p>B04 Mountainland – American Fork</p> <p>B08 Ogden-Weber – Roy Campus</p> <p>B10 Uintah Basin – Buckskin Hills</p> <p>B33 Dixie – Diesel Shop</p> <p>B34 Dixie – Emergency Response Training Center</p> <p>B35 Dixie – Dixie Commons Campus</p>	July 1, 2019
C / CXX	<p>Course taught from a public education Site (i.e., high school)</p> <p>C30 Mountainland – North Summit High School</p> <p>C31 Mountainland – Park City High School</p>	<p>July 1, 2006</p> <p>July 1, 2018</p>

Field Value	Field Attributes and Examples	Effective Date
	C32 Mountainland – South Summit High School C33 Mountainland – Wasatch High School C50 Southwest – Beaver HS Inst. Svc. Ctr. C51 Southwest – Bryce Valley HS Inst. Svc. Ctr. C52 Southwest – Escalante HS Inst. Svc. Ctr. C53 Southwest – Milford HS Inst. Svc. Ctr. C54 Southwest – Panguitch HS Inst. Svc. Ctr. C55 Southwest – Parowan HS Inst. Svc. Ctr. C56 Southwest – Valley HS Inst. Svc. Ctr. C70 Uintah Basin – Uintah HS C71 Uintah Basin – Manila HS C72 Uintah Basin – Uintah River HS <u>Shuttered Sites:</u> C73 Uintah Basin - Union HS	July 1, 2018 July 1, 2018 July 1, 2018 July 1, 2015 July 1, 2015 July 1, 2015 July 1, 2015 July 1, 2015 July 1, 2015 October 1, 2015 October 1, 2015 October 1, 2015 October 1, 2015
DXX	Course taught from a USHE campus D05 Utah State University – Eastern D06 Snow College D07 Dixie State College D08 SLCC D09 UVU D10 U of U D11 USU D12 WSU D13 SUU	July 1, 2006
EXX	Course taught from correctional facility E01 Draper E02 Gunnison E03 Cedar City E04 Washington County Purgatory E05 Panguitch E06 Duchesne County Justice Center E07 Beaver E09 Davis County Jail E10 Mill Creek Youth Center (YIC) <u>Shuttered Sites:</u> E08 Daggett County Justice Center	July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2015 October 1, 2015 July 1, 2006

Field Value	Field Attributes and Examples	Effective Date
FXX	Course taught from another UTech college F02 Davis Technical College F03 Uintah Basin Technical College F04 Ogden-Weber Technical College F05 Bridgerland Technical College F06 Mountainland Technical College F07 Southwest Technical College F09 Tooele Technical College F10 Dixie Technical College Shuttered Sites; F08 Southeast Technical College	July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2006 July 1, 2010 July 1, 2006 July 1, 2006
G	Course taught from another owned site	July 1, 2006
H	Course taught from another leased site	July 1, 2006
Z	Course taught from an out-of-state site	July 1, 2006
O	Course is taught at other site (i.e., independent study)	July 1, 2006
NULL	Reserved for rows in the data submission file corresponding to open enrollment periods without the presence of schedule details in the reporting period (i.e., fiscal year). All other rows corresponding to schedule details must have a value in the U_SITE_TYPE column.	July 1, 2020

COMMENTS: Last modified April 22, 2020.

REFERENCE: Northstar Course Sessions Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-41**

ELEMENT NAME: Scheduled Hours

FIELD NAME: U_SCHEDULED_HRS

FIELD FORMAT: FLOAT

DEFINITION: The total number of membership hours accrued during the reporting period for a student enrolled in a course with a verifiable schedule meeting the definitions and reporting requirements specified in UTech Policy 201.6.1 (open-exit schedule).

Field Value	Field Attributes and Examples	Effective Date
150.00	<i>Scheduled hours of participation:</i> Student was enrolled in a schedule in which students are provided verified periods of time to receive instruction without a fixed course or program completion time (<u>course delivery method [U-37] is “Open-Entry”</u>), and was scheduled to attend 150 hours of instruction during the reporting period.	July 1, 2011
0.00	Students who accrue membership hours for defined-length courses in <u>U-42</u> . Zero hours are also reported for classes for which membership hours were counted up-front in a previous reporting period, <u>or for records in the data submission file corresponding to open enrollment periods without associated schedule details.</u>	July 1, 2011

COMMENTS: Last modified ~~April~~May 22~~17~~, 2020~~18~~.

REFERENCE: See Appendix F.

UTech Policy 201, *Membership Hour Reporting*

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-42**

ELEMENT NAME: Expected Hours

FIELD NAME: U_EXPECTED_HRS

FIELD FORMAT: FLOAT

DEFINITION: The total number of membership hours for a student enrolled in a defined-length course (such as online or ~~defined-entry/defined-exit~~ ~~blended~~ courses), ~~or for a course where tuition is paid in full up-front~~, meeting the definitions and reporting requirements specified in UTech Policy 201.6.2 (Defined-length Schedule).

Field Value	Field Attributes and Examples	Effective Date
150.00	<i>Expected hours of participation:</i> Student began an open-entry/defined-exit , online, defined-entry/defined-exit , or on-the-job training/externship (see delivery method, U-37), blended , or other class during the reporting period that fits the definition found in 201.6.2 and has an approved course length of 150 hours.	July 1, 2011
0.00	Students who accrue membership hours for verifiable schedules in U-41 . Zero hours are also reported for classes for which membership hours were counted up-front in a previous reporting period, or for records in the data submission file corresponding to open enrollment periods without associated schedule details.	July 1, 2011

COMMENTS: Last modified ~~April~~ ~~May 22~~ ~~7~~, 20~~20~~18.

REFERENCE: [See Appendix F.](#)

UTech Policy 201, *Membership Hour Reporting*

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-43**

ELEMENT NAME: Program Cluster

FIELD NAME: U_CLUSTER

FIELD FORMAT: UPPER(VARCHAR(150))

DEFINITION: The program cluster comprised of all training plans (including plans whose program names have changed or are different from that of the cluster) that are reported in one single line on the annual report submitted to the Council on Occupational Education. The Program Cluster should be named identically with the currently approved program name on file with COE.

Stand-alone courses (UTech Policy 200.5.1.2) shall also be clustered into a single grouping for Continued Occupational Education, or into multiple groups as a technical college desires.

Field Value	Field Attributes and Examples	Effective Date
<Department Specific>	Example: INFORMATION TECHNOLOGY [This cluster could be comprised of the current and old training plans that may have different U_SUBJ (U-34) values.]	July 1, 2019

COMMENTS: Last modified April 17, 2019.

REFERENCE: Northstar Program Outcomes Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-44**

ELEMENT NAME: Program Category Type

FIELD NAME: U_CAT_TYPE

FIELD FORMAT: UPPER(CHAR(3))

DEFINITION: The type of program or course in which a student is enrolled.

Field Value	Field Attributes and Examples	Effective Date
COE	COE-approved Program: The student is enrolled in a program (as defined in UTech Policy 200.4.1) accredited by the Council on Occupational Education.	July 1, 2015
JOB	COE-approved Job Upgrade Program: The student is enrolled in a program (as defined in UTech Policy 200.4.1) accredited and classified as a Job Upgrade program by the Council on Occupational Education.	July 1, 2018
SEC	COE-approved Secondary Program: The student is enrolled in a program (as defined in UTech Policy 200.4.1) accredited by the Council on Occupational Education and in which only secondary students may enroll.	July 1, 2019
EXE	COE-approved Program with CPL Exemptions: The student is enrolled in a program (as defined in UTech Policy 200.4.1) that is accredited by the Council on Occupational Education but that has received Exemptions from COE's minimum completion, placement, or licensure standards.	July 1, 2018
NON	Stand Alone Courses: The student is enrolled in a stand-alone course that is not part of a COE-approved program (i.e., Continued Occupational Education).	July 1, 2017

COMMENTS: Last modified April 17, 2019.

REFERENCE: Northstar Program Outcomes Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: U-45

ELEMENT NAME: Apprenticeship

FIELD NAME: U APPRENTICE

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: Binomial variable indicating whether the specified course or program is an apprenticeship. Apprenticeships are training sequences (they need not be programs approved by the Council on Occupational Education) that merge classroom instruction with on-the-job training supervised by a master crafts worker or journeyperson.

<u>Field Value</u>	<u>Field Attributes and Examples</u>	<u>Effective Date</u>
<u>1</u>	<u>The course/program is an apprenticeship.</u>	<u>July 1, 2020</u>
<u>0</u>	<u>The course/program is not an apprenticeship.</u>	<u>July 1, 2020</u>

COMMENTS: Last modified April 22, 2020.

REFERENCE: Northstar Programs Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-46**

ELEMENT NAME: Program Teach-out

FIELD NAME: U_TEACH_OUT

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: Designation identifying approved certificate programs that are in teach-out as defined by the Council on Occupational Education, the enrollment and outcomes measures of which are not reported to COE.

Field Value	Field Attributes and Examples	Effective Date
1	The approved program into which the student is enrolled is in teach-out.	July 1, 2018
0	The approved program into which the student is enrolled is not in teach-out.	July 1, 2018

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Program Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-47**

ELEMENT NAME: Program Location

FIELD NAME: U_PROG_LOC

FIELD FORMAT: UPPER(CHAR(3))

DEFINITION: The COE-approved site at which the specified student enrolled in an approved program shall be reported to the accrediting body for purposes of completion, placement, and licensure accountability.

Field Value	Field Attributes and Examples	Effective Date
A01	The program into which the student enrolled is reported to COE as taught at the main college campus.	July 1, 2019
BXX	<p>The program into which the student enrolled is reported to COE as taught at another COE-approved site:</p> <p> B02 Bridgerland – Brigham City Campus (BC) B03 Bridgerland – Rich County Campus (RC) B06 Mountainland – Orem Campus B07 Mountainland – Spanish Fork Campus B09 Ogden-Weber – BDO Campus B13 Mountainland – Salt Lake City Campus (AGC) B14 Mountainland – Provo Campus B15 Mountainland – Wasatch West Campus B21 Uintah Basin – Vernal Campus B25 Davis – Freeport East Extension B26 Davis – Freeport West Extension B27 Davis – Clearfield Job Corps Instructional Service Center B29 Southwest –Automotive and Technology Building B30 Southwest – Extension Campus (Auto) B31 Southwest – Kanab Campus B32 Southwest – Circle Four Farms Campus B36 Southwest – Richfield (CPL) </p>	July 1, 2019
CXX	<p> C30 Mountainland – North Summit High School C31 Mountainland – Park City High School C32 Mountainland – South Summit High School C50 Southwest – Beaver HS Inst. Svc. Ctr. C70 Uintah Basin – Uintah HS </p>	July 1, 2019
EXX	<p> E01 Utah State Prison – Draper, Utah. E06 Duchesne County Justice Center </p>	July 1, 2019

<blank>	The training plan into which the student enrolled is not reported to COE (i.e., the student is in a stand-alone course).	July 1, 2019
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COMMENTS: Last modified April 17, 2019.

REFERENCE: Northstar Program Outcomes Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-48**

ELEMENT NAME: Required Hours for Certificate

FIELD NAME: U_REQ_HRS

FIELD FORMAT: INT(4)

DEFINITION: The total number of hours required for a Program Certificate. A Program Certificate is defined in UTech policy 200.4.3.

Field Value	Field Attributes and Examples	Effective Date
1530.00	The specified certificate program requires 1,530 hours of class time.	July 1, 2003

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar Program Outcomes Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-49**

ELEMENT NAME: Hours Enrolled for Certificate

FIELD NAME: U_ENRLD_HRS

FIELD FORMAT: INT(4)

DEFINITION: The number of hours enrolled in pursuit of a Program Certificate. Program Certificates are defined in UTech policy 200.4.3.

Field Value	Field Attributes and Examples	Effective Date
1530.00	The student was enrolled for 1,530 hours in pursuit of the specified certificate.	July 1, 2003

COMMENTS: Last modified May 18, 2017.

REFERENCE: This field is derived by summing all membership hours accrued while enrolled under a specified training plan.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-50**

ELEMENT NAME: Certificate Completion Date

FIELD NAME: U_COMP_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date on which a student completes the requirements for a program certificate, as documented by the instructor. Program certificates are defined in UTech policy 200.4.3.

Field Value	Field Attributes and Examples	Effective Date
20040621	The student completed the requirements for a program certificate on June 21, 2004.	July 1, 2003

COMMENTS: Last modified May 18, 2017.

REFERENCE: Northstar Training Plans Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-51**

ELEMENT NAME: Certificate Conferral Date

FIELD NAME: U_ISSUE_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date on which a program certificate was conferred (i.e., posted to a student's transcript). Program certificates are defined in UTech policy 200.4.3.

Field Value	Field Attributes and Examples	Effective Date
20040621	The program certificate was conferred on June 21, 2004.	July 1, 2003

COMMENTS: Last modified May 18, 2017.

REFERENCE: Northstar Training Plans Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-52**

ELEMENT NAME: Training Start Date

FIELD NAME: U_TRAINING_START

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date on which the student's training plan for the specified program certificate was begun.

Field Value	Field Attributes and Examples	Effective Date
20040621	The student began coursework required for the specified program certificate on June 21, 2004.	July 1, 2015

COMMENTS: Last modified June 8, 2016.

REFERENCE: Northstar Training Plans Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-53**

ELEMENT NAME: Training Duration

FIELD NAME: U_WEEKS_APART

FIELD FORMAT: INT(3)

DEFINITION: The number of weeks between the training start date ([U-50](#)) and the date on which the certificate was completed ([U-48](#)).

Field Value	Field Attributes and Examples	Effective Date
24	The duration of the student's studies in pursuit of the specified program certificate was 24 weeks (i.e., the training start date and certificate completion date were 24 weeks apart).	July 1, 2015

COMMENTS: Last modified June 11, 2015.

REFERENCE: This field is derived using the training start ([U-50](#)) and program completion dates ([U-48](#)).

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-54**

ELEMENT NAME: Age Upon Certificate Conferral

FIELD NAME: U_COMP_AGE

FIELD FORMAT: INT(3)

DEFINITION: The student's age upon completing the specified certificate (i.e., the student's age as of the date specified in [U-48](#)).

Field Value	Field Attributes and Examples	Effective Date
24	The student was 24 years old when he/she received the specified program certificate.	July 1, 2015

COMMENTS: This field is used in the IPEDS Completions survey, which asks for age demographics of students as of the date of program certificate conferral. Last modified June 11, 2015.

REFERENCE: This field is derived using the student's birth ([U-12](#)) and program completion dates ([U-48](#)).

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-55**

ELEMENT NAME: Economically Disadvantaged Status

FIELD NAME: U_DISADV

FIELD FORMAT: CHAR(1)

DEFINITION: Economically Disadvantaged: Economically disadvantaged family or individual means: a) family income is at or below national poverty level; b) participant or parent(s) or guardian of the participant is unemployed; c) participant or parent of participant is recipient of public assistance; or d) participant is institutionalized or under state guardianship. On the secondary level this can be operationally determined by a student participation in a free or reduced-price lunch program, AFDC (Aid to Families with Dependent Children), or a work-study program. On the postsecondary and adult level, this can be operationally determined by participation in the Basic Educational Opportunity (i.e., Pell) Grant or similar financial and/or work-study program.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is considered economically disadvantaged.	November 10, 2004
0	No, the student is not considered economically disadvantaged.	November 10, 2004

COMMENTS: Last modified November 10, 2004.

REFERENCE: Northstar Sensitive Info Form
State ATC/ATCSR SIS Reporting Procedures (updated September 3, 1999); page 3, paragraph 5 and page 4, paragraph 6.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-56**

ELEMENT NAME: Student Limited English Proficiency Status

FIELD NAME: U_LEP

FIELD FORMAT: CHAR(1)

DEFINITION: The student is limited in English language skills such that he/she is unable to participate in or benefit from regular or special education school instructional programs and needs some kind of language training or assistance to succeed.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student has limited English proficiency.	November 10, 2004
0	No, the student is not limited in English proficiency (not LEP, ESL, or TOEFL student).	November 10, 2004

COMMENTS: Last modified November 10, 2004.

REFERENCE: Northstar Sensitive Info Form

State ATC/ATCSR SIS Reporting Procedures (updated September 3, 1999); page 4, paragraph 7.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-57**

ELEMENT NAME: Student Disability Status

FIELD NAME: U_DISABLED

FIELD FORMAT: CHAR(1)

DEFINITION: Disabled: 1) Any individual who has been evaluated under part B of the Individuals with Disabilities Education Act and determined to be an individual with a disability who needs special education and related services; 2) Any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973; or 3) Any individual who a) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; b) has a record of impairment described in paragraph "A" of this definition; or c) is regarded as having impairment.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is disabled.	November 10, 2004
0	No, the student is not disabled.	November 10, 2004

COMMENTS: Last modified November 10, 2004.

REFERENCE: Northstar Sensitive Info Form
State ATC/ATCSR SIS Reporting Procedures (updated September 3, 1999); page 4, paragraph 8.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data --- Version: 07/01/2019

Element: **U-56**

ELEMENT NAME: ~~Displaced Homemaker~~

FIELD NAME: ~~U_DIS_HOME~~

FIELD FORMAT: ~~CHAR(1)~~

DEFINITION: ~~An individual who is a displaced homemaker, as defined in section 16 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).~~

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is a displaced homemaker.	July 1, 2019
0	No, the student is not a displaced homemaker.	July 1, 2019

COMMENTS: ~~Last modified April 17, 2019.~~

REFERENCE: ~~Northstar Sensitive Info Form~~

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-58**

ELEMENT NAME: Single Parent

FIELD NAME: U_SINGLE_PARENT

FIELD FORMAT: CHAR(1)

DEFINITION: Any individual who A) is unmarried or legally separated from a spouse; and B) has a minor child or children of whom the parent has either custody or joint custody. This definition includes single pregnant women.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is a single parent.	November 10, 2004
0	No, the student is not a single parent.	November 10, 2004

COMMENTS: Last modified April 17, 2019.

REFERENCE: Northstar Sensitive Info Form

State ATC/ATCSR SIS Reporting Procedures (updated September 3, 1999); page 3, paragraphs 5 and page 4, paragraphs 9 – 13.

Association for Career and Technical Education (ACTE). *Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act*. 2018. p. 161, section 48, line 10.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-59**

ELEMENT NAME: Youth in Foster System

FIELD NAME: U_FOSTER

FIELD FORMAT: CHAR(1)

DEFINITION: Any individual who is currently in or has aged out of the state's foster care system.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is currently in or has aged out of the foster care system.	July 1, 2019
0	No, the student is not currently in and has not aged out of the foster care system.	July 1, 2019

COMMENTS: Last modified April 17, 2019.

REFERENCE: Northstar Sensitive Info Form

Association for Career and Technical Education (ACTE). *Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act*. 2018. p. 161, section 48, line 15.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-60**

ELEMENT NAME: Child of Active Military

FIELD NAME: U_MILITARY_DEP

FIELD FORMAT: CHAR(1)

DEFINITION: Any youth with a parent who A) is a member of the armed forces (as defined in section 101[a][4] of Title 10, United States Code); and B) is on active duty (as defined in section 101[d][1] of such title).

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is a child of an active military member.	July 1, 2019
0	No, the student is not a child of an active military member.	July 1, 2019

COMMENTS: Last modified April 17, 2019.

REFERENCE: Northstar Sensitive Info Form

Association for Career and Technical Education (ACTE). *Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act*. 2018. p. 161, section 48, lines 16-19.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-61**

ELEMENT NAME: Homeless Status

FIELD NAME: U_HOMELESS

FIELD FORMAT: CHAR(1)

DEFINITION: Any individual who is homeless (as described in section 725 of the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11434a] upon enrollment at a technical college.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is homeless.	July 1, 2019
0	No, the student is not homeless.	July 1, 2019

COMMENTS: Last modified April 17, 2019.

REFERENCE: Northstar Sensitive Info Form

Association for Career and Technical Education (ACTE). *Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act*. 2018. p. 161, section 48, lines 13-14.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-62**

ELEMENT NAME: Out-of-workforce Individuals

FIELD NAME: U_OUT_WORK

FIELD FORMAT: CHAR(1)

DEFINITION: The term “out-of-workforce individuals” means:

(A) An individual who is a displaced homemaker, as defined in section 16 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or

(B) An individual who

a.

i. Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or

ii. Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et. seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

b. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is out of the workforce.	July 1, 2019
0	No, the student is not out of the workforce.	July 1, 2019

COMMENTS: Last modified April 17, 2019.

REFERENCE: Northstar Sensitive Info Form

The Strengthening Career and Technical Education for the 21st Century Act (2018), Section 3, paragraph 36.

Association for Career and Technical Education (ACTE). *Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act*. 2018. p. 158, section 36, lines 26-37.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-63**

ELEMENT NAME: CTE Participant

FIELD NAME: Participant

FIELD FORMAT: CHAR(1)

DEFINITION: Any individual who has earned one or more credits or who have completed at least 30 membership hours in a Perkins-approved CTE program.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is a CTE Participant.	July 1, 2017
0	No, the student is not a CTE Participant.	July 1, 2017

COMMENTS: Last modified May 18, 2017.

REFERENCE: This field is derived in consideration of membership hours (scheduled [[U-40](#)] + expected [[U-41](#)]) accrued under a specified training plan during the specified reporting period. USBE Postsecondary Perkins IV Data Dictionary - Updated July 31, 2016. Page 38.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-64**

ELEMENT NAME: CTE Concentrator

FIELD NAME: Concentrator

FIELD FORMAT: CHAR(1)

DEFINITION: A postsecondary CTE Participant who: (1) completes at least 12 CTE credits within a single program area (program of study sequence) that is comprised of 12 or more academic and technical credits, and terminates in the award of an industry-recognized credential, certificate, or degree; (2) completes a program of study of 360 membership hours or greater that terminates in an industry-recognized credential, state-approved certificate, or a degree; or (3) completes a short-term CTE program sequence of less than 12 credits or 360 membership hours that terminates in an industry-recognized credential approved by the state.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is a CTE Concentrator.	July 1, 2017
0	No, the student is not a CTE Concentrator.	July 1, 2017

COMMENTS: Once a student meets the definition of a CTE Concentrator, he/she will be put in a cohort and tracked/reported for Perkins accountability measures. Last modified May 18, 2017.

REFERENCE: This field is derived in consideration of membership hours (scheduled [[U-40](#)] + expected [[U-41](#)]) accrued under a specified training plan during the specified reporting period. USBE Postsecondary Perkins IV Data Dictionary - Updated July 31, 2016. Page 39.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-65**

ELEMENT NAME: CTE Completer

FIELD NAME: Completer

FIELD FORMAT: CHAR(1)

DEFINITION: A postsecondary CTE Concentrator who: (A) completes a single program area (program of study sequence) that is comprised of 12 or more academic and technical credits, and receives an industry-recognized credential, certificate, or degree; (B) completes a program of study of 360 membership hours or greater, and receives an industry-recognized credential, state-approved certificate, or a degree; or (C) completes a short-term CTE program sequence of less than 12 credits or 360 membership hours and receives an industry-recognized credential approved by the state.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student is a CTE Completer.	July 1, 2017
0	No, the student is not a CTE Completer.	July 1, 2017

COMMENTS: Once a student meets the definition of a CTE Concentrator, he or she will be put in a cohort and tracked/reported for Perkins accountability measures. Last modified May 18, 2017.

REFERENCE: This field is derived using the certificate issue date ([U-49](#)) and a specified reporting period.

USBE Postsecondary Perkins IV Data Dictionary - Updated July 31, 2016. Page 40.

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-66**

ELEMENT NAME: Pell Grant Recipient

FIELD NAME: U_PELL

FIELD FORMAT: CHAR(1)

DEFINITION: Pell grant recipients must be defined consistent with Pell guidelines with postsecondary/adult students enrolled at least half-time (based on the Pell definition of half-time), and have declared themselves as applied technology majors. *NOTE: if students are multiple recipients of Pell, BIA, or WIOA/DWS they must only be listed once in the following order: Pell, BIA, WIOA/DWS.

All information submitted by technical colleges is subject to audit. Any institution expected to receive more than a 10 percent increase in funding over the prior year (not counting any overall increase in the grant) will be audited. Financial records showing students' names, SSNs, and numbers of hours enrolled, and Pell records will be audited to determine eligibility for Pell.

The DWS referral will be the audit document to determine DWS recipients' eligibility. The date of referral will be used to determine the current eligibility for the year. Any student who was referred in the fiscal year will be counted in that period. If a recipient began in one fiscal year and was still being served in the next fiscal year, they will be counted in the year that he/she started unless it could be shown that he/she could not be counted in the previous year. A separate DWS referral will be required for each year a student is counted for Perkins funding.

75 % of the formula is allocated for Pell/BIA recipients and 25 % for WIOA/DWS recipients.

Documentation: Each recipient must maintain documentation from the service provider verifying each student's eligibility for services.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student received Pell funds.	November 10, 2004
0	No, the student did not receive Pell funds.	November 10, 2004

COMMENTS: When entering Pell data into Northstar, users should be careful that Pell dates do not overlap any enrollment period in which a student has enrollment objective indicating secondary status otherwise the Perkins submission will show secondary Pell recipients. Last modified June 8, 2016.

REFERENCE: Northstar Financial Aid or Sponsorships Forms

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-67**

ELEMENT NAME: BIA Recipient

FIELD NAME: U_BIA

FIELD FORMAT: CHAR(1)

DEFINITION: BIA recipients shall include all Native American postsecondary/adult students who are sponsored because of their economic need and who have declared themselves as applied technology education majors. *NOTE: if students are multiple recipients of Pell, BIA, or WIOA/DWS they must only be listed once in the following order: Pell, BIA, WIOA/DWS.

All information submitted by technical colleges is subject to audit. Any institution expected to receive more than a 10 percent increase in funding over the prior year (not counting any overall increase in the grant) will be audited. Financial records showing students' names, SSNs, and numbers of hours enrolled, and Pell records will be audited to determine eligibility for Pell.

The DWS referral will be the audit document to determine DWS recipients' eligibility. The date of referral will be used to determine the current eligibility for the year. Any student who was referred in the fiscal year will be counted in that period. If a recipient began in one fiscal year and was still being served in the next fiscal year, they will be counted in the year that he/she started unless it could be shown that he/she could not be counted in the previous year. A separate DWS referral will be required for each year a student is counted for Perkins funding.

75 % of the formula is allocated for Pell/BIA recipients and 25 % for WIOA/DWS recipients.

Documentation: Each recipient must maintain documentation from the service provider verifying each student's eligibility for services.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student was sponsored by BIA.	November 10, 2004
0	No, the student was not sponsored by BIA.	November 10, 2004

COMMENTS: Last modified June 8, 2016.

REFERENCE: Northstar Financial Aid or Sponsorships Forms

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-68**

ELEMENT NAME: WIOA/DWS Sponsored Student

FIELD NAME: U_WIOADWS

FIELD FORMAT: CHAR(1)

DEFINITION: WIOA/DWS service recipients include all postsecondary/adult students receiving WIOA/DWS services. Students must be enrolled in applied technology education training. ***Colleges should not count secondary students or those who are assessed only!***

*NOTE: if students are multiple recipients of Pell, BIA, or WIOA/DWS they must only be listed once in the following order: Pell, BIA, WIOA/DWS.

All information submitted by technical colleges is subject to audit. Any institution expected to receive more than a 10 percent increase in funding over the prior year (not counting any overall increase in the grant) will be audited. Financial records showing students' names, SSNs, and numbers of hours enrolled, and Pell records will be audited to determine eligibility for Pell.

The DWS referral will be the audit document to determine DWS recipients' eligibility. The date of referral will be used to determine the current eligibility for the year. Any student who was referred in the fiscal year will be counted in that period. If a recipient began in one fiscal year and was still being served in the next fiscal year, they will be counted in the year that he/she started unless it could be shown that he/she could not be counted in the previous year. A separate DWS referral will be required for each year a student is counted for Perkins funding.

75 % of the formula is allocated for Pell/BIA recipients and 25 % for WIOA/DWS recipients.

Documentation: Each recipient must maintain documentation from the service provider verifying each student's eligibility for services.

Field Value	Field Attributes and Examples	Effective Date
1	Yes, the student received WIOA/DWS services.	November 10, 2004
0	No, the student did not receive WIOA/DWS services.	November 10, 2004

COMMENTS: Last modified June 6, 2016.

REFERENCE: Northstar Financial Aid or Sponsorships Forms

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-69**

ELEMENT NAME: Industry Certification Exam Name

FIELD NAME: ExamAttempted

FIELD FORMAT: UPPER(VARCHAR(100))

DEFINITION: The Perkins-approved industry certification attempted by the specified student.

Field Value	Field Attributes and Examples	Effective Date
<Exam Specific>	Example: COMPTIA A+ ESSENTIALS	July 1, 2018

For the Industry Certification Exam list, please see [Appendix A](#).

COMMENTS: Successful completion of industry certifications contributes to each technical college's Perkins Grant 1P1 (Technical Skill Attainment) indicator. Exams must be approved for reporting in Perkins Grant data submissions in advance by the Perkins Executive Committee. Last modified May 17, 2018.

REFERENCE: Northstar Certifications/Licensure Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-70**

ELEMENT NAME: Industry Certification Exam Date

FIELD NAME: DateAttempted

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date upon which the Perkins-approved industry certification exam ([U-68](#)) was attempted by the specified student.

Field Value	Field Attributes and Examples	Effective Date
20010510	The student attempted the specified Perkins-approved industry certification exam on May 10, 2001.	July 1, 2018

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Certifications/Licensure Form

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UTAH SYSTEM OF TECHNICAL COLLEGES

Data Element Dictionary

UTech Data -- Version: 07/01/2020

Element: **U-71**

ELEMENT NAME: Industry Certification Exam Outcome

FIELD NAME: Passed

FIELD FORMAT: UPPER(CHAR(1))

DEFINITION: Results of the specified Perkins-approved industry certification exam ([U-68](#)) attempt.

Field Value	Field Attributes and Examples	Effective Date
Y	The student passed the specified Perkins-approved industry certification exam.	July 1, 2018
N	The student did not pass the specific Perkins-approved industry certification exam.	July 1, 2018

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Certifications/Licensure Form

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Appendix A: Perkins-approved Industry Certifications List

Industry Certification	Exam Code
Adobe Certified Expert (ACE) Dreamweaver	201033
American Dental Coders – CDC-A Certification	201029
ASE Auto Automatic Transmission/Transaxle	201010
ASE Auto Brakes	201006
ASE Auto Electrical/Electronic Systems	201007
ASE Auto Engine Performance	201008
ASE Auto Engine Repair	201009
ASE Auto Heating and Air Conditioning	201012
ASE Auto Manual Drive Train and Axles	201011
ASE Auto Suspension and Steering	201005
ASE Collision Mechanical and Electrical	201016
ASE Collision Non-Structural Analysis and Damage Repair	201015
ASE Collision Painting and Refinishing	201013
ASE Collision Structural Analysis and Damage Repair	201014
ASE Diesel Heavy	201018
ASE Diesel Medium	201017
ASE T2 M/H Truck: Diesel Engines	
ASE T3 M/H Truck: Drive Train	
ASE T4 M/H Truck: Brakes	
ASE T5 M/H Truck: Suspension & Steering	
ASE T6 M/H Truck: Electrical/Electronic Systems	
ASE T7 M/H Truck: Heating, Ventilation, & A/C	
ASE T8 M/H Truck: Preventive Maintenance & Inspection	
AWS Certified Welder	201022
AWS Welding Level I	201019
AWS Welding Level II	201020
AWS Welding Level III	201021
Certified Dental Assistant – CDA	201025
Certified Electronic Health Records Specialist – CEHRS	201027
Certified Medical Administrative Assistant – CMAA	201028
Certified Medical Assistant (CMA) – American Association of Medical Assistants	201023
Certified Profession Coder – CPC	201026
Certified Surgical Technologist – CST	201024
Cisco - Certified Network Associate	
Cisco - Interconnecting Cisco Networking Devices, Part 1	
Cisco - Interconnecting Cisco Networking Devices, Part 2	
CIW Web Foundations Associate	201031

Industry Certification	Exam Code
Clinical Medical Assistant Certification (CCMA) – National Healthcareer Association	
CompTIA A+ Essentials	201001
CompTIA A+ Practical Application	201002
CompTIA CySA+ CS0-001	
CompTIA Linux+ XK0-004	
CompTIA Linux+ LX0-101	
CompTIA Linux+ LX0-102	
CompTIA Linux+ LX0-103	
CompTIA Linux+ LX0-104	
CompTIA Network+	201003
CompTIA Network+ N10-007	
CompTIA Project +	201030
CompTIA Security+	201004
CompTIA Security+ SY0-501	
CompTIA Server+ SK0-004	
CompTIA Strata IT Fundamentals	201032
CPC-A Certified Professional Coder-Apprentice	201034
ECCouncil Ethical Hacker Certification CEH v10	
EMT Basic (National Registry of Emergency Medical Technicians)	
EMT Advanced (National Registry of Emergency Medical Technicians)	
Esco Section 608 Technician	
HDI Certification	
ITIL [Information Technology Infrastructure Library] Foundation Certification	
MCSA Microsoft 70-410	
MCSA Microsoft 70-411	
MCSA Microsoft 70-412	
MCSA Microsoft 70-697	
MCSA Microsoft 70-740	
MCSA Microsoft 70-741	
MCSA Microsoft 70-742	
MCSA Microsoft MD-100	
NCCT – Certified Phlebotomy Technician	
TestOut Client Pro	
TestOut Ethical Hacker Pro	
TestOut IT Fundamentals Pro	
TestOut Linux Pro	
TestOut Network Pro	
TestOut PC Pro	
TestOut Security Pro	
TestOut Server Pro	

Industry Certification	Exam Code
Utah Fire and Rescue Academy Fire Science certifications (viewable at https://www.uvu.edu/ufra/lookup/)	

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Appendix B: Secondary School List

HIGH SCHOOLS

District Code	ACT Code	High School Names	School District	School Type	Effective Date
07-725		3-6 Program (Bountiful High School) – Bountiful		Alternative	7/1/2006
07-720		3-6 Program (Clearfield High School) – Clearfield		Alternative	7/1/2006
	450416	A City for Children and Teens – Springville		Private	7/1/2006
	459250	Ability to Benefit		State	7/1/2008
	450146	Abundant Life Academy – Kanab		Private	7/1/2007
	450429	Academy at Canyon Creek – Springville		Private	7/1/2008
83-700	450360	Academy for Math, English & Science (AMES) – Salt Lake City	Granite	Charter	7/1/2004
91-906		Accelerated Learning Center – Murray		Private	7/1/2007
	450186	Achievement Academy – Manti		Private	7/1/2007
12-760		Adult & Community Education – Salt Lake City		Alternative	7/1/2006
05-750		Adult Education – Price		Alternative	7/1/2005
12-750		Adult High School – Salt Lake City		Alternative	7/1/2007
	459050	Adult HS Diploma (Utah)		State	7/1/2003
		AFTEC Palisades Pals – Manti (See Utah Preparatory Academy [YIC])		Alternative	7/1/2006
39-780		Airport View Detention Center – Logan		Alternative	7/1/2006
	450071	Alpine Academy – Erda		Private	7/1/2007
01-735		Alpine Summit – Orem		Alternative	7/1/2007
01-730	450006	Alpine Summit Programs – Orem		Alternative	7/1/2008
01-650	458000	Alpine Transition & Education Center –Lindon	Alpine	Alternative	7/1/2005
42-702	450402	Alta High School – Sandy	Canyons	Regular	7/1/2003
08-704	450000	Altamont High School – Altamont	Duchesne	Regular	7/1/2003
12-781		Alter Safe School-HS – Salt Lake City		Alternative	7/1/2006
08-755		Alternative Packet Program – Duchesne		Alternative	7/1/2006
	450480	American Academy – Salt Lake City		Private	7/1/2008
8K-700		American Academy of Innovation		Charter	7/1/2016
01-704	450005	American Fork High School – American Fork	Alpine	Regular	7/1/2003
	450003	American Heritage School – American Fork		Private	7/1/2003

District Code	ACT Code	High School Names	School District	School Type	Effective Date
8B-100	450413	American Leadership Academy – Spanish Fork	Nebo	Charter	7/1/2007
74-700		American Preparatory Academy – Draper	Granite	Charter	7/1/2007
74-110		American Preparatory Academy Accelerated School – West Valley City	Granite	Charter	7/1/2015
	450361	Anchor Christian Academy – Salt Lake City		Private	7/1/2003
1J-800		American International School of Utah	Murray	Charter	7/1/2017
74-110		American Preparatory Academy Accelerated School – West Valley City		Charter	7/1/2017
JB-904		Aneth Community School – Montezuma Creek		Private	7/1/2008
11-760		Arches Education Center – Moab	Grand	Alternative	7/1/2005
37-805		Archway Youth Service Center (YIC) – Ogden		Alternative	7/1/2008
		Arrow Academy (YIC; see Youth Health Associates) – Clearfield		Alternative	7/1/2006
		Arrow Reflections (YIC; see Paramount Reflections) – Layton		Alternative	7/1/2006
12-770		Artec (non-custodial; see Youth Education Support Service) – Salt Lake City		Alternative	7/1/2006
12-556		Artec Campus – Kearns		Alternative	7/1/2005
14-552		Artec South – Midvale		Alternative	7/1/2005
19-735		Ascent, Inc. Mona Country Residential (YIC) – Mona		Alternative	7/1/2008
20-500		Ascent, Inc. Pine Creek Ranch (YIC) – Mt Pleasant		Alternative	7/1/2008
31-750	991746	Ashley Valley Education Center – Vernal	Uintah	Alternative	7/1/2007
	450167	Aspen Ranch School – Loa		Private	7/1/2003
222223*		Athenian E-Academy – Roosevelt		Charter	11/1/2015
222224*		Athenian E-Academy – Tremonton		Charter	11/1/2015
03-704	450430	Bear River High School – Garland	Box Elder	Regular	7/1/2003
02-704	450010	Beaver High School – Beaver	Beaver	Regular	7/1/2003
3B-700	450401	Beehive Science & Tech Academy (BSTA) – Salt Lake City	Canyons	Charter	7/1/2006

District Code	ACT Code	High School Names	School District	School Type	Effective Date
37-703	450245	Ben Lomond High School – Ogden	Ogden	Regular	7/1/2003
	450460	Benchmark School – Woods Cross		Private	7/1/2003
	450044	Benjamin Franklin Academy – Midway		Private	7/1/2003
	450246	Berean Baptist Christian Academy – Ogden		Private	7/1/2003
16-712	450018	Big Water School – Big Water	Kane	Regular	7/1/2003
14-704	450020	Bingham High School – South Jordan	Jordan	Regular	7/1/2003
19-740		Birdseye Group Home – Spanish Fork		Alternative	7/1/2006
FC-912		Blessed Sacrament School – Sandy		Private	7/1/2007
30-740	991060	Blue Peak High School – Tooele	Tooele	Alternative	7/1/2010
35-701	450247	Bonneville High School – Ogden	Weber	Regular	7/1/2003
07-704	450030	Bountiful High School – Bountiful	Davis	Regular	7/1/2003
03-708	450035	Box Elder High School – Brigham City	Box Elder	Regular	7/1/2003
	450312	Brigham Young University Independent Study – Provo		Private	7/1/2003
42-705	450362	Brighton High School – Salt Lake City	Canyons	Regular	7/1/2003
	450166	Browning Academy / Cross Creek Camp – La Verkin		Private	7/1/2003
10-704	450435	Bryce Valley High School – Tropic	Garfield	Regular	7/1/2003
	450023	Bureau of Indian Affairs		Private	7/1/2003
04-710		Cache Alternative High – Logan	Cache	Alternative	7/1/2015
04-710	450168	Cache High School – Logan		Alternative	7/1/2003
	450407	Cache Instructional Workshop – Logan		Private	7/1/2003
MR-901		Cache Valley Learning Center – Logan		Private	7/1/2008
	450358	Calvary Chapel Christian School – St. George		Private	7/1/2008
07-735	450157	Canyon Heights – Kaysville		Alternative	7/1/2003
9D-100		Canyon Rim Academy – Salt Lake City	Granite	Charter	7/1/2008
13-712	450046	Canyon View High School – Cedar City	Iron	Regular	7/1/2003
35-810	991747	Canyon View School – Ogden	Weber	Alternative	3/15/2005
25-775		Canyonlands Youth Home – Blanding		Alternative	7/1/2006
42-740		Canyons Technical Education Center – Sandy	Canyons	Regular	7/1/2015
	969999	Capitol Hill Academy – Salt Lake City (also used for Provo eSchool)		Private	7/1/2017
9L-000		Capstone Classical Academy – Pleasant View		Charter	7/1/2018
05-704	450310	Carbon High School – Price	Carbon	Regular	7/1/2003
	450313	Carden-Lee School, The – Salt Lake City		Private	7/1/2003
222226*		Caritas Christian Academy – St. George		Private	7/1/2019

District Code	ACT Code	High School Names	School District	School Type	Effective Date
05-550		Castle County Youth Center – Price		Alternative	7/1/2005
05-801		Castle Valley Center – Price	Carbon	Alternative	7/1/2005
	450059	CBA Center – Delta		Charter	7/1/2003
13-704	450045	Cedar City High School – Cedar City	Iron	Regular	7/1/2003
	450343	Cedar Ridge Academy – Roosevelt		Regular	11/4/2005
26-716	450333	Cedar Ridge High – Richfield	Sevier	Alternative	7/1/2015
01-721	450076	Cedar Valley High School – Eagle Mountain	Alpine	Regular	7/1/2019
87-700		Center City Charter School – Salt Lake City		Alternative	7/1/2004
38-610		Central Utah Enterprises – Provo		Alternative	7/1/2006
26-730		Central Utah Youth Home – Richfield		Alternative	7/1/2005
2D-100		Channing Hall – Draper	Canyons	Charter	7/1/2008
36-826		Children Behavior Therapy – Salt Lake City	Salt Lake	Alternative	7/1/2008
FL-904		Christ Lutheran – Murray		Private	7/1/2008
	450340	Christian Heritage School – Riverdale		Private	7/1/2003
12-581		Christmas Box House – Salt Lake City		Alternative	7/1/2008
	450357	Cinnamon Hills School – St. George		Private	11/4/2005
87-700	450364	City Academy – Salt Lake City	Salt Lake	Charter	11/4/2005
07-706	450053	Clearfield High School – Clearfield	Davis	Regular	7/1/2003
NJ-770		Clearfield Job Corps Center – Clearfield	Other	Alternative	7/1/2015
MV-901		Colby School – Park City		Private	7/1/2008
36-821		Columbus Community Center – Salt Lake City	Salt Lake	Alternative	7/1/2007
08-802		Con Amore Training Center – Myton	Duchesne	Alternative	7/1/2005
	450392	Concordia Preparatory School – Riverton		Private	7/1/2003
KE-672		Copper Hills Youth Center – West Jordan		Private	7/1/2008
14-703	450450	Copper Hills High School – West Jordan	Jordan	Regular	7/1/2003
42-711	450073	Corner Canyon High School – Draper	Canyons	Regular	7/1/2015
19-730		Cornerstone Evening – Spanish Fork		Alternative	7/1/2006
12-702	450363	Cottonwood High School – Salt Lake City	Granite	Regular	7/1/2003
KH-955		Cottonwood Treatment Center – Salt Lake City		Private	7/1/2008
	450232	Creekside High School – Murray		Regular	7/1/2003
33-705	450056	Crimson Cliffs High School – Washington	Washington	Regular	7/1/2019
	450166	Cross Creek Academy – La Verkin		Private	7/1/2008
222222*		Crossroads Academy – Ogden		Alternative	7/1/2015
3E-100		CS Lewis Academy – Payson	Nebo	Charter	7/1/2008
12-704	450175	Cyprus High School – Magna	Granite	Regular	7/1/2003
03-778	450034	Dale Young Community HS – Brigham City	Box Elder	Alternative	7/1/2003

District Code	ACT Code	High School Names	School District	School Type	Effective Date
01-840		Dan W. Peterson – American Fork	Alpine	Alternative	7/1/2007
DM-951		Dancing Moose Montessori School – West Valley City		Private	7/1/2008
A3-700	450249	Davinci Academy of Science & the Arts – Ogden	Ogden	Charter	7/1/2004
07-032		Davis Adult Education – Kaysville		Alternative	7/1/2009
DA-951		Davis Arrow Academy (YIC) – Clearfield	Davis	Alternative	7/1/2009
07-708	450155	Davis High School – Kaysville	Davis	Regular	7/1/2003
		Day Treatment (See OWATC Day Treatment) – Ogden		Alternative	7/1/2006
	450201	Daystar Adventist Academy – Castle Valley		Private	7/1/2003
91-914		Deamude Adventist Christian School – Ogden		Private	7/1/2008
12-580		Decker Lake Youth Center – West Valley City		Alternative	7/1/2005
17-704	450060	Delta High School – Delta	Millard	Regular	7/1/2003
17-715		Delta Technical Center – Delta	Millard	Alternative	7/1/2006
	450233	Deseret Academy – Murray		Private	7/1/2003
33-703	450359	Desert Hills High School – St. George	Washington	Regular	7/1/2008
	450132	Diamond Ranch Academy – Hurricane		Private	7/1/2007
81-300	450314	Discovery Academy – Provo		Private	7/1/2003
33-760		Dixie Area Detention Center – Hurricane		Alternative	7/1/2006
33-704	450350	Dixie High School – St. George	Washington	Regular	7/1/2003
	450427	Dominquez Hills Academy – Spanish Fork		Private	7/1/2007
	450189	Dorius Academy – Layton		Private	7/1/2008
14-021		Draper Group Home (See Youth Health Associates-Draper) – Draper		Alternative	7/1/2006
12-812		Dream Charter School – Salt Lake City		Charter	7/1/2004
1X-100		Dual Immersion Academy – Salt Lake City	Salt Lake	Charter	7/1/2008
08-750		Duchesne Adult High School – Roosevelt		Alternative	7/1/2005
08-708	450065	Duchesne High School – Duchesne	Duchesne	Regular	7/1/2003
30-704	450070	Dugway High School – Dugway	Tooele	Regular	7/1/2003
MA-968		Eagle Ranch Academy – Gunlock		Private	7/1/2008
38-610		East Bay Post High School – Provo	Provo	Alternative	7/1/2015
	450417	East Carbon High School – Sunnyside		Regular	7/1/2003
36-704	450365	East High School – Salt Lake City	Salt Lake	Regular	7/1/2003

District Code	ACT Code	High School Names	School District	School Type	Effective Date
A8-700	450475	East Hollywood High School – West Valley City	Granite	Charter	7/1/2006
01-790		East Shore Electronic High – Orem	Alpine	Alternative	7/1/2015
1Y-100		Edith Bowen Laboratory School – Logan	Logan	Charter	7/1/2008
99-700		Electronic High School – Salt Lake City		State	7/1/2008
	450419	Elevations School (RTC) – Syracuse		Alternative	7/1/2015
1Z-100		Emerson Alcott Academy – Roosevelt		Charter	7/1/2008
09-706	450043	Emery High School – Castle Dale	Emery	Regular	7/1/2003
33-712	450075	Enterprise High School – Enterprise	Washington	Regular	7/1/2003
3C-100		Entheos Academy – Kearns	Granite	Charter	7/1/2008
42-950	991054	Entrada – Sandy	Canyons	Alternative	7/1/2015
10-708	450090	Escalante High School – Escalante	Garfield	Regular	7/1/2003
38-510		Eschool at Provo District – Provo	Provo	Regular	7/1/2016
17-712	450092	Eskdale High School – Eskdale	Millard	Regular	7/1/2003
33-750		Excel Directed Studies YIC – St. George		Alternative	7/1/2006
	450174	Faith Baptist Academy – Layton		Private	7/1/2010
	450412	Faith Christian School – Spanish Fork		Private	7/1/2003
MA-951		Falcon Ridge Academy – Virgin		Private	7/1/2008
07-802		Family Enrichment Center – Kaysville	Davis	Alternative	7/1/2005
07-566	450100	Farmington Bay Youth Center – Farmington		Alternative	7/1/2003
07-709	450028	Farmington High School – Farmington	Davis	Regular	7/1/2019
98-700	450173	Fast Forward Charter High School – Logan	Logan	Charter	11/4/2005
33-740		Focus Center – St. George		Alternative	7/1/2006
13-550		Foothill High – Cedar City		Alternative	7/1/2005
82-100	450339	Freedom Preparatory Academy – Provo	Provo	Charter	7/1/2007
35-706	450248	Fremont High School – Plain City	Weber	Regular	7/1/2003
	450366	Garfield School – Salt Lake City		Alternative	7/1/2003
	450238	Gateway Academy – Draper		Alternative	7/1/2015
MB-951		Gateway Academy – Salt Lake City		Private	7/1/2008
7E-100		Gateway Preparatory Academy – Enoch	Iron	Charter	7/1/2008
	459400	GED (outside of Utah)		State	7/1/2003
	459300	GED (inside Utah)		State	7/1/2003
14-091	991602	Genesis YIC – Draper		Alternative	7/1/2006
5D-100		George Washington Academy – St. George	Washington	Charter	7/1/2008
37-729	450268	George Washington High School (see Project Surpass-Washington High School [YIC]) – Ogden	Ogden	Alternative	7/1/2003

District Code	ACT Code	High School Names	School District	School Type	Effective Date
	450013	Grace Christian Academy – West Valley City		Private	7/1/2003
11-704	450200	Grand County High School – Moab	Grand	Regular	7/1/2003
12-708	450368	Granger High School – West Valley City	Granite	Regular	7/1/2003
12-687	450371	Granite Alternative High School – Salt Lake City		Alternative	1/1/2007
12-712	450370	Granite High School – Salt Lake City		Regular	7/1/2003
12-760		Granite Peaks Adult High – Salt Lake City		Alternative	7/1/2008
12-740	450371	Granite Connection – Salt Lake City	Granite	Alternative	7/1/2008
12-775		Granite Technical Institute (GTI) – Salt Lake City		Alternative	7/1/2006
12-640		Granite Transitional Services (Hilda B. Jones Center) – Salt Lake City	Granite	Alternative	7/1/2003
30-708	450110	Grantsville High School – Grantsville	Tooele	Regular	7/1/2003
30-750		Grantsville Home Study – Grantsville		Alternative	7/1/2006
	450054	Great Basin High School – Clearfield		Alternative	7/1/2003
04-703	450017	Green Canyon High School – North Logan	Cache	Regular	7/1/2017
09-704	450115	Green River High School – Green River	Emery	Regular	7/1/2003
03-710		Grouse Creek School – Grouse Creek	Box Elder	Alternative	7/1/2006
1E-100		Guadalupe School – Salt Lake City	Salt Lake	Charter	7/1/2008
27-704	450120	Gunnison Valley High School – Gunnison	South Sanpete	Regular	7/1/2003
12-810		Hartvigsen School – Salt Lake City	Granite	Alternative	7/1/2005
8F-100	450372	Hawthorne Academy – West Jordan	Jordan	Private	7/1/2003
	450123	Heber Valley Christian School – Heber City		Private	7/1/2003
	450323	Heritage Schools, Inc. – Provo		Private	7/1/2003
14-707	450126	Herriman High School – Herriman	Jordan	Regular	7/1/2011
	450344	High Point Academy – Roosevelt			11/4/2005
HT-951		High Top Ranch School – Koosharem		Private	7/1/2008
36-708	450373	Highland High School – Salt Lake City	Salt Lake	Regular	7/1/2003
42-706	450193	Hillcrest High School – Midvale	Canyons	Regular	7/1/2003
07-631		Home Instruction – Farmington		Alternative	7/1/2006
	459500	Home Schooling		State	7/1/2003
	459600	Home Schooling (outside of Utah)		State	7/1/2007
12-608		Homebound & Hospitalized – Salt Lake City	Granite	Alternative	7/1/2006
33-810		Homeless – St. George		Alternative	7/1/2007

District Code	ACT Code	High School Names	School District	School Type	Effective Date
91-908		Horizon Educational System – Ogden		Private	7/1/2008
01-808		Horizon School – Saratoga Springs	Alpine	Alternative	7/1/2015
36-750	450389	Horizonte Instruction & Training Center – Salt Lake City	Salt Lake	Alternative	7/1/2003
36-613		Hospital – Salt Lake City		Alternative	7/1/2006
12-710	450449	Hunter High School – West Valley City	Granite	Regular	7/1/2003
33-716	450135	Hurricane High School – Hurricane	Washington	Regular	7/1/2003
12-801		ID Group – Self-Contained – Salt Lake City		Alternative	7/1/2007
38-730	450316	Independence High School – Provo	Provo	Alternative	7/1/2003
36-748	450393	Innovations High School – Salt Lake City	Salt Lake	Regular	7/1/2015
2C-600	450288	Intech Collegiate High School – Logan	Cache	Charter	7/1/2006
	450049	Integrity School – Cedar City		Private	11/4/2005
	450162	Intermountain Christian Academy – Salt Lake City		Private	7/1/2003
	450374	Intermountain Christian School – Salt Lake City		Private	7/1/2003
	450040	Intermountain Intertribal School – Brigham City		Alternative	7/1/2003
MC-901		Iqra Academy of Utah – West Valley City		Private	7/1/2008
13-751		Iron County Adult – Cedar City		Alternative	1/1/2007
A5-700	450452	Itineris Early College High – West Jordan	Jordan	Charter	7/1/2004
IV-951		Ivy Hall Academy – Provo		Private	7/1/2008
FC-907		JE Cosgriff Memorial – Salt Lake City		Private	7/1/2007
85-100	450394	Jean Massieu Academy – Salt Lake City		Private	7/1/2004
93-105		John Hancock Charter School – Pleasant Grove	Alpine	Charter	7/1/2004
42-708	450405	Jordan High School – Sandy	Canyons	Regular	7/1/2003
14-620		Jordan Resource Center – Midvale		Alternative	7/1/2003
14-740		Jordan Technical Center Sandy – Sandy		Regular	7/1/2006
14-741		Jordan Applied Technology Center – West Jordan	Jordan	Regular	7/1/2006
42-810	450448	Jordan Valley School – Midvale	Canyons	Alternative	7/1/2003
15-704	450240	Juab High School – Nephi	Juab	Regular	7/1/2003
	450064	Juan Diego Catholic High School – Draper		Private	7/1/2003
	450375	Judge Memorial High School – Salt Lake City		Private	7/1/2003
		Juvenile Receiving Center (see Salt Lake Valley Detention Center) – Salt Lake City		Alternative	7/1/2006
4J-700	991782	Kairos Academy – West Valley City		Charter	7/1/2015
16-704	450150	Kanab High School – Kanab	Kane	Regular	7/1/2003

District Code	ACT Code	High School Names	School District	School Type	Effective Date
2E-700	450278	Karl G. Maeser Preparatory Academy – Lindon	Alpine	Charter	7/1/2008
14-830		Kauri Sue Hamilton School – Riverton	Jordan	Alternative	7/1/2015
12-714	450158	Kearns High School – Kearns	Granite	Regular	7/1/2003
FC-908		Kearns St. Ann – Kearns		Private	7/1/2007
	450306	Kimber Academy – Pleasant View		Private	2/14/2006
222225*		Kimber Academy – St. George		Private	5/12/2017
	450317	Kirkbridge Academy – Provo		Private	7/1/2003
	450244	Kolob Canyon School – New Harmony		Private	7/1/2007
	450222	La Europa Academy – Salt Lake City		Private	7/1/2007
16-714	450422	Lake Powell High School – Lake Powell	Kane	Regular	7/1/2003
4C-100	450396	Lakeview Academy – Saratoga Springs	Alpine	Charter	7/1/2008
19-720	450409	Landmark High School – Spanish Fork	Nebo	Alternative	7/1/2003
	450169	Layton Christian Academy – Layton		Private	7/1/2003
07-710	450163	Layton High School – Layton	Davis	Regular	7/1/2003
5C-100	450369	Legacy Preparatory Academy – North Salt Lake	Davis	Charter	7/1/2008
19-750		Legacy High School – Springville	Nebo	Alternative	7/1/2008
01-708	450165	Lehi High School – Lehi	Alpine	Regular	7/1/2003
	450156	Liahona Academy – Kaysville		Alternative	7/1/2003
	450307	Liahona Academy – Pleasant Grove		Private	7/1/2007
	450172	Liahona Academy – Virgin		Private	7/1/2003
6C-100		Liberty Academy – Salem	Granite	Charter	7/1/2008
	450386	Life Christian Academy – West Valley City		Private	7/1/2003
07-745		Lifeline – North Salt Lake		Private	7/1/2006
	450177	Lighthouse Christian Academy – Magna		Private	11/4/2005
05-760	450294	Lighthouse High School – Price	Carbon	Alternative	7/1/2005
2B-100		Lincoln Academy – Pleasant Grove	Alpine	Charter	7/1/2008
03-630		Lincoln Center – Brigham City		Alternative	7/1/2006
39-704	450170	Logan High School – Logan	Logan	Regular	7/1/2003
39-708		Logan North Campus – Logan		Alternative	7/1/2006
	450171	Logan River Academy – Logan		Private	7/1/2003
39-710		Logan South Campus – Logan		Alternative	7/1/2006
01-709	450129	Lone Peak High School – Highland	Alpine	Regular	7/1/2003
MD-951		Lott’s Legacy Boarding School – Escalante		Private	7/1/2008
	450434	Lumen Scholar Institute – Orem		Charter	1/12/2016

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FC-922		Madeleine Choir School – Salt Lake City		Private	7/1/2008
4I-700	991880	Mana Academy Charter School – West Valley City	Granite	Charter	7/1/2015
	450179	Manila High Adult Program – Manila		Alternative	7/1/2003
06-704	450180	Manila High School – Manila	Daggett	Regular	7/1/2003
27-708	450185	Manti High School – Manti	South Sanpete	Regular	7/1/2003
	450428	Maple Lake Academy – Spanish Fork		Private	7/1/2008
19-702	450423	Maple Mountain High School – Spanish Fork	Nebo	Regular	7/1/2015
	450377	Master Academy – Salt Lake City		Private	7/1/2003
	450321	Master Academy of Arts & Science – Provo		Private	3/15/2005
MC-951		McGillis School – Salt Lake City		Private	7/1/2008
KM-OKM		McKay-Dee Psych Resources – Ogden		Private	7/1/2007
	450319	Meridian School – Orem		Private	7/1/2003
8E-700	450426	Merit College Preparatory Academy – Springville	Nebo	Charter	7/1/2008
02-708	450195	Milford High School – Milford	Beaver	Regular	7/1/2003
	450260	Mill Creek Youth Center – Ogden		Alternative	7/1/2003
17-708	450105	Millard High School – Fillmore	Millard	Regular	7/1/2003
33-718	450444	Millcreek High School – St. George	Washington	Regular	7/1/2003
	450048	Millennial Quest Cntr Family Learning – Layton		Private	7/1/2003
91-927		Moab Christian Academy – Moab		Private	7/1/2007
A7-100		Moab Charter School – Moab	Grand	Charter	7/1/2008
		Mona Group Home (see Ascent, Inc.) – Mona		Alternative	7/1/2006
	450061	Montana National Guard Youth – Dillon		Private	11/4/2005
7C-100		Monticello Academy – West Valley City	Granite	Charter	7/1/2008
25-704	450210	Monticello High School – Monticello	San Juan	Regular	7/1/2003
25-706	450213	Monument Valley High School – Monument Valley	San Juan	Regular	7/1/2003
	450069	Moonridge Academy – Cedar City		Private	7/1/2007
18-704	450215	Morgan High School – Morgan	Morgan	Regular	7/1/2003
07-732		Mount High Shoupp (10-12) – Kaysville		Alternative	7/1/2008
15-806		Mount Nebo Training Center – Nephi		Alternative	7/1/2007
	450378	Mount Vernon Academy – Murray		Private	7/1/2003
12-500		Mount View Learning Center – Salt Lake City		Alternative	7/1/2005

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04-702	450138	Mountain Crest High School – Hyrum	Cache	Regular	7/1/2003
9F-600	450391	Mountain Heights Academy – West Jordan	Statewide	Charter	7/1/2015
	450411	Mountain Heritage Academy – South Jordan		Private	11/4/2005
07-730	450154	Mountain High School – Kaysville	Davis	Alternative	7/1/2003
LQ-903	450047	Mountain Springs Preparatory Academy – Cedar City		Private	7/1/2008
MV-951		Mountain Valley School – Bluffdale		Alternative	7/1/2009
01-711	450280	Mountain View High School – Orem	Alpine	Regular	7/1/2003
12-500		Mountain View Learning Center – Salt Lake City		Alternative	7/1/2008
8C-100		Mountainville Academy – Alpine	Alpine	Charter	7/1/2008
40-650		Murray Adult Transition – Murray		Alternative	7/1/2006
40-704	450235	Murray High School – Murray	Murray	Regular	7/1/2003
	450024	Navajo Mountain High School – Tonalea	San Juan	Regular	7/1/2003
9B-100		Navigator Point Academy – West Jordan	Jordan	Charter	7/1/2008
19-747		Nebo Advanced Learning Center – Springville	Nebo	Alternative	7/1/2015
19-755		Nebo Technology Center – Spanish Fork		Alternative	7/1/2006
	450315	New Haven School – Spanish Fork		Private	7/1/2003
	450379	Newtyme School – Midvale		Private	7/1/2003
6D-100		Noah Webster Academy – Orem	Alpine	Charter	7/1/2008
03-774		North Community High – Garland		Alternative	7/1/2007
A6-100		North Davis Preparatory Academy – Layton	Davis	Charter	7/1/2008
	450160	North Rich High School – Laketown		Private	7/1/2003
20-704	450225	North Sanpete High School – Mt. Pleasant	North Sanpete	Regular	7/1/2003
26-704	450355	North Sevier High School – Salina	Sevier	Regular	7/1/2003
5B-100		North Star Academy – Bluffdale	Jordan	Charter	7/1/2008
21-704	450055	North Summit High School – Coalville	North Summit	Regular	7/1/2003
A1-700	450346	Northern Utah Academy for Math, Engineering, & Science (NUAMES) – Layton	Davis	Charter	7/1/2004
07-711	450164	Northridge High School – Layton	Davis	Regular	7/1/2003
NR-951		Northridge Learning Center – Brigham City		Private	7/1/2008
LA-OLA		Northridge Learning Center – Layton		Private	7/1/2007

District Code	ACT Code	High School Names	School District	School Type	Effective Date
38-560	991665	Oak Springs School – Provo	Provo	Alternative	7/1/2008
KU-659	450243	Oakgrove/Waterfall Canyon – Ogden		Private	7/1/2010
	450242	Oakley School – Oakley		Private	7/1/2003
19-640		Oakridge School – Springville	Nebo	Alternative	7/1/2005
39-770		Observation/Assess - YIC – Logan		Alternative	7/1/2006
37-760		Observation/Assess - YIC – Ogden		Alternative	7/1/2005
12-595		Observation/Assess Correctional (Region II) – Salt Lake City		Alternative	7/1/2005
19-585		Observation/Assess Youth Corrections – Springville		Alternative	7/1/2006
1C-100		Odyssey Charter School – American Fork	Alpine	Charter	7/1/2008
1C-100		Odyssey House School – Salt Lake City		Alternative	7/1/2007
37-707	450255	Ogden High School – Ogden	Ogden	Regular	7/1/2003
68-100	450261	Ogden Preparatory Academy – Ogden	Ogden	Charter	7/1/2007
12-716	450380	Olympus High School – Salt Lake City	Granite	Regular	7/1/2003
8D-240		Open Classroom – Salt Lake City	Salt Lake	Charter	7/1/2008
9F-600		Open High School of Utah (see Mountain Heights Academy) – West Jordan		Alternative	4/28/2011
01-712	450281	Orem High School – Orem	Alpine	Regular	7/1/2003
	459000	Other In-State High School		State	7/1/2003
FC-921		Our Lady of Lourdes – Salt Lake City		Private	7/1/2007
OB-951		Outback Therapeutic Expeditions – Lehi		Private	7/1/2008
	459150	Out-of-Country High School		State	7/1/2003
	459100	Out-of-State High School		State	7/1/2003
35-620		OWATC Day Treatment Program – Ogden		Alternative	7/1/2007
FO-951	450072	Oxford Academy – Draper		Private	7/1/2008
FO-0FO		Oxford Learning Source – Draper		Private	7/1/2007
10-712	450285	Panguitch High School – Panguitch	Garfield	Regular	7/1/2003
		Paradigm High School – South Jordan		Alternative	1/1/1900
9C-700	450404	Paradigm High School – South Jordan	Jordan	Charter	7/1/2006
07-573		Paramount Reflections (YIC) – Layton		Alternative	7/1/2008
JC-971	450292	Park City Day School – Park City		Private	7/1/2008
22-704	450290	Park City High School – Park City	Park City	Regular	7/1/2003
22-750		Park City Learning Center – Park City		Alternative	7/1/2004
03-712		Park Valley School – Park Valley		Alternative	7/1/2006
	450293	Parowan Christian School – Parowan		Private	7/1/2003
13-708	450295	Parowan High School – Parowan	Iron	Regular	7/1/2003

District Code	ACT Code	High School Names	School District	School Type	Effective Date
19-704	450300	Payson High School – Payson	Nebo	Regular	7/1/2003
		Pine Creek Ranch-Ascent (YIC; see Ascent, Inc.) – Mt. Pleasant		Alternative	7/1/2006
33-720	450354	Pine View High School – St. George	Washington	Regular	7/1/2003
	450062	Pine Ridge Academy – Draper		Private	7/1/2003
86-100	450309	Pinnacle Canyon Academy – Price	Carbon	Charter	7/1/2004
07-801		Pioneer Adult Rehab Center – Clearfield	Davis	Alternative	7/1/2008
9H-700	450176	Pioneer High School for the Performing Arts – American Fork	Alpine	Charter	7/1/2012
	450220	Pioneer Trail Academy – Clearfield		Private	7/1/2003
23-708	450050	Piute High School – Junction	Piute	Regular	7/1/2003
20-801	450226	Pleasant Creek High School – Mount Pleasant	North Sanpete	Alternative	7/1/2015
01-716	450305	Pleasant Grove High School – Pleasant Grove	Alpine	Regular	7/1/2003
01-782	450276	Polaris High School – Orem	Alpine	Alternative	7/1/2006
33-240		Post High School Self-Cont – St. George		Alternative	7/1/2006
12-612		Post-secondary Transition – Salt Lake City		Alternative	7/1/2006
	450318	Powerspeak Languages, Inc. (AKA Middlebury Interactive Languages) – Provo		Private	7/1/2007
91-619		Primary Children’s Hospital – Salt Lake City		Private	7/1/2007
91-620		Primary Children’s School at Wasatch Canyons – Salt Lake City		Private	7/1/2007
36-630		Private School - Salt Lake City		Private	7/1/2006
		Project Surpass-Archway (see Archway Youth Service Center) – Ogden		Alternative	7/1/2006
37-736		Project Surpass-Ben Lomond – Ogden		Alternative	7/1/2006
37-806		Project Surpass-Day Treatment – Ogden		Alternative	7/1/2006
37-737		Project Surpass-Ogden – Ogden		Alternative	7/1/2006
37-804		Project Surpass-Paramount – Ogden		Alternative	7/1/2006
37-729	450268	Project Surpass-Washington High School (YIC) – Ogden		Alternative	7/1/2006
9E-100	450124	Providence Hall – Herriman	Jordan	Charter	7/1/2008
38-740	450303	Provo Adult Education – Provo	Provo	Alternative	7/1/2015
	450320	Provo Canyon School – Provo		Private	7/1/2003
38-704	450325	Provo High School – Provo	Provo	Regular	7/1/2003
1F-100		Quest Academy – West Haven	Weber	Charter	7/1/2008
A2-100		Ranches Academy – Eagle Mountain	Alpine	Charter	7/1/2008
7B-100		Reagan Academy – Springville	Nebo	Charter	7/1/2008
8L-700	450645	Real Salt Lake Academy – Herriman	Jordan	Charter	7/1/2019

District Code	ACT Code	High School Names	School District	School Type	Effective Date
	450383	Realms of Inquiry Private School – Salt Lake City		Private	7/1/2003
	450356	Red Rock Canyon School – St. George		Regular	7/1/2003
FL-910		Redeemer Lutheran – Salt Lake City		Private	7/1/2003
91-918		Reid School – Salt Lake City		Private	7/1/2008
07-733		Renaissance Academy – Kaysville	Davis	Alternate	7/1/2015
1D-100		Renaissance Academy – Lehi	Alpine	Charter	7/1/2008
24-708	450330	Rich High School – Randolph	Rich	Regular	7/1/2003
26-708	450335	Richfield High School – Richfield	Sevier	Regular	7/1/2003
04-705		Ridgeline High School – Millville	Cache	Regular	7/1/2016
14-820		River’s Edge School – South Jordan	Jordan	Alternative	7/1/2015
14-710	450461	Riverton High School – Riverton	Jordan	Regular	7/1/2003
2F-700	450088	Rockwell Charter High School – Eagle Mountain	Alpine	Charter	7/1/2008
	450352	Ron Hatch Academy – Washington		Private	7/1/2003
	450385	Rowland Hall-Saint Marks School – Salt Lake City		Private	7/1/2003
35-708	450348	Roy High School – Roy	Weber	Regular	7/1/2003
FC-908		Saint Ann School – Salt Lake City		Private	7/1/2008
	450250	Saint Joseph Catholic High School – Ogden		Private	7/1/2003
19-706	450399	Salem Hills High School – Salem	Nebo	Regular	7/1/2008
36-827		Salt Lake Arts Academy – Salt Lake City	Salt Lake	Charter	7/1/2007
	450388	Salt Lake Baptist Academy – Salt Lake City		Private	7/1/2003
4F-300	450384	Salt Lake Center for Science Education – Salt Lake City	Salt Lake	Charter	7/1/2008
	450194	Salt Lake Christian Academy – Sandy		Private	7/1/2003
12-554		Salt Lake County Detention Center – Salt Lake City		Alternative	7/1/2005
12-559		Salt Lake County Division of Youth Services YIC – Salt Lake City		Alternative	7/1/2008
7D-700	450381	Salt Lake School of Performing Arts – Salt Lake City	Salt Lake	Charter	7/1/2006
36-749		Salt Lake Technology Center – Salt Lake City		Alternative	7/1/2006
12-585		Salt Lake Valley Detention Center (YIC) – Salt Lake City		Alternative	7/1/2008

District Code	ACT Code	High School Names	School District	School Type	Effective Date
25-708	450025	San Juan High School – Blanding	San Juan	Regular	7/1/2003
KY-OKY		Sandcastle Academy Private School – Woods Cross		Private	7/1/2008
27-702		Sanpete Academy – Ephraim		Alternative	7/1/2006
	450284	School College University Partnership – Orem		Private	7/1/2003
	450127	Sentry Christian Academy – Price		Private	7/1/2003
91-975		SEPS Learning Center – Salt Lake City		Private	7/1/2008
91-923		Seventh Day Adventist – Provo		Private	7/1/2007
14-071		Shelter School – Midvale		Alternative	7/1/2006
12-802		SID Self-contained – Salt Lake City		Alternative	7/1/2007
	450289	Silverrado Boys Ranch – Panguitch		Private	7/1/2008
04-706	450408	Sky View High School – Smithfield	Cache	Regular	7/1/2003
12-718	450397	Skyline High School – Salt Lake City	Granite	Regular	7/1/2003
01-785		Skyridge High School – Lehi	Alpine	Regular	7/1/2016
38-555		Slate Canyon Detention Home – Provo		Alternative	7/1/2005
33-725	450353	Snow Canyon High School – St. George	Washington	Regular	7/1/2003
91-929		Soaring Wings Montessori School – Jeremy Ranch		Private	7/1/2008
91-928		Soaring Wings Montessori School – Park City		Private	7/1/2008
89-100		Soldier Hollow Charter School – Midway	Wasatch	Charter	7/1/2007
	450159	Sorenson’s Ranch School – Koosharem		Private	7/1/2003
	450395	South Community High – Brigham City		Alternative	7/1/2003
42-712	450063	South Park Academy – Draper	Canyons	Alternative	7/1/2003
26-712	450205	South Sevier High School – Monroe	Sevier	Regular	7/1/2003
28-704	450145	South Summit High School – Kamas	South Summit	Regular	7/1/2003
14-802		South Valley School – West Jordan	Jordan	Alternative	7/1/2003
	450311	Southeastern Christian Academy – Price		Private	7/1/2003
A9-700	450052	Southern Utah Center for Computer, Engineering, and Science Students Academy (Success Academy) – Cedar City	Iron	Charter	7/1/2006
	450403	Southpointe High School – Sandy		Private	7/1/2003
33-730	450351	Southwest Behavioral Health Center – St. George		Alternative	7/1/2008

District Code	ACT Code	High School Names	School District	School Type	Effective Date
13-750	450068	Southwest Education Academy – Cedar City	Iron	Alternative	7/1/2003
13-570		Southwest Utah Youth Center – Cedar City		Alternative	7/1/2008
19-708	450410	Spanish Fork High School – Spanish Fork	Nebo	Regular	7/1/2003
37-620		Special Education ATC – Ogden		Alternative	7/1/2006
04-610		Special Services – Logan		Alternative	7/1/2006
3D-100	450241	Spectrum Academy – North Salt Lake	Davis	Charter	7/1/2008
12-748		Speech Only – Salt Lake City		Alternative	7/1/2006
NC-951		Spirit Dance Youth Academy – Richfield		Private	7/1/2008
31-775		Split Mountain Youth Center – Vernal		Alternative	7/1/2005
19-712	450415	Springville High School – Springville	Nebo	Regular	7/1/2003
FC-902		St. Francis Xavier Regional School – Kearns		Private	7/1/2007
9K-700		St. George Academy		Charter	7/1/2016
	450250	St. Joseph Catholic High School – Ogden		Private	7/1/2008
	450178	Stansbury Academy – Magna		Private	7/1/2003
30-720	450431	Stansbury High School – Stansbury Park	Tooele	Regular	7/1/2009
07-660		Star Transition – Kaysville		Alternative	7/1/2006
07-650		Steps – Farmington		Alternative	7/1/2006
	450414	Stillwater Academy – South Jordan		Private	11/4/2005
	450209	Storm Ridge Ranch – Monroe		Private	7/1/2005
23-710		Storm Ridge South – Marysville		Private	7/1/2005
07-670		Stride - Special Education – Farmington		Alternative	7/1/2006
	450433	Success Academy at DSU – St. George		Charter	10/1/2015
88-700		Success Charter School – Taylorsville		Charter	7/1/2004
7G-700	450066	Summit Academy High School – Bluffdale	Canyons		7/15/2015
01-730		Summit High – Orem	Alpine	Alternative	7/1/2015
40-408		Summit Program – Murray		Alternative	7/1/2008
01-792		Summit YIC / At Risk – American Fork		Alternative	7/1/2005
		Summit Youth in Custody (see Alpine Summit Programs) – Orem		Alternative	7/1/2006
	450349	Sun Hawk Academy – St. George		Private	7/1/2003
MI-951	450137	Sunrise Academy – Hurricane		Private	7/1/2008
37-730	450268	Surpass High School (YIC) – Ogden		Alternative	7/1/2008
FS-0FS		Sylvan Learning Centers – Salt Lake City		Private	7/1/2007
4D-100		Syracuse Arts Academy – Syracuse		Charter	7/1/2008
07-716	450418	Syracuse High School – Syracuse	Davis	Regular	7/1/2008

District Code	ACT Code	High School Names	School District	School Type	Effective Date
08-712	450420	Tabiona High School – Tabiona	Duchesne	Regular	7/1/2003
12-722	450398	Taylorville High School – Salt Lake City	Granite	Regular	7/1/2003
	450287	Telos Academy – Orem		Private	7/1/2007
	450600	Terra Academy – Vernal		Charter	7/1/2016
19-745		The Journey Youth in Custody – Provo		Alternative	7/1/2006
94-100		Thomas Edison Charter School North – North Logan	Cache	Charter	7/1/2007
94-110		Thomas Edison Charter School South – Logan	Cache	Charter	7/1/2008
08-804	450347	Thompsons School – Ioka		Alternative	7/1/2003
95-110		Timpanogos Academy – Lindon	Alpine	Charter	7/1/2007
01-718	450283	Timpanogos High School – Orem	Alpine	Regular	7/1/2003
38-712	450326	Timpview High School – Provo	Provo	Regular	7/1/2003
29-704	450095	Tintic High School – Eureka	Tintic	Regular	7/1/2003
	450424	Tooele Baptist Academy – Tooele		Private	7/1/2003
30-712	450425	Tooele High School – Tooele	Tooele	Regular	7/1/2003
	450229	Top Flight Academy – Mt. Pleasant		Private	7/1/2008
07-811		Trident School – Layton		Layton	7/1/2006
	450161	Trinity Christian Academy – Kaysville		Private	7/1/2003
03-570		Triumph Academy – Brigham City		Private	7/1/2006
90-700	450140	Tuacahn High School for the Performing Arts – Ivins	Washington	Charter	7/1/2003
FT-TFT	450104	Turn-About Ranch – Escalante		Private	7/1/2008
13-580		Turning Point Family Care – Cedar City		Alternative	7/1/2008
35-730	450251	Two Rivers High School – Ogden	Weber	Alternative	11/4/2005
LN-918		U Can Learn Learning Center – Murray		Private	7/1/2008
LN-917		U Can Learn Learning Center – Orem		Private	7/1/2008
LN-916		U Can Learn Learning Center – Salt Lake City		Private	7/1/2008
	450441	Uinta Academy – Wellsville		Private	7/1/2007
31-704	450440	Uintah High School – Vernal	Uintah	Regular	7/1/2003
92-700	450106	Uintah River High School – Ft. Duchesne	Uintah	Charter	7/1/2004
08-714	450345	Union High School – Roosevelt	Duchesne	Regular	7/1/2003
91-618		University Academy at University Neuropsychiatric Institute – Salt Lake City		Private	7/1/2007
	459200	Unknown		State	7/1/2003
91-623		Utah Boys Ranch – West Jordan		Private	7/1/2008
9I-600	450149	Utah Career Path High – Kaysville	Davis	Charter	7/1/2015
2H-101	450640	Utah Connections Academy – Woods Cross	Statewide	Charter	7/1/2015

District Code	ACT Code	High School Names	School District	School Type	Effective Date
1B-700	450286	Utah County Academy of Sciences – Orem	Alpine	Charter	11/4/2005
1I-700		Utah International Charter School – Salt Lake City	Granite	Charter	7/1/2015
2K-710		Utah Military Academy – Lehi		Charter	7/1/2018
2K-700	450338	Utah Military Academy – Riverdale		Charter	7/1/2015
27-701		Utah Preparatory Academy – Manti		Alternative	7/1/2008
41-111	450265	Utah School for The Deaf and Blind – Ogden		Alternative	7/1/2003
01-874		Utah State Development – American Fork		Alternative	7/1/2007
5F-700	450481	Utah Virtual Academy – Murray	Statewide	Charter	7/1/2007
8H-100		Valley Academy – Hurricane	Washington	Charter	7/1/2015
	450386	Valley Christian Schools – Kearns		Private	7/1/2003
16-708	450275	Valley High School – Orderville	Kane	Regular	7/1/2003
14-716	450192	Valley High School – Sandy	Jordan	Regular	7/1/2003
04-790		Valley View (YIC) – River Heights		Alternative	7/1/2005
3F-100	450190	Venture Academy – Ogden	Weber	Charter	7/1/2008
	450443	Vernal Christian School – Vernal		Private	7/1/2003
07-712	450032	Viewmont High School – Bountiful	Davis	Regular	7/1/2003
81-300	450322	Walden School of Liberal Arts – Provo	Provo	Charter	7/1/2007
	450230	Wasatch Academy – Mt. Pleasant		Private	7/1/2003
32-708		Wasatch Alternative High – Heber City		Alternative	7/1/2006
32-704	450125	Wasatch High School – Heber City	Wasatch	Regular	7/1/2003
MJ-951		Wasatch Intermountain Academy – Orem		Private	7/1/2009
4B-100		Wasatch Peak Academy – North Salt Lake	Davis	Charter	7/1/2008
12-583		Wasatch Youth Center – Salt Lake City		Alternative	7/1/2005
		Washington County Adult High School (see Southwest Behavioral Health Center) – St. George		Alternative	7/1/2007
33-200		Utah Online School – St. George	Washington	Regular	7/1/2008
33-318		Water Canyon School – Hilldale	Washington	Alternative	7/1/2015
	450328	Waterford School – Sandy		Private	7/1/2003
34-704	450015	Wayne High School – Bicknell	Wayne	Regular	7/1/2003
	450271	Weber Basin High School – Ogden		Alternative	7/1/2003
35-760		Weber Basin Job Corps Center – Ogden	Weber	Alternative	7/1/2015
35-704	450270	Weber High School – Ogden	Weber	Regular	7/1/2003
	450272	Weber Innovation – Ogden	Weber	Alternative	7/1/2016
35-550		Weber Valley Detention Center – Roy		Alternative	7/1/2005
30-714	450445	Wendover High School – Wendover	Tooele	Regular	7/1/2003

District Code	ACT Code	High School Names	School District	School Type	Effective Date
29-708	450437	West Desert High School – Trout Creek	Tintic	Regular	7/1/2003
36-716	450400	West High School – Salt Lake City	Salt Lake	Regular	7/1/2003
14-718	450446	West Jordan High School – West Jordan	Jordan	Regular	7/1/2003
	450458	West Ridge Academy – West Jordan		Private	7/1/2003
01-789	450004	Westlake High School – Saratoga Springs	Alpine	Regular	7/1/2008
222227*		Westside Christian School – St. George		Private	7/1/2019
25-710	450207	Whitehorse High School – Montezuma Creek	San Juan	Regular	7/1/2003
MK-951		White River Academy – Delta		Private	7/1/2008
	450067	Williamsburg Academy Online High School – Cedar City		Private	7/1/2008
	450324	Willow Creek School – Provo		Private	7/1/2007
0JR-JR		Wind River Academy – Provo		Private	7/1/2009
	450291	Winter Sports School in Park City – Park City		Private	7/1/2003
07-714	450447	Woods Cross High School – Woods Cross	Davis	Regular	7/1/2003
04-760		Young Mothers Program – Logan		Alternative	7/1/2005
12-616		Young Parent Program – West Valley City	Granite	Alternative	6/6/2006
19-750		Young Parents School – Spanish Fork		Alternative	7/1/2003
YP-901		Young Parents School – Kaysville		Alternative	7/1/2008
27-703		Young Women’s Empowerment Center YWEC-L (YIC) – Ephraim		Alternative	7/1/2006
27-710		Young Women’s Empowerment Center YWEC-S (YIC) – Ephraim		Alternative	7/1/2006
91-988		Youth Care, Inc. – Draper		Private	7/1/2007
	450327	Youth Center School – West Jordan		Private	7/1/2003
33-790		Youth Crisis Intervention Center – St. George		Alternative	7/1/2005
12-501	974522	Youth Education Support School – Salt Lake City	Granite	Alternative	7/1/2008
13-590		Youth Health Associates–Cedar Ranch – Cedar City		Private	7/1/2008
07-593		Youth Health Associates–Clearfield – Clearfield		Alternative	7/1/2008
14-021		Youth Health Associates–Draper Home – Draper		Alternative	7/1/2008

District Code	ACT Code	High School Names	School District	School Type	Effective Date
12-569		Youth Services (see Salt Lake County Division of Youth Services) – Salt Lake City		Alternative	7/1/2007
03-550		Youth Track - Youth in Custody – Brigham City		Alternative	7/1/2006
04-550		Youth Track Youth in Custody – Logan		Alternative	7/1/2006
<blank>	<blank>	The student is not a secondary student as defined in Policy 205.5.1.			7/1/2015

* Indicates that the district code was assigned by UTech for the sole purpose of tracking students from the specified schools in college information systems. If/when these schools' district or ACT codes are known, the UTech-specific codes will be replaced. For questions regarding LEA codes, please contact Kristen Campbell at the Utah State Board of Education, (801) 538-7892.

MIDDLE & JR. HIGH SCHOOLS

District Code	Middle & Jr. High School Names	School District	Effective Date
91-906	Accelerated Learning Center – Murray		7/1/2003
01-299	Alpine Online School – American Fork	Alpine	7/1/2015
01-404	American Fork Jr. High – American Fork	Alpine	7/1/2003
74-100	American Preparatory Academy – Draper	Granite	7/1/2004
91-910	Anchor Christian Academy – Salt Lake City		7/1/2003
03-404	Bear River Middle School – Garland	Box Elder	7/1/2015
12-400	Bennion Jr. High – Taylorsville	Granite	7/1/2003
91-907	Berean Baptist Christian Academy – Ogden		7/1/2003
12-402	Bonneville Jr. High – Salt Lake City	Granite	7/1/2003
07-404	Bountiful Jr. High – Bountiful	Davis	7/1/2003
03-408	Box Elder Middle School – Brigham City	Box Elder	7/1/2015
12-404	Brockbank Jr. High – Magna	Granite	7/1/2003
5G-100	Canyon Grove Academy – Pleasant Grove	Alpine	7/1/2015
01-405	Canyon View Jr. High – Orem	Alpine	7/1/2003
09-404	Canyon View Jr. High – Huntington	Emery	7/1/2003
13-308	Canyon View Middle School – Cedar City	Iron	7/1/2016
JC-971	Carden Christian Academy – Park City		7/1/2003
13-304	Cedar Middle School – Cedar City	Iron	7/1/2017
07-426	Centennial Jr. High – Kaysville	Davis	7/1/2015
07-406	Centerville Jr. High – Centerville	Davis	7/1/2003
07-408	Central Davis Jr. High – Layton	Davis	7/1/2003
JD-0JD	Christian Heritage – Riverdale		7/1/2003
12-410	Churchill Jr. High – Salt Lake City	Granite	7/1/2003
14-419	Copper Mountain Middle School – Herriman	Jordan	7/1/2015
33-405	Crimson Cliffs Middle School – Washington	Washington	7/1/2020

District Code	Middle & Jr. High School Names	School District	Effective Date
JP-977	Deseret Academy – Murray		7/1/2003
33-403	Desert Hills Middle School – St. George	Washington	7/1/2014
19-402	Diamond Fork Jr. High – Spanish Fork	Nebo	7/1/2015
81-300	Discovery Charter School – Provo		7/1/2004
33-404	Dixie Middle School – St. George	Washington	7/1/2015
12-411	Eisenhower Jr. High – Salt Lake City	Granite	7/1/2003
14-413	Elk Ridge Middle School – South Jordan	Jordan	7/1/2015
3C-100	Entheos Academy-Kearns – Kearns	Granite	7/1/2015
3C-110	Entheos Academy-Kearns – Magna	Granite	7/1/2015
12-412	Evergreen Jr. High – Salt Lake City	Granite	7/1/2003
07-402	Fairfield Jr. High – Kaysville	Davis	7/1/2003
07-409	Farmington Jr. High – Farmington	Davis	7/1/2003
14-417	Fort Herriman Middle School – Herriman	Jordan	7/1/2015
01-417	Frontier Middle School – Eagle Mountain	Alpine	7/1/2015
91-958	Grace Baptist Church Academy – West Valley City		7/1/2003
12-416	Granite Park Jr. High – Salt Lake City	Granite	7/1/2003
8F-100	Hawthorn Academy – West Jordan	Jordan	7/1/2015
05-408	Helper Middle School – Helper	Carbon	7/1/2003
37-409	Highland Jr. High – Ogden	Ogden	7/1/2015
5H-100	Highmark Charter School – South Weber	Davis	7/1/2015
40-404	Hillcrest Jr. High – Murray	Murray	7/1/2003
12-608	Home Schooling Home/Hospital – Salt Lake City	Granite	7/1/2015
36-750	Horizonte Instruction & Training Center – Salt Lake City	Salt Lake	7/1/2003
36-613	Hospital Elem & Secondary – Salt Lake City		7/1/2003
12-418	Hunter Jr. High – West Valley City	Granite	7/1/2003
33-408	Hurricane Middle School – Hurricane	Washington	7/1/2015
JE-916	Intermountain Christian Academy – Salt Lake City		7/1/2003
12-422	J. F. Kennedy Jr. High – West Valley City	Granite	7/1/2003
1G-100	Jefferson Academy – Kaysville	Davis	7/1/2015
14-406	Joel P. Jensen Middle School – West Jordan	Jordan	7/1/2015
42-810	Jordan Valley School – Midvale	Canyons	7/1/2003
07-410	Kaysville Jr. High – Kaysville	Davis	7/1/2003
12-420	Kearns Jr. High – Kearns	Granite	7/1/2003
01-406	Lakeridge Jr. High – Orem	Alpine	7/1/2003
4C-100	Lakeview Academy – Saratoga Springs	Alpine	7/1/2015
33-325	Lava Ridge Intermediate School – St. George	Washington	7/1/2014
JO-976	Layton Christian Academy – Layton		7/1/2003
07-424	Legacy Jr. High – Layton	Davis	7/1/2015
01-408	Lehi Jr. High – Lehi	Alpine	7/1/2003
6C-100	Liberty Academy – Salem	Granite	7/1/2015
2B-100	Lincoln Academy – Pleasant Grove	Alpine	7/1/2015
KJ-0KJ	Logan River Academy – Logan		7/1/2003
19-404	Mapleton Jr. High – Mapleton	Nebo	7/1/2015
KM-0KM	McKay-Dee Psych Resources – Ogden		7/1/2003
91-916	Meridian School – Provo		7/1/2003

District Code	Middle & Jr. High School Names	School District	Effective Date
07-411	Millcreek Jr. High – Bountiful	Davis	7/1/2003
MI-001	Millennial Quest Center – Layton		7/1/2003
02-112	Minersville School – Minersville	Beaver	7/1/2015
05-412	Mont Harmon Middle School – Price	Carbon	7/1/2003
7C-100	Monticello Academy – West Valley City	Granite	7/1/2015
37-411	Mound Fort Jr. High School – Ogden	Ogden	7/1/2015
37-415	Mount Ogden Jr. High – Ogden	Ogden	7/1/2015
JG-915	Mount Vernon Academy – Murray	Alpine	7/1/2003
01-410	Mountain Ridge Jr. High – Highland	Alpine	7/1/2003
8C-100	Mountainville Academy – Alpine	Alpine	7/1/2015
19-406	Mt. Nebo Jr. High – Payson	Nebo	7/1/2015
07-413	Mueller Park Jr. High – Bountiful	Davis	7/1/2003
9B-100	Navigator Pointe Academy – West Jordan	Jordan	7/1/2015
JI-917	New Tyme School – Midvale		7/1/2003
04-406	North Cache Center – Richmond	Cache	7/1/2015
07-412	North Davis Jr. High – Clearfield	Davis	7/1/2003
A6-100	North Davis Preparatory Academy – Layton	Davis	7/1/2015
07-414	North Layton Jr. High – Layton	Davis	7/1/2003
35-402	North Ogden Jr. High – Ogden	Weber	7/1/2003
5B-100	North Star Academy – Bluffdale	Jordan	7/1/2015
LA-0LA	Northridge Instruction – Layton		7/1/2003
01-412	Oak Canyon Jr. High – Lindon	Alpine	7/1/2003
68-100	Ogden Preparatory Academy – Ogden	Ogden	7/1/2015
12-424	Olympus Jr. High – Salt Lake City	Granite	7/1/2003
14-409	Oquirrh Hills Middle School – Riverton	Jordan	7/1/2015
01-414	Orem Jr. High – Orem	Alpine	7/1/2003
35-405	Orion Jr. High – Harrisville	Weber	7/1/2015
FO-0FO	Oxford Learning Source – Draper		7/1/2003
03-168	Park Valley School – Park Valley	Box Elder	7/1/2015
91-970	Parowan Christian – Parowan		7/1/2003
19-408	Payson Jr. High – Payson	Nebo	7/1/2003
33-420	Pine View Middle School – St. George	Washington	7/1/2015
86-100	Pinnacle Canyon Academy – Price	Carbon	7/1/2004
01-416	Pleasant Grove Jr. High – Pleasant Grove	Alpine	7/1/2003
91-619	Primary Children’s Hospital – Salt Lake City		7/1/2003
91-620	Primary Children’s School at Wasatch Canyons – Salt Lake City		7/1/2003
JK-0JK	Realms of Inquiry – Salt Lake City		7/1/2003
40-412	Riverview Jr. High – Murray	Murray	7/1/2003
35-403	Rocky Mountain Jr. High – West Haven	Weber	7/1/2003
08-404	Roosevelt Jr. High – Roosevelt	Duchesne	7/1/2003
FR-0FR	Rowland Hall-St Marks Schools – Salt Lake City		7/1/2003
35-404	Roy Jr. High – Roy	Weber	7/1/2003
19-416	Salem Jr. High – Salem	Nebo	7/1/2015
97-300	Salt Lake Arts Academy – Salt Lake City	Salt Lake	7/1/2004

District Code	Middle & Jr. High School Names	School District	Effective Date
91-925	Salt Lake Christian Academy – Sandy		7/1/2003
09-408	San Rafael Jr. High – Ferron	Emery	7/1/2003
35-406	Sand Ridge Jr. High – Roy	Weber	7/1/2003
12-423	Scott M. Matheson Jr. High – Magna	Granite	7/1/2015
91-922	Shiloah Valley Christian School – Eskdale		7/1/2003
33-425	Snow Canyon Middle School – St. George	Washington	7/1/2015
35-412	Snowcrest Jr. High – Eden	Weber	7/1/2003
89-100	Soldier Hollow Charter School – Midway	Wasatch	7/1/2004
04-410	South Cache Center – Hyrum	Cache	7/1/2015
07-416	South Davis Jr. High – Bountiful	Davis	7/1/2003
14-415	South Hills Middle School – Riverton	Jordan	7/1/2015
14-411	South Jordan Middle School – South Jordan	Jordan	7/1/2015
35-408	South Ogden Jr. High – Ogden	Weber	7/1/2003
14-712	South Park Academy – Draper	Canyons	7/1/2003
19-420	Spanish Fork Jr. High – Spanish Fork	Nebo	7/1/2003
19-424	Springville Jr. High – Springville	Nebo	7/1/2003
A4-100	Summit Academy – Draper	Canyons	7/1/2015
33-303	Sunrise Ridge Intermediate School – St. George	Washington	2/1/2016
07-418	Sunset Jr. High – Sunset	Davis	7/1/2003
14-416	Sunset Ridge Middle School – West Jordan	Jordan	7/1/2015
07-420	Syracuse Jr. High – Syracuse	Davis	7/1/2003
35-410	T. H. Bell Jr. High – Ogden	Weber	7/1/2003
6F-300	The Early Light Academy at Daybreak – South Jordan	Jordan	7/1/2015
12-419	Thomas Jefferson Jr. High – Kearns	Granite	7/1/2003
01-420	Timberline Middle School – Alpine	Alpine	7/1/2015
33-304	Tonaquint Intermediate School – St. George	Washington	7/1/2014
30-404	Tooele Jr. High – Tooele	Tooele	7/1/2003
22-304	Treasure Mountain Jr. High – Park City	Park City	7/1/2015
JA-0JA	University for Children – Springville		7/1/2003
91-618	University Academy at University Neuropsychiatric Institute – Salt Lake City		7/1/2003
FC-0FC	Utah Catholic Schools – Salt Lake City		7/1/2003
FL-0FL	Utah Lutheran Schools – Murray		7/1/2003
12-428	Valley Jr. High – West Valley City	Granite	7/1/2003
31-408	Vernal Jr. High – Vernal	Uintah	7/1/2003
01-490	Vista Heights Middle School – Saratoga Springs	Alpine	7/1/2015
35-416	Wahlquist Jr. High – Ogden	Weber	7/1/2003
12-432	Wasatch Jr. High – Salt Lake City	Granite	7/1/2003
32-412	Wasatch Mountain Jr. High – Heber City		7/1/2003
JM-970	Waterford School – Sandy		7/1/2003
14-414	West Hills Middle School – West Jordan	Jordan	7/1/2015
14-412	West Jordan Middle School – West Jordan	Jordan	7/1/2015
12-434	West Lake Jr. High – West Valley City	Granite	7/1/2003
12-490	West Lake Jr. High Extended Day – West Valley City	Granite	7/1/2003
31-312	West Middle School – Roosevelt		7/1/2003

District Code	Middle & Jr. High School Names	School District	Effective Date
07-422	West Point Jr. High – West Point	Davis	7/1/2015
01-425	Willowcreek Middle School – Lehi	Alpine	7/1/2015

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Appendix C: Student Classification Logic

Student Classification Logic

Answers to the following questions dictate how students are classified in UTech legislative reporting and internal Tableau dashboards and should exactly match the logic utilized by colleges as they report to the Council on Occupational Education. If there are discrepancies between this document and any coding logic employed at a college, *college data stewards are to contact the UTech system office immediately.*

This document is provided as a reference so college personnel can understand explicitly how their exit and outcome coding decisions will impact data summaries submitted to external stakeholders. If users have any questions or concerns with the logic described here, *they are to contact the UTech system office immediately.*

Note that the following logic is employed **for each distinct student in each distinct program** into which he/she is enrolled. Hence, a student who graduated from one program, enrolls in a second program within the same fiscal year, and remains enrolled at the end of the fiscal year would be counted twice, once as a graduate completer from the first program placed in continuing education, and once as a student who was still enrolled in the second program.

1. Is the student enrolled in a COE-approved mixed or exclusively postsecondary program (U_CAT_TYPE = COE, JOB, or EXE)?
 - If yes, proceed to question 2.
 - If no, the student is enrolled in **continuing occupational education** and is not reported to COE.
2. Is the student a secondary student (U_ENRL_OBJ = S)?
 - If yes, the student is an **allowable subtraction** from COE reporting for being a secondary student.
 - If no, proceed to question 3.
3. Is the student's enrollment objective 3, 7, or J?
 - If yes, the student is ineligible to earn a credential and thus does not meet the accrediting body's definition of "student" ("A person who is formally engaged in learning as demonstrated by a commitment to ... earn a credential"). The student is therefore **not reported to COE**. (Note that these students are not counted as allowable subtractions; they are simply not considered students at all under COE's definitions.)
 - If no, proceed to question 4.

4. Did the student withdraw from instruction in the specified program cluster prior to the 100% withdrawal deadline (i.e., the student has only one row in the data submission file associated with the specified program, and that row has U_EXIT_CODE = R)?

- If yes, the student is considered an **allowable subtraction** from COE reporting for withdrawing prior to the 100% refund deadline.
- If no, proceed to question 5.

4.5. Does the student have a schedule detail with a blank exit code or an exit date that is after the end of the fiscal year?

- If yes, the student is considered **still enrolled**.
- If no, proceed to question 65.

5.6. Does the student have a schedule detail with exit code P and an exit date that is within the fiscal year?

- If yes, the student is a **graduate completer**. Proceed to question 76.
- If no, proceed to question 110.

6.7. Does the student have outcome code R, M, D, E, G, or I?

- If yes, the student is considered **placed**.
- If no, proceed to question 87.

7.8. Was the student enrolled in a program requiring licensure, and does the student have a blank licensure exam field?

- If yes, the student is an **allowable subtraction** from placement accountability for awaiting licensure.
- If no, proceed to question 98.

8.9. Does the student have outcome code V* (i.e., any of the codes indicating unavailability)?

- If yes, the student is an **allowable subtraction** from placement accountability for unavailability to be placed.
- If no, proceed to question 109.

9.10. Does the student have outcome code F?

- If yes, the student is an **allowable subtraction** from placement accountability for having refused employment.
- If no, the student is **unplaced**.

10.11. Does the student have outcome code R, M, or G?

- If yes, the student is a **non-graduate completer** and is considered **placed**.
- If no, proceed to question 121.

11.12. Does the student have outcome code I with an outcome date prior to the end of the fiscal year?

- If yes, the student is an **allowable subtraction** for withdrawal and re-enrollment in a different COE-approved program.
- If no, proceed to question 132.

~~12.~~13. Does the student have outcome code V* (i.e., any of the codes indicating unavailability)?

- If yes, the student is an **allowable subtraction** for unavailability to complete a program.
- If no, the student is a **non-completer**.

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Appendix D: Acceptable Enrollment Objective, Program Category, and Exit Code Combinations

Colored boxes in the matrix below indicate acceptable enrollment objective, program category, and exit code combinations given the prescriptions of UTech Policy 205 and these data fields' definitions above. Those boxes colored in gray are invalid and must be corrected prior to your submission of student data to the Office of the Commissioner of Technical Education.

Enrollment Objective (U-21)	Category Type (U-42)	Exit Codes (U-27)			
		P	N	C	R
1 – Certificate Seeker	COE				
	JOB				
	EXE				
2 – Occupational Student	COE				
	JOB				
	EXE				
	NON				
3 – Senior Citizen 7 – Personal Interest J – Job Re-entry *	COE				
	JOB				
	EXE				
	NON				
6 – Basic Skills	NON				
S – Secondary	COE				
	JOB				
	SEC				
	EXE				
	NON				

* Though collection of outcome information for Job Re-entry students is not required by the accrediting body, collection of this information is encouraged.

Last modified April 17, 2019.

To return to the Table of Contents, please click [here](#).

Appendix E: Data Validity Checks

Data Validity Checks

(June 1, 2019 Edition)

The following table describes all data validity checks that will be performed on each technical college's end-of-year data submission, due to UTech by July 31, 2020.

The final column in the table below describes how to easily perform these validity checks using Microsoft Excel. Wherever an Excel formula is listed below, users can insert a column in the end-of-year data submission next to the column in question, then type the formulas below, copying them down the sheet for all records contained therein. Please note that in each formula, cell references are written as if the concerned field's first record were in cell A2. For example, the formula used to check whether U_ID numbers are 10 digits long is written as =LEN(A2), assuming U_ID values are in column A and that a header row exists in row 1.

Note that these data validity checks must be performed on **any** data submission containing the specified fields. Hence, some data validity checks will be performed on the data submission file, the completers file, and the Perkins student submission file.

Should users have questions/concerns with any of the following items, they are encouraged to email or call the UTech data team to discuss.

#	Concerned Field	Subject of Inquiry	How to Validate
1	All fields	Check to ensure that each data field adhere to the data types listed in this Dictionary (e.g., UPPER[], VARCHAR, FLOAT, INT, etc.).	
2	U_ID	Must be 10 digits long	=LEN(A2)
3	U_SSN	SSNs will be checked against the following requirements: <ul style="list-style-type: none"> • Must be 9 digits long (ensure leading zeros are present) • First three digits cannot start with "000", "666", or "900-999" (Whereas Individual Taxpayer Identification Numbers [given to international students] may start with "9", SSNs may not.) • Middle two digits cannot be "00" • Last four digits cannot be "0000" 	<ul style="list-style-type: none"> • =LEN(A2) • =LEFT(A2,3) • =RIGHT(LEFT(A2,5),2) • =RIGHT(A2,4)
4	U_SSN U_LAST_NAME U_FIRST_NAME	Check to ensure Social Security Numbers are unique among different students. (Northstar already enforces this requirement <i>within</i> each college; validation at the system office will occur for duplicate numbers <i>across</i> UTech colleges.)	Use "Remove Duplicates" function, selecting all 3 fields. Once complete, sort by SSN and use "IF" function to find cells with U_SSN values that are identical to the preceding row [=IF(A2=A1, "ERROR", "")].
5	U_SSID	Must be at least 7 digits long	=LEN(A2)
6	U_SSID U_FIRST_NAME U_LAST_NAME	Check to ensure U_SSID numbers are unique among different students. (Northstar already enforces this requirement <i>within</i> each college; validation at the system office will occur for duplicate numbers <i>across</i> UTech colleges.)	Use "Remove Duplicates" function, selecting all 3 fields. Once complete, sort by SSID and use "IF" function to find cells with U_SSID values that are identical to the preceding row [=IF(A2=A1, "ERROR", "")].

#	Concerned Field	Subject of Inquiry	How to Validate
7	U_ID U_LAST_NAME U_FIRST_NAME U_BIRTH_DT	Check to ensure that each student has only one U_ID number. Students can change surnames after marriage, can have nicknames (e.g. Jonathan and John), etc. that can erroneously result in two U_ID numbers for one student. Additionally, check to ensure that students do not have multiple student profiles due to different birthdates or other identifying information.	Use “Remove Duplicates” function, selecting all four fields. Once complete, sort by last and first names and use “IF” function to find cells with first and last names identical to the preceding row [=IF(AND(A2=A1,B2=B1), “ERROR”, “”)].
8	U_LAST_NAME U_FIRST_NAME U_MIDDLE U_SUFFIX U_MAIDEN	Check to ensure that names are inputted correctly with regard to middle initials, suffixes, and maiden names. Middle initials should not appear in the first name column, nor should suffixes appear in the surname column. Professional judgment and appropriate deference to what students enter in online portals should be used when determining how to input/edit students’ names in Northstar.	<p>Examine the final character of all first and last names [=RIGHT(A2,1)] to find any periods or commas. These are often indications of initials or suffixes that should be moved to the appropriate column. Also use [=LEFT(A2,1)] to find inappropriate beginnings to cell values.</p> <p>Use Excel’s find option to search for space bar usage in name columns; this could identify middle names that should be recorded as such. Appropriate deference should be given to students names as entered in online portals (e.g., Hispanic origin frequently have multiple surnames with spaces between).</p>
9	U_LAST_NAME U_FIRST_NAME U_MAIDEN	Check to ensure that no inappropriate characters are entered as names. In previous data submissions we’ve noticed question marks and even full email addresses entered in the name fields, especially in the maiden name column.	Use Excel filtering options and methodologies shown above in item 8.
10	U_SUFFIX	Check to ensure that suffixes do not contain periods.	=RIGHT(A2,1)
11	U_BIRTH_DT	Check to ensure that U_BIRTH_DT values are correct and complete. If birthdates are not accurate/complete, students shall <i>not</i> be reported in system data submission files.	<p>Tabulate distinct students by DOB (using “Remove Duplicates” and “PivotTable” functions) to find anomalies that are indicative of errors (e.g., placeholder birthdates that are <i>not</i> allowed). (e.g. 11/14/26 - 1 student 1/1/27 - 28 students 4/14/29 - 1 student).</p>
12	U_RESIDENCE_N	Check to ensure that if the U_RESIDENCE_N column has a value therein, the U_ETHNIC_H and U_RACE_A, B, I, P, and W columns should all be blank. U_RACE_MULTI should also equal zero.	<p>Looking only at rows with U_RESIDENCE_N=N, use [=IF(COUNTA(A2:F2)<>0, “ERROR”, “”)] to examine the U_ETHNIC_H and racial demographic columns.</p> <p>Sort the U_RACE_MULTI column to find and correct nonzero values.</p>

#	Concerned Field	Subject of Inquiry	How to Validate
13	U_ETHNIC_H	Check to ensure that if the U_ETHNIC_H column has a value therein, the U_RACE_A, B, I, P, and W columns should all be blank. U_RACE_MULTI should also equal zero.	Looking only at rows with U_ETHNIC_H=H, use [=IF(COUNTA(A2:E2)>0, "ERROR","")] to examine the U_RACE_A, B, I, P, and W columns. Sort the U_RACE_MULTI column to find and correct nonzero values.
14	U_ETH_RACE_U	This column must be blank if the U_RACE_A, B, I, P, or W columns have a value, or if U_ETHNIC_H or U_RESIDENCE_N has a value therein.	Looking only at the U_ETHNIC_A, B, I, P, and W columns, use [=IF(COUNTA(A2:E2)=0,"U","")]
15	U_RACE_MULTI	Check to ensure that students with multiple races have a "1" in the U_RACE_MULTI column. Look at the U_RACE_A, B, I, P, and W columns to determine multiracial students.	Looking only at the U_ETHNIC_A, B, I, P, and W columns, use [=IF(COUNTA(A2:E2)>1,1,"")]
16	U_AGE	Check to ensure that the U_AGE field is calculated correctly. This column should show the student's age as of September 1 of the fiscal year.	=IF(MONTH(U_BIRTH_DT)>MONTH(9/1/18), YEAR(9/1/18)-YEAR(U_BIRTH_DT), IF(AND(MONTH(U_BIRTH_DT)=MONTH(9/1/18), DAY(U_BIRTH_DT)>=DAY(9/1/18), YEAR(9/1/18)-YEAR(U_BIRTH_DT), YEAR(9/1/18)-YEAR(U_BIRTH_DT)-1))
17	U_ENRL_OBJ U_AGE	Check to ensure that students with U_AGE values of 19 or above and who have U_ENRL_OBJ = S are indeed secondary students. Retained seniors cannot be older than 19 years old as of September 1 st of the fiscal year (per UTech Policy 205.1.3 and R277-41902[27]), unless the student has a disability under UCA 53A-15 part 3, in which case the student cannot be older than 21 as of September 1 st of the reporting year. Secondary students with U_AGE equal to 22 or greater should be reclassified as adult students.	Use Excel filtering options to find potential errors. Use internal college documentation and correspondence with LEAs/charter schools to ensure accuracy of secondary student classifications.
18	U_CURR_ZIP	ZIP codes should be existent within USPS ZIP code databases. If not existent, Google the ZIP code and see if it is valid (i.e. if the ZIP codes file is out of date).	=VLOOKUP(LEFT(A2,5),'ZIP Codes '!A2:B42524,2,FALSE)
19	U_COUNTY_APPRES U_STATE_APPRES	County and state of residence at time of application must be compatible: <ul style="list-style-type: none"> If county is "UT001-UT057", state must be "UT". If county is "UT097", state must be "XX". If county is "UT099", state cannot be "UT" or "XX". 	Use Excel filtering options to find and correct errors.
20	U_GRADE_LEVEL U_ENRL_OBJ U_FIRST_TYPE	Grade level, enrollment objective, and entry action must be compatible (see Data Dictionary for definitions): <ul style="list-style-type: none"> If enrollment objective is "S", grade level must be <13 If enrollment objective is "S", first time type must be "HS" unless the student recently graduated and now has first time type of "FH". There should be no records with enrollment objective "S" and first time type "FF" or "CS". If enrollment objective is <i>not</i> "S", grade level must be 13 and first time type cannot be "HS". 	Use Excel filtering options to find and correct errors.

#	Concerned Field	Subject of Inquiry	How to Validate
21	U_HS	<ul style="list-style-type: none"> High school codes must be in the data dictionary. If not, please email the UTech data team. Post-secondary students should not have a U_HS value. All secondary students must have a U_HS value. 	Consult the Data Dictionary to ensure secondary school codes are all included in the Dictionary.
22	U_ENRL_OBJ U_CAT_TYPE	Check to ensure enrollment objectives are compatible with program category types. If U_ENRL_OBJ = 1, U_CAT_YPE must indicate enrollment in a COE-approved program. If U_ENRL_OBJ = 6, program category type cannot indicate enrollment in a COE-approved program (See Appendix D).	Use Excel filtering options to find and correct errors.
23	U_FIRST_DATE U_FIRST_TYPE	Check to ensure that students with first-time types indicating first-time postsecondary status have date values in the U_FIRST_DATE column. Students with U_FIRST_TYPE values of “CS” or “HS” need not have a first-time date. But students with values “FH” and “FF” must have a date listed.	Use Excel filtering options to find and correct errors.
24	U_START_DATE U_STOP_DATE	The start date must be before the stop date.	Insert a new column and subtract the start date from the stop date [=B2-A2]. Even though the dates are formatted as text in yyyymmdd, subtraction is still possible and helpful in identifying errors. If the value produced by the formula is negative, the stop date is before the start date.
25	U_FIRST_DATE U_START_DATE U_STOP_DATE U_EXIT_DATE	All other date fields must be after the first time date if the student’s first time type is “HS”. While it is possible for post-secondary students to have their first time dates and type updated upon graduating high school, the first time date for secondary students (if any) should be before any other date listed here.	Insert a new column and subtract any other date from the first-time date [=B2-A2]. Even though the dates are formatted as text in yyyymmdd, subtraction is still possible and helpful in identifying errors. If the value produced by the formula is negative, the date in question is before the first-time date.
26	U_FIRST_TYPE U_FIRST_DATE U_BIRTH_DT	Post-secondary students who never graduated from high school should have first-time type “FF” if they <i>should have</i> graduated more than 12 months before the first time date. Because Policy 205.5.1 states that a secondary student shall not be more than 19 years old on 9/1 of the fiscal year (unless the student is disabled), and because the data submission is not due for another 11 months, students may turn 20 during the year and still be considered secondary. Giving these students a 12-month window after graduation, all students age 22 or older by their first-time dates must have a first-time type of “FF” or “CS”; “FH” and “HS” are not allowed.	Calculate students’ ages as of their first-time dates by creating a new column and using: [=IF(MONTH(U_BIRTH_DT)>MONTH(U_FIRST_DATE), YEAR(U_FIRST_DATE)-YEAR(U_BIRTH_DT), IF(AND(MONTH(U_BIRTH_DT)=MONTH(FIRST_DATE), DAY(U_BIRTH_DT)>=DAY(U_FIRST_DATE), YEAR(FIRST_DATE)-YEAR(U_BIRTH_DT), YEAR(FIRST_DATE)-YEAR(U_BIRTH_DT)-1))]. If the age is 22 or older and the student was not disabled as a secondary student, the first-time type cannot be “FH” or “CS”.

#	Concerned Field	Subject of Inquiry	How to Validate
27	U_EXIT_CODE U_CAT_TYPE	Check to ensure that U_EXIT_CODE does not equal “P” in rows in which U_CAT_TYPE = “NON”. Likewise, check to ensure that U_EXIT_CODE does not equal “C” in rows in which U_CAT_TYPE = “COE”, “JOB”, or “EXE”. Exit codes of C are reserved only for non-COE programs.	Use Excel filtering options to find and correct errors.
28	U_EXIT_CODE U_EXIT_DATE	Check to ensure that there are exit codes and exit dates for all students who should not be counted as still enrolled at the end of the reporting period (i.e., fiscal year). Exit codes may be pre-entered without an exit date, and exit dates may be pre-entered without exit codes, and these students will be considered still enrolled as of the end of the reporting period. If an exit date is within the reporting period (i.e., fiscal year), there must be an exit code filled. Null values in either field will result in the student being considered still enrolled (see Appendix C).	Use Excel filtering options to find and correct errors.
29	U_LIC_EXAM U_LIC_REQ	Ensure that students do not have a value in the U_LIC_EXAM field unless U_LIC_REQ = 1.	Use Excel filtering options to find and correct errors.
30	U_OUTCOME U_OUT_DT	Because outcome date is defined as the date on which a student’s outcome is verified, a student cannot have one without the other. If verified outcome is filled, outcome date must necessarily be filled also, and vice versa.	Use Excel filtering options to find and correct errors.
31	U_ENRL_OBJ U_CAT_TYPE U_EXIT_CODE	Enrollment objectives, program category types, and exit codes must follow the matrix presented in Appendix D .	Use Excel filtering options to find and correct errors.
32	U_OUT_DT	Outcome dates are defined as the dates upon which students’ outcomes are verified. Hence, it is impossible to have outcome dates in the future, after the date on which the data submission file is generated.	Use Excel filtering options to find and correct errors.
33	U_PRG_CIP U_COMP_CIP U_DEL_CIP	Check to ensure that all CIP codes appearing in data submission files are included in the Data Dictionary.	Consult the Data Dictionary to ensure CIP codes are all included in the Dictionary.
34	U_COMP_DATE U_ISSUE_DATE	The issue date cannot be before the completion date.	=B2-A2 (see #23 above)
35	U_COMP_DATE U_ISSUE_DATE U_TRAINING_START	The training start date must be before the completion and issue dates.	=B2-A2 (see #23 above)
36	U_PELL U_BIA U_WIOADWS U_GRADE_LEVEL	Check to ensure that financial sponsorships that appear for secondary students (for whom tuition is free) are accurate. For example, if Pell is erroneously appearing in Perkins data submissions for secondary students, check to ensure that Pell periods do not overlap with secondary enrollment periods.	Use Excel filtering options to find and correct errors.
37	U_PROG_LOC U_CAT_TYPE	U_PROG_LOC must have values for all rows where U_CAT_TYPE indicates a COE-approved program. Program location must be blank for rows indicating enrollment in a non-COE-approved program.	Use Excel filtering options to find and correct errors.
38	(all fields)	Where the Data Dictionary specifies that fields may contain only certain values (e.g., exit codes, outcome codes, site type codes, etc.), please ensure that no other values are used (e.g., we’ve seen U_ENRL_OBJ values of “5” and “8”).	Use Excel filtering options to find and correct errors.

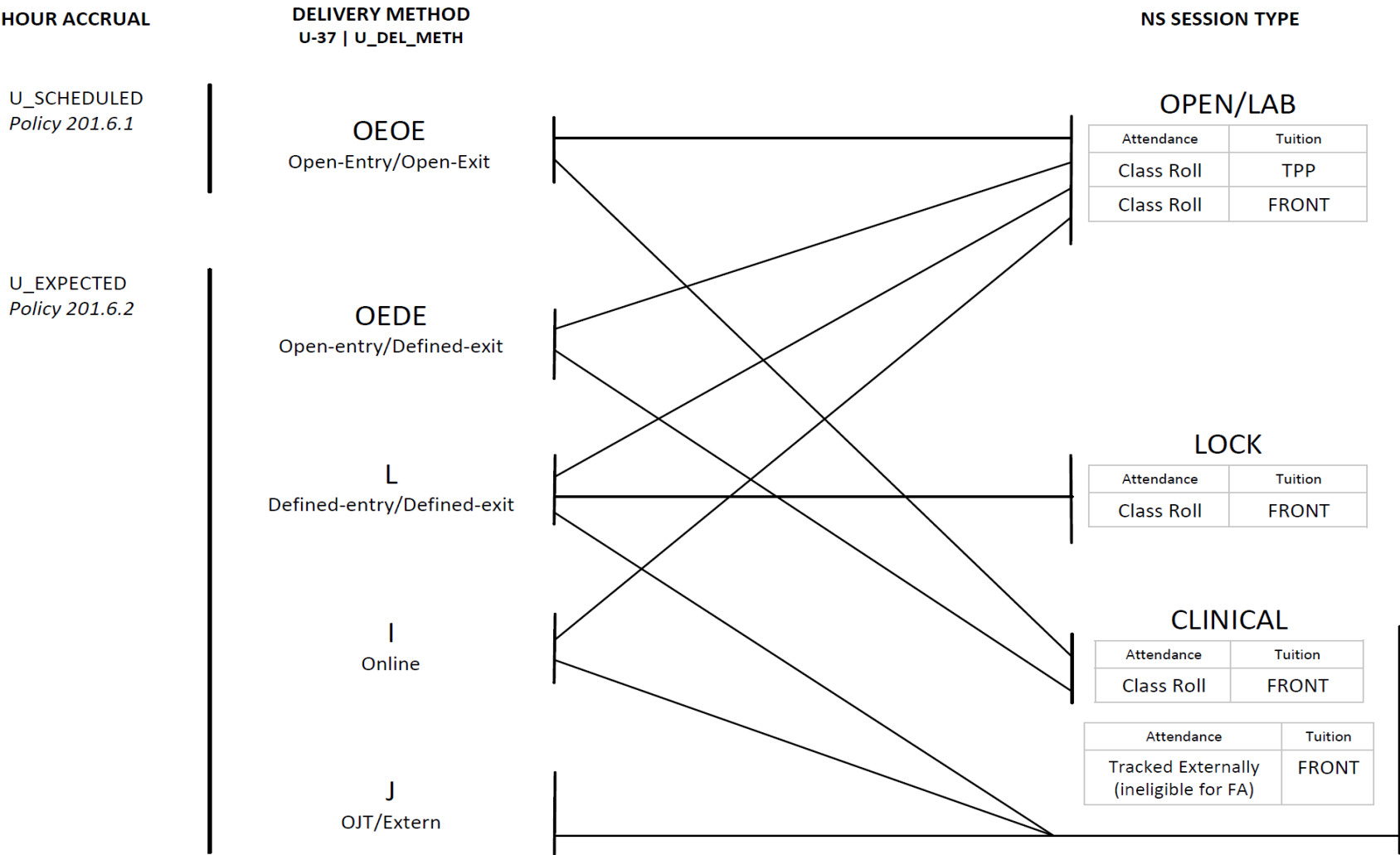
#	Concerned Field	Subject of Inquiry	How to Validate
39	U_EXIT_CODE U_EXIT_DATE U_CLUSTER	<p>Check to ensure that students with U_EXIT_CODE = P in the state data submission, who have an exit date within the fiscal year, are appearing in the completers file. Policy states that the exit code of P is given to students who have completed their programs <i>and been awarded a certificate</i>. Hence, they shouldn't have exit codes of P (with an exit date within the fiscal year) without appearing in the completers file.</p> <p>Likewise, check to ensure that students appearing in the completers file have at least one record in the data submission with exit code = P and exit date within the fiscal year. Because the data submission file includes zero-hour records, as well as records for students with open enrollment periods but no schedule details, there should not be any record in the completers file without a corresponding row with exit code P in the data submission.</p>	Filter out all students except those with exit codes of P and exit dates within the fiscal year. Concatenate their ID numbers and program cluster names, then use a VLOOKUP command to see if the same ID and cluster concatenations appear in the completers file.
40	U_EXIT_CODE U_ENRL_OBJ U_CLUSTER	Check to ensure that prior graduates are not coded as credential-eligible postsecondary students (U_ENRL_OBJ = 1 or 2) in the same program as was previously completed. The Tableau CPL report analyzes all credential-eligible students' completion statuses without regard to prior graduation. Hence, students with U_ENRL_OBJ = 2 in a COE program and marked as non-completers will be counted negatively in the CPL report, even if the non-completion is due to prior graduation from the same program. For this reason, we recommend re-enrollees in the same program be assigned U_ENRL_OBJ = 7 (secondary students exempted as allowable subtractions).	Identify all completers and all students who are still enrolled by program, then compare the lists to ensure no one is double-counted in the same program.

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Appendix F: Delivery Methods, Northstar Course Session Types, Tuition, and Attendance Matrix

U_DEL_METH - Northstar Matrix

The following diagram depicts the proposed relationships between Delivery Methods (as defined in the Dictionary) and Course Session-session types (as available in Northstar).



The following table depicts the same proposed relationships as the diagram above, but in a different format that you may find easier to read.

Hour Accrual	Delivery Method	NS Session Type	Tuition	Attendance
U_SCHEDULED (201.6.1)	OEOE	OPEN/LAB	FRONT or TPP	Class Roll
		CLINICAL	FRONT	Class Roll
U_EXPECTED (201.6.2)	OEDE	OPEN/LAB	FRONT or TPP	Class Roll
		CLINICAL	FRONT	Class Roll
U_EXPECTED (201.6.2)	L / DEDE	LOCK	FRONT	Class Roll
		OPEN/LAB	FRONT or TPP	Class Roll
		CLINICAL	FRONT or TPP	Class Roll or Tracked Externally
U_EXPECTED (201.6.2)	I / ONLINE	OPEN/LAB	FRONT or TPP	Class Roll
		CLINICAL	FRONT	Class Roll or Tracked Externally
U_EXPECTED (201.6.2)	J / OJTX	CLINICAL	FRONT	Class Roll or Tracked Externally

Additional notes regarding the proposed changes:

- The Course Session form will be updated to have a new (separate) delivery method at the top of the edit window.
- The old Delivery Method field will be kept as-is for historical review, but will be renamed and deprecated for sessions starting on/after July 1, 2020.
- For sessions that start before July 1, 2020: All current Course Session configurations in Northstar will be automatically mapped to the new Delivery Method they match. The calculated value will be used in the upcoming FY21 Data Submission report and added to the Data Dictionary Corrections report if any sessions cannot be auto-matched.
- For sessions starting after July 1, 2020: The previous delivery method dropdown will be deprecated and replaced by the new field at the top of the edit window. Selecting a delivery method will conditionally toggle which of the remaining fields are then available based on the selection.
 - For Clinical session types under the new "I" or "J" delivery method, a new radio button for will be added to allow for choosing between collecting attendance either with the Class Roll form (and/or Attendance form) or having it tracked externally. The method of attendance entry chosen here will not impact membership hour reporting, which will instead be based on the delivery method directly. This means that hours can be reported "up-front" even if attendance is entered through the class roll form or not positive attendance is directly recorded in Northstar because it is tracked externally, such as at a Highschool.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020



ITEM: 7b

TOPIC: Capital Facilities Committee Report

BACKGROUND

The Capital Facilities Committee met on June 18, 2020, to discuss the current state of capital development funding. At the time of the meeting, the Legislative Executive Appropriations Committee had indicated that new buildings, including the Bridgerland Technical College Health Sciences building, will likely not be funded as planned this year. There were also proposed cuts to the Technical College Capital Projects Fund, which will impact the dedicated projects prioritized last meeting.

The recommendation from the Capital Facilities Committee is that the technical colleges place a moratorium on new capital development requests until sufficient budget is restored to ensure those projects that were previously approved are funded once again, namely Bridgerland Technical College Health Science Building as a non-dedicated project and Tooele Technical College Building Expansion and Mountainland Technical College Provo Campus Remodel as dedicated projects.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020



ITEM: 7e

TOPIC: Compensation Committee

BACKGROUND

The UTech Compensation Committee met April 21, 2020, to determine a market range for the salary of each technical college president position, and to set the salary of each president for FY2021. The Committee Members are Trustee Charles Hansen (Committee Chair); Trustee Steve Moore (Board of Trustees Chair); Trustee Arthur Newell; and Interim Commissioner Jared Haines.

As provided in UTech Policy 113.4.3, the Committee determined a new market range for the salary of each college president, replacing the ranges established approximately three years ago for 2017. In determining the new ranges, the Committee employed the services of and consulted with Personnel Systems & Services, as approved by the Board of Trustees on November 21, 2019.

As provided in Policy 113.4.2, the Committee determined that there will be no change in each president's salary for FY2021 at this time, given that the Legislature in response to the COVID-19 pandemic has not funded compensations increases.

The current FY2020 salaries for each president all fall within the new salary ranges for each college without change. The new market ranges and factors to consider in president compensation adjustments will be carried over to the new Utah Board of Higher Education.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020



ITEM: 7f

TOPIC: Audit Committee Report

BACKGROUND

USTC Policy 301, "Audit Committees," provides for the Trustees Audit Committee "to assist the Board in fulfilling its oversight responsibilities for financial matters." The committee is currently chaired by Trustee Brad Tanner with Trustees Mike Angus, Jera Bailey, and Chuck Taylor also as members. Trustee Tanner will report on the Audit Committee activity since the last Board meeting.

UTAH SYSTEM OF TECHNICAL COLLEGES



AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020

ITEM: 8

TOPIC: COVID-19 College Plans and Impacts

BACKGROUND

The following COVID-19 resources have been shared with college leadership:

- [CDC Considerations for Institutions of Higher Education](#) (May 30)
- Leavitt Partners summary of CDC Guidelines for Higher Education (June 1)
- COVID campus plan template created by the Higher Education Taskforce, with guidance from Leavitt Partners (June 1)
- [USHE Reopening Utah's Colleges and Universities](#) (*includes technical colleges*)

Both USHE and the COVID-19 Task Force have asked colleges to submit updated plans for the operational management of technical colleges using the attached template **by June 30**. The template provides explanations of the information that should be considered for each section. Technical colleges have existing plans that were well developed and will use much of this information to populate the plan.

Technical colleges should use the plan to define how the institution will operate as the state and communities move up and down the phased guidelines for COVID or other pandemics.

Attachments:

Reopen Plan Template

CDC Higher Education Guidelines

State Landscape Research

Name of Institution: Plan to Re-open

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With partnership from:



Utah Institutions of Higher Education Plans

In coordination with the Utah System of Higher Education (USHE), Utah institutions of higher education have been asked by the Governor's Office to develop individualized plans for re-opening campus to students. This document is a template for each institution to use as they develop their individualized plans. The plan outlined in the template will serve as a report to the Governor's Office on their general approach, as well as a guide for students and their families to understanding each institution's strategy for re-opening and welcoming students back to campus. The plan is not an administrative playbook, but a guide for the general public to review and understand.

The purpose of the template is to create alignment across the state of Utah for each institution of higher education. Each institution will be enabled to incorporate their own ideas and unique circumstances and environments accordingly. The COVID-19 pandemic is a changing environment with new findings and research that emerge on a daily basis. As such, these plans will be updated accordingly, but avoid granularity due to the evolving environment.

Instructions:

Use the Key to navigate the Plan Template and fill in your individualized plans. The target date to complete this template is **June 15th, 2020**. Insert your plans as you have them in the appropriate sections throughout the template. Where decisions are still being made or options are still being explored, stating how you will develop the approach is sufficient. At the end of the exercise, this template should capture your current "Return to Campus" plans and how you intend to further build them out.

Key:

Gray boxes include instructions, resources, and strategic considerations that should be reviewed and considered as you develop your final plans. All boxes should be deleted once your template is completed.

Blue, highlighted text indicates instructions.

Green text indicates resources and external links.

Orange text indicates strategic considerations.

[Institution]'s Principles and Governing Structure

Guiding Principles

Directions: Address these questions when establishing your guiding principles.

- What are your guiding principles for re-opening?
- What is your purpose statement for re-opening?

Principle Example Ideas

- Prioritizing the safety of the students and faculty
- Taking extra precautions with the most vulnerable and high-risk populations
- Tracking economic and health indicators that will guide judgement calls about reactivating campus life

[Institution]'s Guiding Principles:

Working Groups (Organizational Governing Structure)

Directions: Each institution should designate a point of contact (POC) and provide the POC's contact information to direct any questions about the plan. Institutions may also develop an organizational governing structure and designate different, specified working groups to help support their plans. Below are example ideas for working groups to be leveraged.

Working Group Ideas

- Health and safety
- Faculty
- Students
- Contact tracing
- Testing
- "Academic continuity"
- "Medical/Health/Operations"
- Communications

Point of Contact:

Contact information:

Organizational Governing Structure:

Working Groups:

Elements of the Plan

Repopulating Campus

Preparation Phase

To ensure that [Institution] is fully prepared to safely repopulate its campus, [Institution] leadership will consult with state and local public health experts to confirm that it is safe to resume and continue campus operations. The potential for a virus to spread by repopulating is not limited to the students themselves- it extends to faculty, staff, and the surrounding community. State and local health authorities will define and articulate the metrics of prevalence to guide institutions in implementing needed mitigation.

To fully prepare for students to safely return back to campus, [Institution] will do the following.

Students Return to Campus

With a surge of students and faculty returning to campus this fall, each institution should think through how to mitigate risk and safely orient students to new campus protocols and safety measures:

Below are strategic considerations to use as you think through your plans to bring students back to campus. These considerations can be adopted and incorporated into your own plans.

- Monitor symptoms of students upon arrival to campus.
- Encourage (or ask) faculty and students to be tested before returning to campus. Faculty and students should be retested periodically throughout the semester. (Refer to [“Monitoring for Incidences”](#) for more detail on testing protocols that may be added to your plan.)
- Non-residential institutions may not require initial testing of all students, faculty, and student facing staff. However, as the year goes on, they will need to ensure the symptomatic students and faculty and their contacts have adequate access to testing as cases arise.

In order to orient students and faculty to new on-campus safety protocols, [Institution] will do the following:

-

In order to manage the influx of students and faculty coming back to campus, [Institution] will do the following:

-

Implementation of State Guidelines in Institutional Settings

[Institution] will adopt the state of Utah’s public health guidelines, including wearing face coverings, physical distancing, and density restrictions for residence halls, dining facilities, and classrooms.

[Institution] will leverage the Utah Phased Health Guidelines to develop their own guidelines for relevant

institutional functions that occur on campus. [Institution's] guidelines for varying institutional functions on campus can be found in [Appendix A: Phased Guidelines](#).

Institutions should develop their own guidelines for each institutional function and insert them in Appendix A.

For guidance on implementing public health best practices including requirements for wearing face coverings, physical distancing, and density restriction, review the following sources:

- ACHA Considerations for Reopening Institutions of Higher Education in the COVID-19 Era (Read [here](#))
- CDC Considerations for Institutions of Higher Education (Read [here](#))
- Utah Phased Health Guidelines (Read [here](#))

Below are strategic considerations of example ideas for your institutional functions. These ideas can be adopted and modified according to the needs and situations of your individual institution.

- Outdoor Recreation
- (Intramural sports, team sports)
- Communal Dining (cafeteria dining, cafes, residential kitchens, food service, break rooms, culinary arts training programs, catering)
- Retail (bookstores, convenience stores)
- Libraries (small work rooms, study carrels, open seating, collaborative/communal workspaces, technology rentals, IT assistance)
- Events, Cultural Arts & Entertainment (including concerts, sporting events, theatres, museums, on-campus socials)
- Gyms & Fitness Centers (including indoor recreation centers, intramural sports, weight rooms, yoga studios, dance, etc.)
- New Student Orientation & Campus Tours (provided by student ambassadors, one-on-one, small groups, travel on foot)
- Transport (campus shuttle, buses, safe ride app, travel for local off-campus events)
- Student Housing (on-campus dorms, off-campus housing, graduate student housing, married student housing, shared living spaces)
- Communal Bathrooms (on-campus bathrooms, residential/communal bathrooms, locker rooms)
- Classes (moveable/immovable seats or desks, conference rooms, small classrooms, medium classrooms, lecture halls)
- Common Areas (in between classes, lobbies, lounge areas, corridors, stairwells, elevators, seating areas, drinking fountains, main entry doors, service desks, snack areas)
- On-campus Laboratories and Research Spaces

When establishing guidelines for institutional functions, consider the situational characteristics matrix to determine how you can best mitigate risk or viral spread. For detail on how to apply the matrix, review Leavitt Partner's white paper "Understanding the Coronavirus & Situational Characteristics: A Framework for Individuals and Businesses for Mitigating Risk." (Read more [here](#))

Situational Characteristics

The framework consists of seven "situational characteristics," which describe elements of environments or situations and categorize them as more or less risky: movement, duration, proximity, respiratory output, group size, touch, and congestion.

Situational Characteristic	Lower Risk Characteristic		Higher Risk Characteristic	
Movement How do people move around in the space?	Directed	Movement is restrained or highly controlled, people are confined to a specific area, little intermingling.	Undirected	Movement is unrestrained or uncontrolled, people can wander in the space, frequent intermingling.
Duration How long are people in this space?	Less than 15 minutes	Less than 15 minutes is typically spent in the space.	Greater than 15 minutes	More than 15 minutes is typically spent in the place.
Proximity How close are people in this space?	Greater than 6 feet	It is possible, either naturally or with minimal interventions, to maintain a 6-foot distance.	Less than 6 feet	It is not possible to maintain a 6-foot distance; the activity cannot be done if distance is maintained.
Group Size How many people are in the space?	Less than recommended limit	A small group of people, mostly part of the same social circle.	Greater than recommended limit	A large group of people from different households and social circles.
Respiratory Output How are people breathing in the space?	Normal	People are breathing normally, low respiratory output.	Increased	People are breathing heavily, from exercising, laughing, cheering, singing, etc.
Touch How do people engage with objects or fixtures in the space?	Low	People do not interact much with each other or with objects in the space.	High	People frequently interact with each other or touch objects in the space.
Congestion Are there points of high congestion?	Low	The design of the space and activity do not result in congregations of people (e.g. entry points, lines, security, etc.)	High	Because of the design of the space or the nature of the activity, people must gather closely together at times.

These situational characteristics help categorize the "risk" level of a space and can be used as a prompt to think through what mitigation strategies can be employed to offset risk.

Monitoring for Incidences

Preparation Phase

To ensure that [Institution] is prepared to safely monitor for incidences on its campus, [Institution] leadership will confirm that the state of Utah can prioritize necessary testing capacity to our campus. This includes testing capacity (with results) to test (or at a minimum, sample) incoming residential students, and additional testing to monitor local outbreaks or other urgent circumstances. Such aggressive testing is critical to successfully implement necessary quarantining, contact tracing, and other subsequent steps in mitigating an outbreak.

[Institution] will also work with the state to ensure we have the adequate resources and capacity for contact tracing.

Testing

Each Institution should come up with its individualized plan on how it will approach COVID-19 testing in the fall. COVID-19 testing is rapidly evolving. As such, it is difficult to predict what the testing landscape will look like in the fall. All testing efforts should be done in consultation with public health directors in your relative counties and in the State. Testing plans will look different for residential campuses and non-residential campuses.

If currently known, outline the projected tests likely needed to expand capacity in late August/early September 2020. Include additional quantities needed over the course of the fall semester aligned with public health guidance. Work with USHE and the state to ensure supplies are available.

Below are strategic considerations to use as you think through your plans for testing capacity and supply. These considerations can be adopted and incorporated into your own plans.

Identify a [Institution] testing coordinator

- This individual should be responsible for coordinating with the state and local health departments for on-campus testing.
- The testing coordinator may put together their own task force to plan how to identify the fields of [Institution]'s testing strategy.

Identify prioritized testing groups based on capacity limitations

- Prioritized testing will enable the institution to accurately identify who should self-isolate and avoids the potential of broad transmission at a heightened time of potential contagion as students return to campus.
- Additional retesting should occur throughout the academic year, both to mitigate false negatives and keep data current.
- Consider prioritizing testing groups:
 - o With limited testing capacity, who is the testing priority? Will you test anyone with symptoms, or someone with several symptoms?
 - o Will you prioritize testing faculty? Students? High-risk individuals?
 - o Consider trying a rotating approach. Every month you test a certain number of students. You could pick the specified testing population by colleges or dorm buildings.

Identify where tests will be administered and develop a processing strategy

- Administer tests on an on-campus health care clinic. If your institution does not have an on-campus clinic, consider partnering with local health care providers to administer tests. However, you will need to ensure access to these tests designated for your use as part of your monitoring and containment efforts.
- Some tests may be able to be conducted at homes off-campus. If this is the case, consider where these tests should be taken to be processed.

Identify local health partners

- Seek relationships with local health authorities to collaborate on sharing testing information and identifying potential obstacles with HIPPA compliance laws or insurance coverage.

These are examples of testing efforts that are currently being conducted at other institutions. Use these examples as resources as you build your own testing plans.

- UC San Diego started voluntary testing with the near 5,000 students who are currently living in dorms on campus to see if their modeling and protocol for fall will work. They are hoping to scale up when the campus returns to full capacity – about 30,000 undergrad students – aiming to test about 70 to 75% of the community every month. (Read more [here](#))
- The University of Arizona is conducting antibody testing on 1,5000 members of the general public in Pima County including university students currently residing on campus or in the county. These tests will provide a measure of comparison to the health care works and first responder groups being tested throughout the county. (Read more [here](#))

To fully prepare to monitor incidences on campus, [Institution] will do the following for testing:

-

Contact Tracing

Each Institution should come up with its individualized plan on how to implement contact tracing efforts on campus. [Institution] will need necessary capacity and authorization to trace the contacts of those testing positive for COVID-19, specifically related to on-campus contacts.

Below are strategic considerations to use as you think through your contact tracing efforts. These considerations can be adopted and incorporated into your own plans.

Appoint a COVID-19 contact tracing coordinator

- The COVID-19 coordinator should be the main point of contact for all COVID tracing and contacting efforts throughout the school year.
- The coordinator will be responsible for sharing updates and developments on campus and coordinating with other institutions and state leaders across the state.
- The coordinator will have the discretion to develop their own contact tracing task force, as necessary.
- The coordinator will be responsible for communicating contact tracing protocols and plans with students and faculty on campus.
- The coordinator should make sure contact tracing efforts balance privacy and public health. (Read more [here](#))

Use the Healthy Together mobile app to help contain the spread

- The state of Utah has launched a proximity tracking app to supplement contact tracing efforts by using Bluetooth to identify close contacts. [Institution] employees and students will use state-based resources like the Healthy Together mobile app to help contain the spread of COVID19. (Read more [here](#))

Train students to contribute with contact tracing efforts through free, online training courses

- Train enough individuals, drawing from on-campus personnel, to serve as contact tracers.
- Work with the state of Utah to authorize you to train available staff and students to undertake contact tracing to handle the inevitable outbreak on campuses.
- Utilize the excellent online training courses and technologies to train staff and students

Resources:

- Johns Hopkins University developed a Coursera COVID-19 Contact Tracing course for the beginner level that takes approximately 5 hours to complete. (Read more [here](#) and [here](#))
- Purdue University Global launched a free online course that trains individuals in contact tracing. For a limited time, the course is free and will be available to government agencies, educational institutions, and businesses to support their specific needs. (Read more [here](#))
- The CDC provides guidance and plans for training COVID-19 contact tracers. (Read more [here](#))
- Northeastern University students are volunteering to help with contact tracing in specific local communities. (Read more [here](#))
- University of Houston launched a free Contact Tracing Certificate to train staff, faculty, and students to help tracing efforts in the community (Read more [here](#) and [here](#))

Partner with local health departments

- Team up with your local health department in their contact tracing efforts.

Resources:

- Academic Public Health Volunteer Corps (APHVC) is connecting public health students and professionals with local health departments throughout the Commonwealth. (Read more [here](#))
 - o APHVC volunteers are matched with local public health departments in Massachusetts to address their most pressing needs related to COVID-19 including contact tracing, communications, and promoting health equity.
- The University of Arizona College of Public Health is working closely with the Pima County Health department to handle reported positive COVID 19 cases. The Student Aid for Field

- Epidemiology Response (SAFER) team are investigating new cases of COVID-19 to support the County’s effort to slow the spread of the virus and direct resources. (Read more [here](#))

 - UCSF partnered with the California Department of Public Health to launch a workforce training program to train thousands of individuals across the state in contact tracing, case investigation, and other public health needs. (Read more [here](#))

To fully prepare to monitor incidences on campus, [Institution] will do the following for contact tracing:

-

Containing Potential Outbreaks

Preparation Phase

To ensure that [Institution] is prepared to contain a potential outbreak on its campus, [Institution] leadership will confirm that the State will ensure that adequate supplies of personal protective equipment (PPE), face coverings and other supplies will be available for use. [Institution] will also ensure that adequate surge capacity is available in nearby health care facilities and hospitals to handle a potential campus outbreak.

Quarantine/Isolation Halls

Each Institution should come up with its individualized plan on how to quarantine and isolate residential students who contract COVID-19.

Below are strategic considerations to use as you think through your quarantine and isolation protocols. These considerations can be adopted and incorporated into your own plans.

- Quarantine/isolation halls should have the staff and resources to supply isolated students with essential supplies and food for two weeks.
- Students in isolation should have access to online, distanced learning while in isolation.

To fully prepare to contain potential outbreaks on campus, [Institution] will implement the following protocols for quarantine/isolation halls:

-

Temporarily Reclosing (if Necessary)

Transition Management Preparation

[Institution] will be flexible and plan for contingencies where teaching and learning continue to take place via remote or hybrid delivery of instruction and include scenarios for full or partial physical reopening.

Each Institution should come up with its individualized plan on how to temporarily reclose campus if necessary. Your plan should include ideas for hybrid delivery of instruction and include scenarios for full or partial on-campus classes.

Below are strategic considerations to use as you think through as your plans to manage a potential shutdown. These considerations can be adopted and incorporated into your own plans.

- Determine who will be responsible for making the decision to temporarily reclose.
- Develop a communication procedure for students and faculty in the case there is a temporary reclosure.
- Review your original shut-down plans that were implemented during the spring semester shut-down and analyze what went well with and what went wrong. Consider making changes accordingly and incorporating them into your plans to temporarily reclose campus if necessary.
- Encourage (or ask) faculty and staff to develop online options for their classes.

To fully prepare to manage a temporarily reclosure of campus, [Institution] will do the following:

-

Conclusion

Summarize your plans, efforts, and commitments to safety.

Appendix A: Phased Guidelines

High Risk

Moderate Risk

Low Risk

New Normal Risk

Intensity of Disruption	<div>12345678910</div>	<div>12345678910</div>	<div>12345678910</div>	<div>12345678910</div>
<div>Institutional functions should be inserted in this column.</div>				

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CDC COVID-19 Guidelines for Higher Education

Summary

The Centers for Disease Control and Prevention (CDC) provides considerations for Institutes of Higher Education (IHE) with the goals of slowing the spread of the Coronavirus Disease (COVID-19) and protecting students and employees. These considerations are to supplement, not replace, any local, state, territorial or tribal laws and regulations. The CDC adds that IHEs have flexibility in tailoring these considerations to the needs of each community. IHEs should collaborate with state and local officials how to best implement these considerations in ways that are practical, feasible, and acceptable. These considerations address understanding the varying risk levels, promoting behaviors that reduce spread, maintaining healthy operations, and preparing for when someone gets sick.

Varying Risk Levels

The CDC identifies the levels of risk of spreading the virus as low risk, more risk, and high risk. They have identified the risk levels of procedures and actions related to higher education.

High Risk: Students and employees have a high level of interaction. Full-sized classes are in session and supplies and materials are shared. Residence halls are fully open with shared spaces.

More Risk: In-person activities and classes are limited to small groups. Individuals are socially distanced and do not share supplies and materials. Residence halls are open at limited capacity and shared spaces are closed.

Low Risk: Students and employee engage in virtual-only activities and classes. Residence halls are closed.

Leavitt Partners can help IHEs further understand these risks and how to mitigate them through a deeper knowledge of the virus, its contagion principles, and key situational characteristics. This expertise will better inform IHEs in making operational decisions.

Behaviors that Reduce Spread

IHEs should promote behaviors that help slow the spread of COVID-19. These behaviors include staying home and self-isolating when exposed to the virus or sick, practicing hand hygiene and respiratory etiquette, reinforcing the use of cloth face coverings, providing adequate supplies, and posting instructional signs.

Staying home and self-isolating

- Actively encourage students, faculty and staff to stay home and self-isolate if they have tested positive for COVID-19, are symptomatic, or have been potentially exposed to someone who has the virus.
- Students and employees should be able to stay home without fear of reprisal.

Practicing hand hygiene and respiratory etiquette

- Encourage students and employees to frequently wash hands with soap and water or use hand sanitizer.
- Encourage them to cover coughs and sneezes with a tissue or the inside of their elbow.

Reinforcing the use of cloth face coverings

- Recommend that students and employees use a cloth face covering when feasible. This is most important when social distancing is difficult.
- Educate students and employees on the proper use, removal, and washing of face coverings.

Providing adequate supplies

- Provide supplies such as soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, disinfectant wipes, cloth face coverings when feasible, and no touch/foot pedal trash cans. This will help promote these behaviors to reduce spread.

Posting instructional signs

- In highly visible locations, post signs that promote protective measures and describe how to slow the spread of the virus.
- Include similar messages when communicating with students, faculty, and staff.
- Find useful resources for these signs and messages [here](#).

Healthy Operations

IHEs should consider the following strategies to maintain healthy operations and slow the spread:

Protecting students and employees at higher risk

- Provide options and support for students and employees that are at greater risk for severe illness.
- Put in place policies that protect their privacy, consistent with local, state and federal laws.
- Encourage telework for employees when possible. Provide virtual student support services.

Modifying Events

- Be aware of regulations regarding group events.
- Encourage virtual events and activities. When not possible, encourage social distancing and limit group sizes.
- Consider modifying sports events to reduce risk of transmission.
- Limit non-essential visitors, volunteers, or organizations.

Promoting telework and virtual activities

- Promote telework for as many employees as possible, particularly those at high risk.
- When possible, replace in-person meetings with virtual meetings.
- Use flexible work and learning methods to help promote social distancing and provide virtual student support services.

Limiting Travel

- Consider limiting non-essential travel.
- Encourage students and employees who use ride-sharing or public transit to minimize close contact with others, follow CDC guidelines for transportation, avoid travel during busy times, and wash hands after their trip.

Participating in Community Efforts

- Participate with authorities in COVID-19 community response efforts, such as sitting on response committees

Preparing staff

- Designate an administrator or office to oversee responding to all COVID-19 concerns.
- Create a back-up staffing plans. Cross-train employees and monitor absenteeism. Create a roster of trained back-up staff.
- Train staff on all safety protocols. If possible, conduct trainings virtually.

Maintaining the health of students and employees

- If feasible, safely and respectfully conduct daily health checks in accordance with applicable privacy and confidentiality laws (temperature screening and symptom checks) or ask students and employees to conduct self-health checks.
- Be aware of the health of students and employees. Encourage healthy lifestyle behaviors and discourage excessive consumption of news and social media.
- Provide resources such as a distress hotline and make sure students are aware of their availability. Encourage students and employees to talk to those they trust about their concerns and feelings.

Ensuring communication with students and staff

- Put in place communication systems for students and employees to report symptoms, exposure to, or a positive test of COVID-19.
- Notify students and staff of any IHE closures or restrictions.

Implementing appropriate leave policies

- Create flexible sick leave policies and excused absence/leave policies for both students and employees. These should eliminate the fear of reprisal and should be non-punitive.
- These policies should also account for those that need to stay home with children after childcare or school closures, and those that need to care for sick family members.
- Develop policies for returning to classes and IHE facilities after recovering from COVID-19 and exiting isolation.

Preparing for when someone gets sick

Sick individuals should not return to in-person classes or IHE facilities. Ensure that students and employees know they should not come to the IHE until they meet CDC's [criteria to discontinue home isolation](#) and should notify IHE officials if they have symptoms of, have been exposed to, or have tested positive with COVID-19. Those who have been in close contact with sick individuals should stay home and monitor their symptoms.

Individuals who are sick should go home or to a healthcare facility immediately (depending on the severity of symptoms). Students in shared living spaces should self-isolate. They should be informed to stay home, follow CDC guidelines, and monitor their symptoms. Establish procedures for safely transporting sick individuals to their homes or a healthcare facility. Ambulances and hospitals should be notified prior to the arrival of those with COVID-19. IHEs should immediately notify students, employees, and local health officials of any case of COVID-19, while maintaining confidentiality and complying with all local, state, and federal laws and regulations.

For on-campus housing, an isolation room, area, building or floor should be established to separate those who have tested positive but do not display symptoms. Close off areas used by a sick individual and wait at least 24 hours to clean and disinfect the area. Only after cleaning can the area be opened again.

Leavitt Partners' Framework for Applying Guidelines

Leavitt Partners uses a unique framework to help leaders implement guidelines such as these to slow the spread of the virus. This framework focuses on understanding the virus and its contagion principles, identifying the core levers for mitigating the virus' spread, and applying those levers based on situational characteristics in each unique environment. Applying the framework's principles will allow IHEs to adapt the CDC's guidelines to the specific needs of higher education. It will help IHEs to both evolve COVID-19 response strategies in mitigating risk as well as re-engage in the economy. Read more about the Leavitt Partners framework [here](#).

Higher Education State-by-State COVID Practices

General findings across most states:

- Institutions want clarity from the states about what public health pre-conditions need to be in place before they can implement their specific institutional plans.
- Residential campuses pose the biggest threat.
- More affluent students will be less affected by online learning environments than less affluent students.
- The risk of serious illness is much greater for older faculty than for students.
- State institutions and better-endowed private institutions will bear significant financial losses if they cannot reopen in the fall.

State-by-state findings:

Alabama	<ul style="list-style-type: none"> – Auburn University – Planning for in-person – University of Alabama at Tuscaloosa – Planning for in person – Jacksonville State - Reopened – Troy University – Reopening June 1st
Alaska	<ul style="list-style-type: none"> – University of Alaska, Anchorage - Proposing a hybrid model
Arizona	<ul style="list-style-type: none"> – Arizona State University – Planning for in-person – University of Arizona – Planning for in-person
Arkansas	<ul style="list-style-type: none"> – Arkansas State University – Planning for in-person – Arkansas Tech University – Planning for in-person
California	<p>California's main universities not likely to return to campus this fall. Read Here.</p> <ul style="list-style-type: none"> – California State Universities– Planning for online – UC San Diego – Return to Learn Program makes testing available to students, faculty and staff prior to return in phases. – Hancock – Planning for online – Stanford University – Planning for online – Bay Area Community college – Planning for online
Colorado	<p>State Guidance for Higher Ed advises to continue remote instruction and institutions must submit forms for instruction on a course basis, with. A mitigation plan in place. Read Here.</p> <ul style="list-style-type: none"> – Colorado State- Four Phase Recovery Plan – Western Colorado University – Planning for in-person
Connecticut	<p>The state has put a plan in place for repopulation, monitoring, containment, and shutdown. Read Here.</p> <ul style="list-style-type: none"> – University of Connecticut – Planning for online

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Delaware	<ul style="list-style-type: none"> – University of Delaware – Waiting to decide
Florida	<p>Presenting re-opening proposals in June. Read Here.</p> <ul style="list-style-type: none"> – Eastern Florida State College – Waiting to decide – University of Florida – Waiting to decide
Georgia	<p>While 4-year colleges make plans to open, community colleges likely to remain virtual. The state is still in phase 1 of re-opening guidelines. Read Here.</p> <ul style="list-style-type: none"> – University System of Georgia – Planning for in-person – Emory University – Planning for in-person – Agnes Scott College – Planning for in-person
Hawaii	<ul style="list-style-type: none"> – Hawaii Pacific University - Planning for in-person – University of Hawaii - Planning for in-person
Idaho	<ul style="list-style-type: none"> – University of Idaho - Planning for in-person
Illinois	<ul style="list-style-type: none"> – Illinois State University - Planning for in-person – Northern Illinois University – Waiting to decide – Southern Illinois University – Waiting to decide
Indiana	<ul style="list-style-type: none"> – Indiana State University - Planning for in-person – Indiana University- Considering a range of scenarios – Ivy Tech Community College - Planning for in-person – Indiana University of Pennsylvania - Proposing a hybrid model
Iowa	<ul style="list-style-type: none"> – Iowa Board of Regents - Planning for in-person
Kansas	<ul style="list-style-type: none"> – University of Kansas - Planning for in-person
Kentucky	<ul style="list-style-type: none"> – Asbury University – Planning for in-person – University of Kentucky – Planning for in-person
Louisiana	<ul style="list-style-type: none"> – University of Louisiana system – Planning for in-person – Louisiana College - Planning for in-person – Tulane – Planning for in-person
Maine	<ul style="list-style-type: none"> – University of Maine — all system campuses planning for in person – University of New England – Planning for in person
Maryland	<ul style="list-style-type: none"> – Anne Arundel Community College – Planning for online
Massachusetts	<ul style="list-style-type: none"> – Assumption College – Considering range of scenarios – Amherst College – Waiting to decide
Michigan	<ul style="list-style-type: none"> – University of Michigan- Planning for in-person – Wayne State University – Planning for online – Oakland University - Proposing a hybrid model
Minnesota	<ul style="list-style-type: none"> – University of Minnesota - Waiting to decide
Mississippi	<ul style="list-style-type: none"> – University of Mississippi - Planning for in-person – Mississippi State University - Planning for in-person

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Missouri	<ul style="list-style-type: none"> – Missouri State University - Planning for in-person – Southeast Missouri State University - Waiting to decide – University of Missouri - Proposing a hybrid model – University of Missouri at Kansas City - Waiting to decide
Montana	<ul style="list-style-type: none"> – Montana State University- Planning for in-person – University of Montana - Planning for in-person
Nebraska	<ul style="list-style-type: none"> – University of - Nebraska system – Planning for in-person
Nevada	<ul style="list-style-type: none"> – Western Nevada College - Considering a range of scenarios – University of Nevada - Planning for in-person
New Hampshire	<ul style="list-style-type: none"> – University of New Hampshire - Planning for in-person – University of New Haven- Considering a range of scenarios
New Jersey	<p>N.J Schools are weighing 3 options</p> <ul style="list-style-type: none"> – - College of New Jersey - Waiting to decide
New Mexico	<ul style="list-style-type: none"> – New Mexico State University - Proposing a hybrid model
New York	<ul style="list-style-type: none"> – Many universities are offering. a hybrid model in NY to offer continued remote learning/teaching and in person instruction. – Adelphi University – Proposing a hybrid model – New York University - Waiting to decide
North Carolina	<ul style="list-style-type: none"> – Appalachian State University – Planning for in-person
North Dakota	<ul style="list-style-type: none"> – North Dakota University system — all campuses planning for in-person
Ohio	<ul style="list-style-type: none"> – Ohio State University - Considering a range of scenarios
Oklahoma	<ul style="list-style-type: none"> – Oklahoma State University - Planning for in-person – University of Oklahoma - Planning for in-person – Oklahoma Panhandle State University - Planning for in-person
Oregon	<ul style="list-style-type: none"> – Oregon State University - Planning for in-person – University of Oregon - Planning for in-person
Pennsylvania	<ul style="list-style-type: none"> – Penn – Proposing a hybrid model – Indiana University of Pennsylvania - Proposing a hybrid model
Rhode Island	<ul style="list-style-type: none"> – Brown – Waiting to decide
South Carolina	<ul style="list-style-type: none"> – University of South Carolina- Planning for in-person
South Dakota	<ul style="list-style-type: none"> – South Dakota Board of Regents - Planning for in-person
Tennessee	<ul style="list-style-type: none"> – East Tennessee State University - Waiting to decide
Texas	<ul style="list-style-type: none"> – Angelo State University – Planning for in-person – Texas State University system – Planning for in person
Utah	<ul style="list-style-type: none"> – Utah System of Higher Education – Planning on in-person

CDC COVID-19 Guidelines for Higher Education

Vermont	– University of Vermont - Planning for in-person
Virginia	– American University – Waiting to decide
Washington	– Western Washington University - Planning for in-person – University of Washington - Proposing a hybrid model – Eastern Washington University - Planning for online
West Virginia	– West Virginia University - Considering a range of scenarios – West Virginia Wesleyan College - Planning for in-person
Wisconsin	– University of Wisconsin at Madison - Considering a range of scenarios – University of Wisconsin at Green Bay - Planning for in-person
Wyoming	– University of Wyoming - Planning for in-person

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020



ITEM: 9

TOPIC: FY2021 Budget Adjustments

BACKGROUND

The Legislature, in a special session, reversed all new appropriations for the tech colleges for FY 21 included Bridgerland Technical College's Health Science Building and the Technical College Capital Projects Fund. College base budgets were also cut approximately 2.5%. While this is disappointing news, there were much more dire scenarios considered.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020



ITEM: 10

TOPIC: Proposed FY 2021 Differential Tuition Rates

BACKGROUND

UTech policy 204.6.4 provides for differential tuition rates based on extraordinary circumstances. Requests for differential tuition rates are presented to the Board of Trustees annually as approved differential tuition rates expire each year on June 30.

Bridgerland Technical College:

Farm and Ranch Management - \$210 per year for beginning students, \$240 for advanced students

Academic Learning Center - \$20 per month

Ogden-Weber Technical College:

Academic Learning Center - \$20 per month

Tooele Technical College:

Academic Learning Center - \$20 per month

Uintah Basin Technical College:

Farm and Ranch Management - \$204 per year for beginning students, \$240 for advanced students

RECOMMENDATIONS

UTech administration recommends the Board of Trustees approve the requested differential tuition rates.

Attachments:

Letters from each college requesting differential tuition rates



BRIDGERLAND
TECHNICAL
COLLEGE

btech.edu

February 19, 2020

Commissioner Jared Haines
Utah System of Technical Colleges
310 South Main Street, 12th Floor
Salt Lake City, UT 84101

Dear Commissioner:

In accordance with USTC Policy Number 204.6-6.4, "Differential Tuition," please accept this letter as Bridgerland Technical College's official request for differential tuition rates in Fiscal Year 2020-2021 as described below.

1. Farm /Ranch Business Management:

Beginning students: \$210/annually

Advanced students: \$240/annually

Justification: Farm/Ranch Business Management began in the early to mid-1980s in an effort to help small- and medium-sized farms and ranches become successful. For each year of its existence, it has operated with a differential tuition rate. In prior years, the process of renewing the differential rate was virtually automatic and occurred at the same time the regular tuition rate was approved. With the development and approval of the newest version of USTC Policy Number 204.6-6.4, the College is now required to request approval of this differential rate on an annual basis.

2. Assessment & Learning Center:

All students: \$20/month

Justification: The Assessment & Learning Center exists as a resource to assist students in transitioning from wherever they are academically, to a level that will ensure success in their chosen training program. The Assessment & Learning Center does not result in an occupational credential but rather prepares students for success in both their chosen training program and eventual occupation. This center has also existed since the mid-1980s and has always operated with a differential tuition rate. The rate has been established as a means of removing or at least reducing barriers to enrollment as students move through the remedial math, English, and/or reading curriculum at their own pace. Upon successful completion of the curriculum, students are then prepared to enter one of the College's training programs and will be charged the USTC approved tuition rate for their chosen occupational program.

Because of the reasons stated above, and on behalf of the Bridgerland Technical College Board of Directors, I would like to respectfully request approval of these differential tuition rates for the 2020-2021 Fiscal Year.

Sincerely,

A handwritten signature in black ink that reads "K. Chad Campbell". The signature is written in a cursive style with a large, stylized initial "K".

K. Chad Campbell
President

MEMORANDUM

TO: Members of the Board

FROM: James R. Taggart
President

DATE: February 20, 2020

RE: Approval of FY21 Differential Tuition

Utah System of Technical Colleges (UTech) Policy 204 – Tuition and Fees provides a mechanism for a differential tuition rate to be applied for a specific course or program. The differential rate is usually a lower tuition rate that is based on a unique or extraordinary circumstance. The college Board of Directors may request that the UTech Board of Trustees approve a differential tuition rate. Approved differential tuition rates expire at the end of each fiscal year, and a new request must be submitted.

For the past several fiscal years, with support from the Board of Directors, the college has submitted a request to the UTech Board of Trustees to approve a differential tuition rate for the college's academic learning services. For FY21, the requested tuition rate is \$20/month. This is the same amount approved by the college Board of Directors and UTech Board of Trustees for previous years.

Academic learning services are provided by the college to assist students in the development of fundamental skills required for successful enrollment in college technical programs and eventual employment. Completion of academic learning courses does not result in a college post-secondary certificate but does prepare students for success in their chosen instructional program and as a productive member of a technically-trained workforce.

Mirroring successful academic learning programs offered at other institutions, the request to establish a differential tuition rate is intended to reduce economic barriers to skill attainment in areas such as remedial math, literacy, writing, and basic business courses taught in Spanish. Academic learning services also support high school completion for YouthBuild students. Upon successful skill attainment, students are either co-enrolled or fully-enrolled in college certificate programs. The regular UTech-approved tuition is applied to courses leading to a college post-secondary certificate of completion.

Approval of the \$20 differential tuition rate for academic learning services is requested. If approved, this request will be forwarded to the UTech Board of Trustees for final action.

/btc



Board of Trustees
Utah System of Technical Colleges
310 South Main
Ste. 1250, 12th Floor
Salt Lake City, UT 84101

Subject: Differential Tuition

Please accept this letter as Tooele Technical College's (TTECH) official request to continue a differential tuition of \$20.00 per month for our Academic Development Center (ADC).

Before any student is enrolled in an occupational program, they first take a math and reading test to determine if their skills are high enough to be successful in the program of their choosing. Should their scores reflect a need for improvement, we enroll them in our ADC. The ADC is a safe and motivating environment that helps students quickly learn or relearn skills, which removes a potential barrier by boosting their academic abilities to a sufficient level for program entry. When an adult learns that their math and reading skills are below the necessary level to enter a program, the potential student is often embarrassed or discouraged; some are even deterred enough to consider never returning. By offering these services at a low tuition rate, we remove a significant barrier and encourage students to improve these basic skills in a safe and positive environment. Upon the student reaching a sufficient academic level, they are soon enrolled in the program they initially requested.

This differential tuition is needed because students who require academic assistance prior to enrolling in their program cannot receive financial aid. We want to provide a simple process for students to overcome any barriers by attending our ADC without further concerns of an additional financial burden. Aiding students in this first step will help us better support them in successfully completing their training at TTECH.

Sincerely,

Paul E. Hacking

President



March 11, 2020

Steve Moore, Chairman
UTECH Board of Trustees
310 South Main, Suite 1250
Salt Lake City, UT 84101

Dear Chairman Moore:

As the UTECH Board of Trustees approves the tuition, we would appreciate their consideration in keeping some of the differential tuition rates which we have followed for many years. One of the core values of UTECH is flexibility which allows for us to respond to requests in a manner which is appropriate for that situation. Farm and Ranch Management is where we would urge the board to consider some flexibility in the way we apply our tuition policy.

For many years, the Farm and Ranch Management programs within UTECH have followed their own membership hour and tuition policy. This policy was developed with the input of all the instructors and the agricultural specialist from the Utah State Office of Education. Because of the unique nature of this program, the policy has done a very good job of providing a pricing structure which was acceptable to the market and accounted for membership hours in a way that treated it in a manner which is very comparable to other UTECH programs.

Duchesne County is one of the highest beef producing counties in the state. The skills taught in the program help farmers and ranchers develop management practices based on sound economic principles. The agricultural lending institutions encourage their clients to complete the Farm and Ranch Business Management program as a condition of the lending process. This program is primarily an occupational upgrade program which helps the businesses be more competitive in the market place. Without our program, there would not be another training program to take its place.

By requiring the normal tuition rate, the cost would rise from \$204 to \$960 a year. This would create an economic hardship on the farming families who need this training. We therefore request approval to continue to utilize a differential tuition rate of \$204 for the 480 & 576 hour basic courses and \$240 for the 690 & 828 hour advanced courses.

Thank you for your consideration.

William A. Ryan,
Chairman – UBTECH Board of Directors

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

June 23, 2020



ITEM: 11

TOPIC: Vacating UTech Office and Lease Termination

BACKGROUND

With the passage of SB 111 and the pending merger of the Utah System of Technical Colleges (UTech) with the Utah System of Higher Education (USHE), current members of UTech staff will be relocating to either the USHE offices or the University of Utah's IT department. The current UTech administrative office at 310 S. Main, Ste 1250 will no longer be needed.

UTech's office lease has a seven-year term that expires December 31, 2024. UTech is liable for rent payments until then. The Utah School and Institutional Trust Fund Office (SITFO) needs office space and has agreed to assume the lease. SITFO's space requirements and associated budget are smaller than the UTech space and its cost, so a disbursement of \$205,900 from UTech is required to terminate the lease. That amount will cover the monthly rent payments until October 1. When SITFO occupies the space and the difference between SITFO's office rent budget and the full lease cost for the remainder of the term. Upon payment of that sum, UTech and USHE's obligations at 310 S. Main will be fully satisfied.

RECOMMENDATIONS

UTech administration recommends the Board of Trustees approve the lease termination and associated funds disbursement and authorize Interim Commissioner Haines to sign the MOU with SITFO .

Attachments:

DRAFT MOU with SITFO

Breakout of future rent payments and calculation of amount due

MEMORANDUM OF UNDERSTANDING FOR THE TRANSFERING OF THE OFFICE LEASE AT 310 SOUTH MAIN, 12TH FLOOR IN SALT LAKE CITY, UTAH

The purpose of this Memorandum of Understanding (“MOU”) is to memorialize the commitment between Utah System of Technical Colleges, Utah School and Institutional Trust Fund Office, and DFCM to enter into an agreement regarding SITFO assumption of the remaining lease obligation at 310 South Main, Suite 1250 (12th Floor) effective August 1, 2020.

Recitals

1. The following are Parties to this MOU:
 - A. Utah System of Technical Colleges (“UTech”)
 - B. Utah School and Institutional Trust Fund Office (“SITFO”)
 - C. Division of Facilities Construction and Management (“DFCM”)
2. UTech currently leases 5,352 square feet of leased space from 310 South Main, LLC (“Landlord”) located at 310 South Main, 12th Floor, in Salt Lake City, Utah. The lease term in effect goes through December 31, 2024. (“Lease”).
3. UTech plans to consolidate offices and move out of the Lease space.
4. SITFO is willing in assuming the Lease effective August 1, 2020 with a one-time payment from UTech to DFCM as shown on Exhibit A.

Statement of Understanding

Therefore, the Parties to this MOU agree as follows:

1. UTech agrees to make a one-time payment or funds transfer to DFCM in the amount of \$205,900.00 (196,294?) dollars prior to June 30, 2020. The payment represents a difference in Lease rents due and the amount of rent SITFO has agreed to pay, as further outlined in Exhibit A.
2. UTech will vacate the Lease space on or before July 31, 2020. UTech will be released of future obligations pertaining to the Lease effective August 1, 2020.
3. SITFO will assume the Lease obligations effective August 1, 2020.

4. DFCM will modify the Lease with the Landlord to reflect SITFO becoming the Occupying Agency to the Lease

Application and Interpretation

It is the intent of the Parties that this MOU provide a common basis of understanding for the Parties to transfer responsibility of the Lease and for the Parties to cooperate, coordinate and communicate with each other for the purpose of advancing the transfer.

In WITNESS WHEREOF, the Parties have signed this MOU to be effective as of most recent date listed below.

Utah System of Technical Colleges

Name: _____ Date _____
Title: _____

SITFO

Name: _____ Date _____
Title: _____

Division of Facilities Construction and Management

Lee Fairbourn Date _____
Real Estate Manager
DCFM

EXHIBIT A

UTech lease term remaining on 7/01/20

Square feet 5,352
Rate \$ 21.54

			<u>Months</u>	<u>Rate</u>	<u>% Inc.</u>	<u>Monthly</u>	<u>Annual</u>
7/1/2020	to	10/31/2020	4	\$ 21.54		\$ 9,606.00	\$ 38,424.00
11/1/2020		10/31/2021	12	\$ 22.08	2.5	\$ 9,846.00	\$ 118,152.00
11/1/2021		10/31/2022	12	\$ 22.63	2.5	\$ 10,092.00	\$ 121,104.00
11/1/2022		10/31/2023	12	\$ 23.20	2.5	\$ 10,345.00	\$ 124,140.00
11/1/2023		10/31/2024	12	\$ 23.77	2.5	\$ 10,603.00	\$ 127,236.00
11/1/2024		12/31/2024	2	\$ 24.37	2.5	\$ 10,868.00	\$ 21,736.00
			54				
							\$ 550,792.00

SITFO space need beginning 10/01/20

Square feet 3,540
Rate \$ 22.00

			<u>Months</u>	<u>Rate</u>	<u>% Inc.</u>	<u>Monthly</u>	<u>Annual</u>
10/1/2020	to	9/30/2021	12	\$ 22.00		\$ 6,490.00	\$ 77,880.00
10/1/2021		9/30/2022	12	\$ 22.55	2.5	\$ 6,652.00	\$ 79,824.00
10/1/2022		9/30/2023	12	\$ 23.11	2.5	\$ 6,819.00	\$ 81,828.00
10/1/2023		9/31/2024	12	\$ 23.69	2.5	\$ 6,989.00	\$ 83,868.00
10/1/2024		12/31/2024	3	\$ 24.28	2.5	\$ 7,164.00	\$ 21,492.00
			51				
							\$ 344,892.00

Difference \$ (205,900.00)



RESOLUTION OF APPRECIATION

June 23, 2020

WHEREAS, twenty years ago, the Utah College of Applied Technology (UCAT) was formed by the state legislature – a new institution within the Utah System of Higher Education governed by a Board of Trustees – with ten regional applied technology college campuses dating back to 1968; and

WHEREAS, as regional and state needs for technical education changed, the legislature in 2009 moved UCAT to separate governance and in 2017 renamed it the Utah System of Technical Colleges (UTech), with the applied technology colleges renamed “technical colleges”; and

WHEREAS, UTech now consists of eight institutions – Bridgerland Technical College, Davis Technical College, Dixie Technical College, Mountainland Technical College, Ogden-Weber Technical College, Southwest Technical College, Tooele Technical College, and Uintah Basin Technical College; and

WHEREAS, UTech’s mission has been to meet the needs of Utah’s employers for technically-skilled workers and to promote local and statewide economic development by providing market-driven technical education to secondary and adults students; and

WHEREAS, UTech’s eight technical colleges in 2019 served 36,716 students – which included 9,890 secondary students – through job preparation and upgrade programs, awarded 7,121 certificates, and placed 5,587 students in related employment, continued education, or military service; and

WHEREAS, each technical college now has a permanent campus with state-of-the-art facilities and programs to meet employer needs; and

WHEREAS, the UTech Board of Trustees, college presidents, and staff appreciate the outstanding voluntary work of the fifteen board members – Steve Moore, Chair; Aaron Osmond, Vice-Chair; Mike Angus; Jera L. Bailey; Brett Barton; Stacey Bettridge; Charles Hansen; Michael Jensen; Susan Johnson; Russell Lamoreaux; Arthur Newell; Brad Tanner; Chuck Taylor; Scott Theurer and Stephen Wade;

NOW, THEREFORE, BE IT RESOLVED, that we, the Board of Trustees of the Utah System of Technical Colleges, have had the privilege of serving and do extend our appreciation to the trustees, staff, and colleges for their service to the students, employers, and stakeholders of the State of Utah; and look forward to the mission and work of Utah’s technical colleges to enhance and be enhanced as we merge with the Utah System of Higher Education, creating the new Utah Board of Higher Education.