



Utah System of Technical Colleges

2018 Annual Report

(December Release)

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



Commissioner's Message



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

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

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

A handwritten signature in orange ink, appearing to read "Jared Haines", with a stylized flourish at the end.

Jared A. Haines
Interim Commissioner of Technical Education

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Utah System of Technical Colleges FY 2018 Recap

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

Year of Technical Education

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

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

Governance Modifications

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

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

FY 2019 Budget

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

Policy and Software Use Standardization

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

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

UTech Scholarship

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

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

Commissioner's Office Summary

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



Jared A. Haines
Interim Commissioner of Technical Education



Kim Ziebarth
Associate Commissioner, Academic & Student Affairs



Tyler Brinkerhoff
Assistant Commissioner, Finance & Administration



Zachary Barrus
Assistant Commissioner, Institutional Research

Student Enrollment and Outcomes Reports

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

Student Enrollment

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

1. Certificate Seekers – Adult students enrolling in a certificate program approved by the Council on Occupational Education (COE), with the intent to graduate with a postsecondary certificate. Technical colleges are accountable to accreditors for these students' completion, placement, and (where applicable) licensure status.
2. Short-term Occupational Trainees – Adult students who are employed in a related field and enroll in courses/programs for short periods of time, without the intent to graduate with a certificate. These students seek training to advance in the workplace (“Job Upgrade” students), or to maintain their current employment (“Continuing Occupational Education” students).
3. Students Enrolled in Other Training – Adult students who are not employed in a related field and who enroll in courses/programs without the intent to graduate with a certificate. These students enroll to: (1) review basic math or language arts concepts necessary for success in a certificate program; (2) refresh skills necessary to re-enter the labor market after a prolonged absence; (3) satisfy personal interests unrelated to a career; or (4) take advantage of audit waivers available to senior citizens under.
4. Secondary Students – Secondary students enrolling in courses/programs largely to earn high school CTE credit, though UTECH policy is clear that secondary students who fulfill all required competencies may graduate with a full postsecondary certificate, even prior to completing high school. Courses taught to secondary students must provide at least partial fulfillment of competencies required for graduation from a certificate program.

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

Student Outcomes

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

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

Rate Calculations

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

1. **Graduation Rates** – Graduation rates divide the number of graduates by the number of students who have exited programs. Graduates are those who have mastered all competencies required for and have been awarded a postsecondary certificate. Graduation rates presented herein differ from those reported annually to COE. Accreditation policies instruct colleges to exclude students from graduation rates when they withdraw from one program and immediately enroll in another (excluded from only the first program's rates), or when they are unable to earn a certificate due to illness, incarceration, death, military unit mobilization, or an official church mission. UTECH includes these students in graduation rates to account for *all* certificate-seekers, regardless of their reasons for exiting.
2. **Completion Rates** – Completion rates divide the number of completers by the number of students who have exited programs. Completers, under COE's definition, are students who graduate or who obtain employment related to their fields of instruction consequent to their studies ("non-graduate completers"). As UTECH exists to meet the needs of Utah's employers for technically skilled workers, students who are hired early consequent to their studies are counted as positive outcomes.
3. **Placement Rates** – Placement rates examine only students identified as completers (graduate or non-graduate) and divide the number of placed students by the sum of placed and unplaced students. Successful placement is related employment, enlistment in military service, or enrollment in another postsecondary educational program. As before, COE instructs colleges to exclude students from placement rates when they are unavailable for placement for reasons of sickness, military mobilization, church missions, etc. Also excluded are students who refuse employment (i.e., fail to keep job interviews or receive but decline a job offer) or are awaiting state licensure before they can be employed.
4. **Licensure Rates** – Licensure rates are calculated for programs, the resultant occupations of which require state licensure (e.g., cosmetology, practical nursing, etc.). Rates are calculated by dividing the number of students who pass a required licensure exam by the number of students who took an exam.

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

Certificate-seeking Students				
	(Program Length)			
	0-599 Hours	600-899 hours	900+ hours	Total
Membership Hours	361,574	553,212	2,735,048	3,649,834
Headcount				12,177
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	2,690	2,353	7,566	12,609
Still Enrolled	395	903	3,070	4,368
Graduates	1,924	730	2,037	4,691
Non-graduates	371	720	2,459	3,550
Graduation Rate	84%	50%	45%	57%
Non-graduate Completers ("Early Hires") ‡	44	365	748	1,157
Allowable Subtractions	50	92	675	817
<i>Withdrew and Enrolled in Another Program</i>	19	37	196	252
<i>Unavailable to Earn a Credential</i>	31	55	479	565
Completion Rate (utilizing COE standards)	88%	81%	73%	79%
Placed Students (includes Non-graduate Completers)	1,419	952	2,415	4,786
<i>Related Employment</i>	1,020	861	2,126	4,007
<i>Military Service</i>	1	4	7	12
<i>Continuing Education</i>	398	87	282	767
Allowable Subtractions	228	34	155	417
<i>Awaiting Licensure</i>	176	16	25	217
<i>Unavailable for Employment</i>	42	12	106	160
<i>Refused Employment</i>	10	6	24	40
Unplaced Students	321	109	215	645
Placement Rate (utilizing COE standards)	82%	90%	92%	88%
Graduates who Passed a Req'd Licensure Exam	886	176	522	1,584
Graduates who Took a Req'd Licensure Exam	909	176	526	1,611
Licensure Rate (utilizing COE standards)	97%	100%	99%	98%
Weighted Average Certificate Length (hours)				564

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

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

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

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

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

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

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

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

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

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	43,272	90,145	532,055	665,472
Headcount				1,856
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	350	322	1,227	1,899
Still Enrolled	29	147	498	674
Graduates	277	96	370	743
Non-graduates	44	79	359	482
Graduation Rate	86%	55%	51%	61%
Non-graduate Completers ("Early Hires") ‡	2	21	116	139
Allowable Subtractions	0	8	48	56
<i>Withdrew and Enrolled in Another Program</i>	0	1	19	20
<i>Unavailable to Earn a Credential</i>	0	7	29	36
Completion Rate (utilizing COE standards)	87%	70%	71%	75%
Placed Students (includes Non-graduate Completers)	218	106	425	749
<i>Related Employment</i>	151	89	388	628
<i>Military Service</i>	0	0	0	0
<i>Continuing Education</i>	67	17	37	121
Allowable Subtractions	23	6	23	52
<i>Awaiting Licensure</i>	22	2	0	24
<i>Unavailable for Employment</i>	1	3	15	19
<i>Refused Employment</i>	0	1	8	9
Unplaced Students	38	5	38	81
Placement Rate (utilizing COE standards)	85%	95%	92%	90%
Graduates who Passed a Req'd Licensure Exam	182	32	69	283
Graduates who Took a Req'd Licensure Exam	199	32	69	300
Licensure Rate (utilizing COE standards)	91%	100%	100%	94%
Weighted Average Certificate Length (hours)				654

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	376,666	32,082	13,278	422,026
Headcount	2,081	48	13	2,142
Secondary Graduates (program length)	45	0	9	54
% Secondary Students Earning Certificate				3%

Postsecondary Membership Hours	781,812	Secondary Membership Hours	422,026
Distinct Postsecondary Headcount	3,940	Distinct Secondary Headcount	2,142

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

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

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

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

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

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

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

Certificate-seeking Students				
	(Program Length)			
	0-599 hours	600-899 Hours	900+ hours	Total
Membership Hours	75,325	117,906	834,040	1,027,271
Headcount				3,340
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	579	530	2,383	3,492
Still Enrolled	77	319	938	1,334
Graduates	385	136	560	1,081
Non-graduates	117	75	885	1,077
Graduation Rate	77%	64%	39%	50%
Non-graduate Completers ("Early Hires") ‡	11	27	208	246
Allowable Subtractions	8	7	334	349
<i>Withdrew and Enrolled in Another Program</i>	8	6	73	87
<i>Unavailable to Earn a Credential</i>	0	1	261	262
Completion Rate (utilizing COE standards)	80%	80%	69%	73%
Placed Students (includes Non-graduate Completers)	222	113	665	1,000
<i>Related Employment</i>	127	103	559	789
<i>Military Service</i>	0	1	2	3
<i>Continuing Education</i>	95	9	104	208
Allowable Subtractions	82	7	68	157
<i>Awaiting Licensure</i>	81	6	10	97
<i>Unavailable for Employment</i>	1	0	56	57
<i>Refused Employment</i>	0	1	2	3
Unplaced Students	92	43	35	170
Placement Rate (utilizing COE standards)	71%	72%	95%	85%
Graduates who Passed a Req'd Licensure Exam	207	66	174	447
Graduates who Took a Req'd Licensure Exam	207	66	174	447
Licensure Rate (utilizing COE standards)	100%	100%	100%	100%
Weighted Average Certificate Length (hours)				643

Secondary Students				
	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	207,546	124,824	62,925	395,295
Headcount	1,081	177	55	1,313
Secondary Graduates (program length)	147	40	31	218
% Secondary Students Earning Certificate				17%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Certificate-seeking Students				
	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	59,210	102,284	405,354	566,848
Headcount				2,042
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	487	465	1,125	2,077
Still Enrolled	59	145	531	735
Graduates	395	240	431	1,066
Non-graduates	33	80	163	276
Graduation Rate	92%	75%	73%	79%
Non-graduate Completers ("Early Hires") ‡	3	15	28	46
Allowable Subtractions	12	20	69	101
<i>Withdrew and Enrolled in Another Program</i>	1	0	2	3
<i>Unavailable to Earn a Credential</i>	11	20	67	98
Completion Rate (utilizing COE standards)	96%	85%	87%	90%
Placed Students (includes Non-graduate Completers)	257	219	350	826
<i>Related Employment</i>	181	197	317	695
<i>Military Service</i>	1	0	0	1
<i>Continuing Education</i>	75	22	33	130
Allowable Subtractions	32	14	35	81
<i>Awaiting Licensure</i>	22	7	13	42
<i>Unavailable for Employment</i>	9	7	19	35
<i>Refused Employment</i>	1	0	3	4
Unplaced Students	109	22	74	205
Placement Rate (utilizing COE standards)	70%	91%	83%	80%
Graduates who Passed a Req'd Licensure Exam	196	37	148	381
Graduates who Took a Req'd Licensure Exam	202	37	152	391
Licensure Rate (utilizing COE standards)	97%	100%	97%	97%
Weighted Average Certificate Length (hours)				479

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

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

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

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

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

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

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

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

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

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

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

Postsecondary Membership Hours	905,422	Secondary Membership Hours	321,126
Distinct Postsecondary Headcount	4,257	Distinct Secondary Headcount	1,384

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

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

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

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

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

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

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

Certificate-seeking Students				
	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	27,802	68,988	72,575	169,365
Headcount				491
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) †	194	152	165	511
Still Enrolled	14	28	59	101
Graduates	164	87	62	313
Non-graduates	16	37	44	97
Graduation Rate	91%	70%	58%	76%
Non-graduate Completers ("Early Hires") ‡	0	7	10	17
Allowable Subtractions	1	10	18	29
Withdrawn and Enrolled in Another Program	0	7	5	12
Unavailable to Earn a Credential	1	3	13	17
Completion Rate (utilizing COE standards)	92%	82%	82%	87%
Placed Students (includes Non-graduate Completers)	121	78	61	260
Related Employment	86	66	54	206
Military Service	0	0	0	0
Continuing Education	35	12	7	54
Allowable Subtractions	21	1	4	26
Awaiting Licensure	20	0	0	20
Unavailable for Employment	0	0	1	1
Refused Employment	1	1	3	5
Unplaced Students	22	15	7	44
Placement Rate (utilizing COE standards)	85%	84%	90%	86%
Graduates who Passed a Req'd Licensure Exam	92	0	0	92
Graduates who Took a Req'd Licensure Exam	92	0	0	92
Licensure Rate (utilizing COE standards)	100%	--	--	100%
Weighted Average Certificate Length (hours)				433

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

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

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

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

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

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

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

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

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

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

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

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

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	4,393
Headcount	75
<i>Continuing Occupational Education</i>	
Membership Hours	1,753
Headcount	30
Average Length of Training (hours)	59

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

UTECH Performance-based Funding Metrics and FY 2018 Attainment

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

Table 10: Technical College Maximum Performance-based Funding Allocations

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

UTECH's Performance-based Funding Model

The UTECH performance-based funding model was approved by the Board of Trustees in September 2017. The model scores technical colleges in five categories tied to UTECH's mission, with funding apportioned based on relative weights assigned to each category. 30% is awarded based on a college's performance in its certificate programs, 10% in short-term occupational training, 15% in secondary student completion, 25% in placement, and 20% in college efficiencies. Within each category are metrics with point values assigned, the sum of which total to the category score. Further information on each category is provided below.

Certificate Programs: A college's score in the Certificate Programs category is driven primarily by its number of graduates. Graduates are counted once *for each distinct program completed*. Hence, if a student completes a Certified Nursing Assistant and an Emergency Medical Technician program in the same year, the student is counted twice. More points are awarded for graduates of longer programs than shorter ones. Colleges also receive bonus points for each graduate of a program, the graduates of which can obtain employment in specific high-demand industries identified by the Utah Department of Workforce Services (DWS). These programs include:

- Computer and Information Sciences
- Computer Programming
- Web Page, Digital/Multimedia, and Information Resources Design

- Computer Systems Networking and Telecommunications
- Computer & Information Systems Security
- Information Systems Security
- Telecommunications Technology
- Environmental Engineering Technology
- Occupational Safety and Health Technology
- CAD/CADD Drafting and/or Design
- Legal Assistant/Paralegal
- Fire Science/Fire-fighting
- Industrial Electronics
- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance
- Industrial Mechanics and Maintenance
- Automobile/Automotive Mechanics
- Aircraft Powerplant Technology
- Aeronautics/Aviation/Aerospace Science and Technology
- Truck and Bus Driver/Commercial Vehicle Operator and Instructor
- Interior Design
- Dental Assisting
- Clinical/Medical Laboratory Assistant
- Medical Radiologic Technology/Science
- Licensed Practical/Vocational Nurse
- Accounting Technology/Bookkeeping
- HR Management/Personnel Administration
- Marketing/Marketing Management

Short-term Occupational Training: This category awards points for already-employed students who successfully complete short-term courses that do not lead to a certificate. Students are counted distinctly with points awarded based on the number of hours successfully completed. For example, if one student successfully completes four courses of 20 hours each, the student is counted once as having completed 80 hours.

Secondary Completion: Additional points are awarded for secondary students who graduate from a certificate program while still in high school (points were previously awarded for these graduates in the certificate programs category above). Though most secondary students enroll at a technical college to earn high school credit, UTECH desires that every secondary student earn a postsecondary certificate, even prior to high school graduation. For those unable to finish before completing high school, UTECH hopes to retain them so they complete their certificate programs within one year after high school graduation. In the UTECH performance-based funding model, the proportion of enrolled students from specific high school graduating cohorts who complete certificates prior to and within one year of high school graduation is measured, and a multiplier applied. Greater emphasis (i.e., a larger multiplier) is placed upon certificate completion prior to high school graduation than completion within the subsequent year.

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

Efficiency: Efficiency is operationalized using student certificate-seeking student graduation rates stratified by program length. Each rate is multiplied by a factor that increases as the program length

increases, resulting in more points accrued for high rates in longer programs. Also, a college's certificate-seeking graduates per full-time equivalent is multiplied by 50 and added to the category total.

Assessing FY 2015-16 Performance

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

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

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

Funding Awards

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

Table 11: Technical College Performance-based Funding Awards

College	Category	Weight	Funding Available	FY 2015-17 Avg. Score	FY 2018 Score	Growth	Funding Awarded
Bridgerland	Certificate Programs	30%	\$61,865	2,248	2,683	19.33%	\$61,865
	Short-term Occupational Training	10%	\$20,622	206	157	-24.03%	\$0
	Secondary Completion	15%	\$30,932	7	30	357.80%	\$30,932
	Placement	25%	\$51,554	1,043	1,213	16.31%	\$51,554
	Efficiency	20%	\$41,243	221	185	-16.31%	\$0
	Total		\$206,216				\$144,351
Davis	Certificate Programs	30%	\$74,727	3,707	4,266	15.07%	\$74,727
	Short-term Occupational Training	10%	\$24,909	83	97	17.20%	\$24,909
	Secondary Completion	15%	\$37,364	161	173	7.80%	\$37,364
	Placement	25%	\$62,273	1,555	1,610	3.55%	\$44,199
	Efficiency	20%	\$49,818	173	173	-0.07%	\$0
	Total		\$249,090				\$181,198
Dixie	Certificate Programs	30%	\$22,897	709	917	29.34%	\$22,897
	Short-term Occupational Training	10%	\$7,632	560	421	-24.78%	\$0
	Secondary Completion	15%	\$11,448	49	45	-8.46%	\$0
	Placement	25%	\$19,081	343	517	50.72%	\$19,081
	Efficiency	20%	\$15,265	203	179	-11.59%	\$0
	Total		\$76,323				\$41,978
Mountainland	Certificate Programs	30%	\$57,134	4,330	4,694	8.40%	\$57,134
	Short-term Occupational Training	10%	\$19,045	77	97	25.06%	\$19,045
	Secondary Completion	15%	\$28,567	407	416	2.23%	\$12,735
	Placement	25%	\$47,612	1,244	1,213	-2.48%	\$0
	Efficiency	20%	\$38,089	284	260	-8.60%	\$0
	Total		\$190,447				\$88,914
Ogden-Weber	Certificate Programs	30%	\$67,633	3,204	2,768	-13.61%	\$0
	Short-term Occupational Training	10%	\$22,544	80	159	98.46%	\$22,544
	Secondary Completion	15%	\$33,817	97	103	6.06%	\$33,817
	Placement	25%	\$56,361	1,483	1,751	18.04%	\$56,361
	Efficiency	20%	\$45,089	174	129	-25.66%	\$0
	Total		\$225,444				\$112,722
Southwest	Certificate Programs	30%	\$18,076	574	884	54.10%	\$18,076
	Short-term Occupational Training	10%	\$6,025	42	55	29.15%	\$6,025
	Secondary Completion	15%	\$9,038	51	52	0.59%	\$1,075
	Placement	25%	\$15,064	372	494	32.61%	\$15,064
	Efficiency	20%	\$12,051	226	240	6.22%	\$12,051
	Total		\$60,254				\$52,291
Tooele	Certificate Programs	30%	\$13,208	523	592	13.12%	\$13,208
	Short-term Occupational Training	10%	\$4,403	7	9	32.31%	\$4,403
	Secondary Completion	15%	\$6,604	58	53	-8.35%	\$0
	Placement	25%	\$11,007	418	466	11.42%	\$11,007
	Efficiency	20%	\$8,805	230	182	-21.18%	\$0
	Total		\$44,027				\$28,618
Utah Basin	Certificate Programs	30%	\$29,459	1,150	1,078	-6.23%	\$0
	Short-term Occupational Training	10%	\$9,820	221	183	-17.00%	\$0
	Secondary Completion	15%	\$14,730	106	126	18.11%	\$14,730
	Placement	25%	\$24,549	655	563	-14.04%	\$0
	Efficiency	20%	\$19,640	250	276	10.39%	\$19,640
	Total		\$98,198				\$34,369
UTEC System Totals	Certificate Programs	30%	\$345,000				\$247,907
	Short-term Occupational Training	10%	\$115,000				\$76,926
	Secondary Completion	15%	\$172,500				\$130,652
	Placement	25%	\$287,500				\$197,265
	Efficiency	20%	\$230,000				\$31,690
	Total		\$1,150,000				\$684,441

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tooele Technical College										
	Weighting per Unit	Multiplier	2015 Attainment	2015 Score	2016 Attainment	2016 Score	2017 Attainment	2017 Score	2018 Attainment	2018 Score
Certificate Programs (30%)										
COE-approved Program Graduates (program lengths)										
≤ 599 Hours	1.00		140	140	162	162	147	147	108	108
600 – 899 Hours	3.00		17	51	13	39	18	54	19	57
≥ 900 Hours	5.00		49	245	53	265	56	280	69	345
Additional Points for Graduates from High Demand/High Impact Programs	1.00		58	58	66	66	63	63	82	82
Category Total				494		532		544		592
Short-term Occupational Training (10%)										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		9	2	30	6	25	5	16	3
< 60 Hours	0.10		12	1	22	2	33	3	54	5
Category Total				3		8		8		9
Secondary Completion (15%)										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		11	3	17	4	14	4	12	3
600 – 899 Hours	0.50		-	-	1	1	-	-	-	-
≥ 900 Hours	1.00		1	1	1	1	-	-	2	2
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	12%	24	16%	31	9%	19	12%	24
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	26%	26	35%	35	26%	26	24%	24
Category Total				54		72		48		53
Placement (25%)										
Total Certificate-seeking Student Placements	1.00		195	195	201	201	228	228	220	220
Related Employment			91		85		138		143	
Military Service			-		-		-		1	
Continuing Education			104		116		90		76	
Additional Points for Under-served/At-risk Student Placements	0.50		103	52	108	54	115	58	105	53
Additional Points for Placements from High Demand/High Impact Programs	1.00		50	50	57	57	75	75	95	95
Certificate-seeking Student Placement Rate (includes Graduates and Early Hires)		100	92%	92	97%	97	97%	97	99%	99
Category Total				389		409		458		466
Efficiency (20%)										
Certificate-seeking Student Graduation Rates (program lengths)										
≤ 599 Hours		50	94%	47	81%	41	60%	30	63%	31
600 – 899 Hours		75	100%	75	55%	41	62%	47	58%	43
≥ 900 Hours		100	63%	63	66%	66	40%	40	44%	44
Certificate-seeking Graduates per FTE		50	1.58	79	1.71	85	1.57	78	1.25	63
Certificate-seeking Graduates			194		209		207		182	
Certificate-seeking Membership Hours			110,803		110,254		118,875		130,635	
Category Total				263		233		195		182

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

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

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

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

Utah System of Technical Colleges 10-year Goals

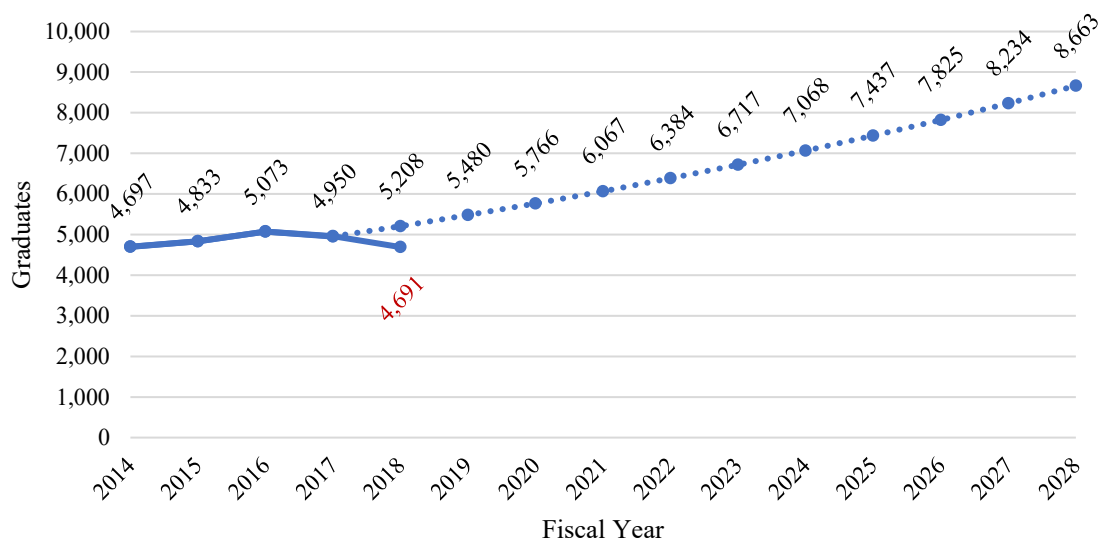
In late 2017 the Utah System of Technical Colleges Board of Trustees established the following 10-year goals and associated metrics to assess system-wide performance, using 2017 as the baseline for all future improvements. In the graphics that follow, previously established goals are shown using dotted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

Please note that UTECH Policy 205, Student Enrollment and Outcome Reporting, underwent major revisions during FY 2017 in preparation for reporting college and system-wide student data. Revisions included definitional and operational changes, resulting in numbers that may not be comparable to data reported in years past. Where data prior to 2017 are not comparable thereafter, care has been taken to explain why.

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

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

Figure 1: UTECH Postsecondary Graduates, FY 2014 - FY 2018
with Desired FY 2019 - FY 2028 Growth

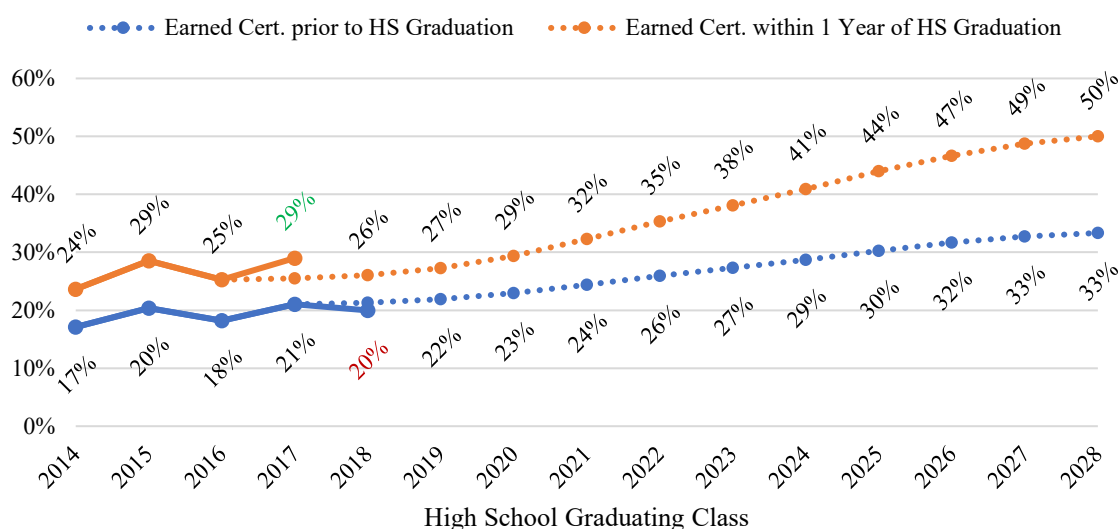


Postsecondary graduates from FY 2014-16 were reported in prior reports published by the Board of Trustees. Under old policy, students were classified as completers upon receipt of a postsecondary certificate, regardless of some students' statuses as being still enrolled. Now, students are classified as graduates or non-graduates only upon exiting their programs. This change results in a decline in graduates from FY 2016-17. The further decline from FY 2017-18 is believed to be consequent to the colleges discontinuing short-term programs in favor of longer programs. In fact, the system's weighted average program length increased from 508 to 564 hours from FY 2017-18, an increase of 11%. Increased certificate-seeking membership hours and headcounts (up 6% and 5%, respectively)

in longer programs indicate that students are in the pipeline; it is anticipated that graduates will increase in FY 2019.

- **Metric 1B:** Increase the proportion of enrolled secondary students graduating with a postsecondary certificate prior to high school completion to 33% by 2028.
- **Metric 1C:** Increase the proportion of enrolled secondary students graduating with a postsecondary certificate prior to or within one year following high school completion to 50% by 2028.

Figure 2: UTECH Secondary Graduation Rates, FY 2014 - FY 2018
with Desired FY 2019 - FY 2028 Growth



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

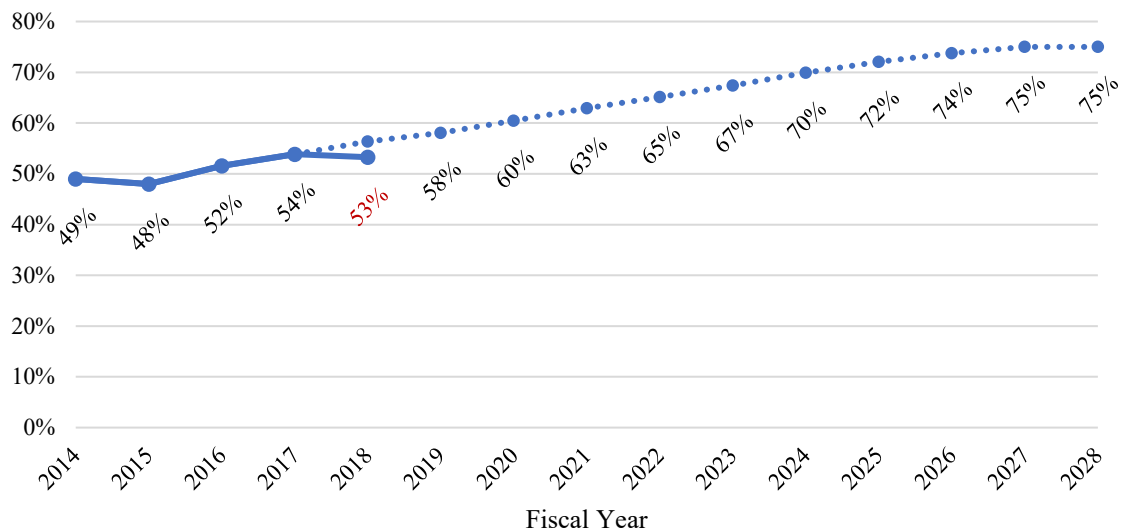
To calculate the percentage of students earning a certificate prior to or within one year of high school graduation, we look at the members of a high school graduating cohort that enrolled at a technical college, checking to see if they received an award in the year after grade 12. Note that while some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

In FY 2018 the graduation rate for high school students declined slightly from the prior year. Again, this is believed to be a function of the colleges' increasing program lengths. However, the technical

colleges surpassed their goal for graduating students one year after high school completion. 29% of secondary enrollees from the class of 2017 have earned an accredited postsecondary award.

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

Figure 3: UTECH Under-served Student Graduation Rates, FY 2014 - FY 2018 with Desired FY 2019 - FY 2028 Growth



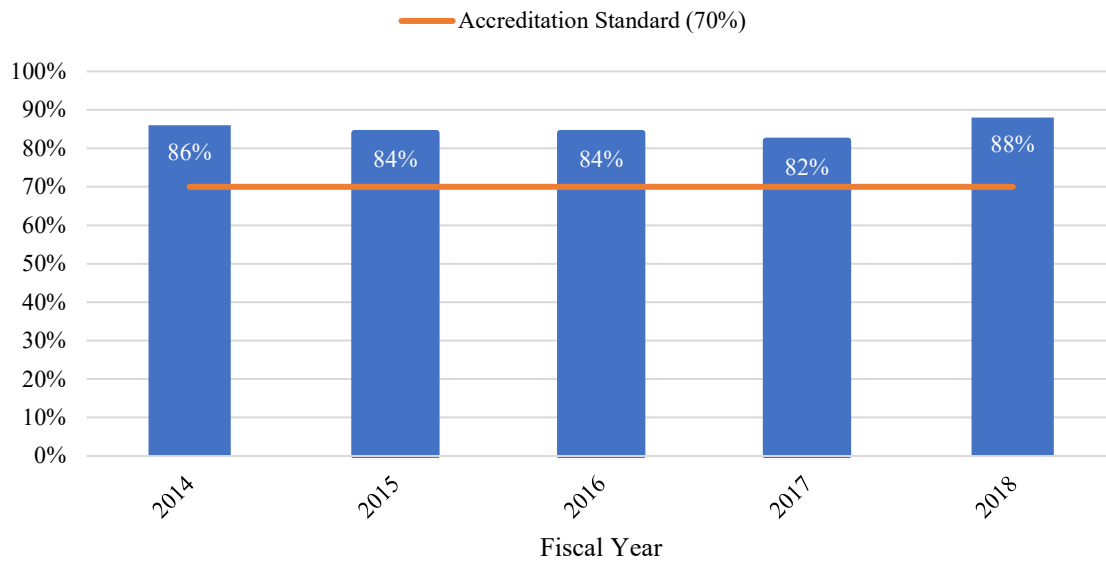
Under-served students are those of ethnic/racial minority status, students receiving Pell Grants or who are sponsored by the Bureau of Indian Affairs or the Utah Department of Workforce Services, students with a disability, or those identified as single parents, displaced homemakers, economically disadvantaged,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

Technical colleges failed to meet their goal of graduating 56% of under-served students in FY 2018, coming in at just over 53%.

Goal #2: Meet critical economic and employer needs

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

Figure 4: UTECH Placement Rates, FY 2014 - FY 2018

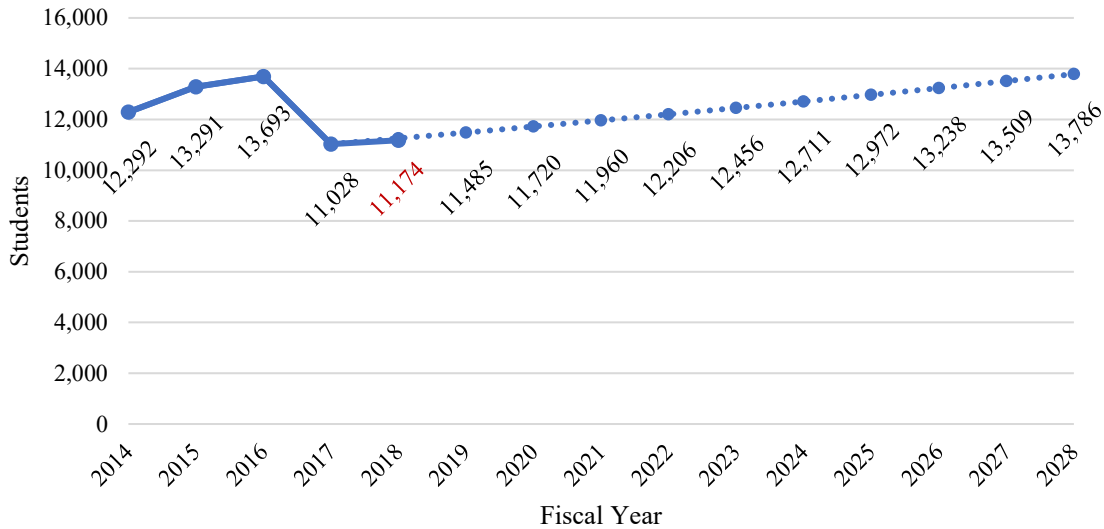


One measure of the extent to which technical colleges meet the needs of Utah employers for technically skilled workers is their placement rate. The colleges, to maintain accreditation by the Council on Occupational Education (COE), must maintain a 70% placement rate *for each program*. If a program fails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

The UTECH Board of Trustees has set a goal that the technical colleges continue to maintain placement rates 10-20% above COE's minimum standard. From FY 2014 through FY 2017, system-wide placement rates hovered around 85%, 15% above accreditation requirements. FY 2018's placement rate saw improvement to 88%. Technical colleges are sending more students to work and at higher rates than in previous years.

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

Figure 5: Short-term Occupational Enrollees, FY 2014 - FY 2018
with Desired FY 2019 - FY 2028 Growth



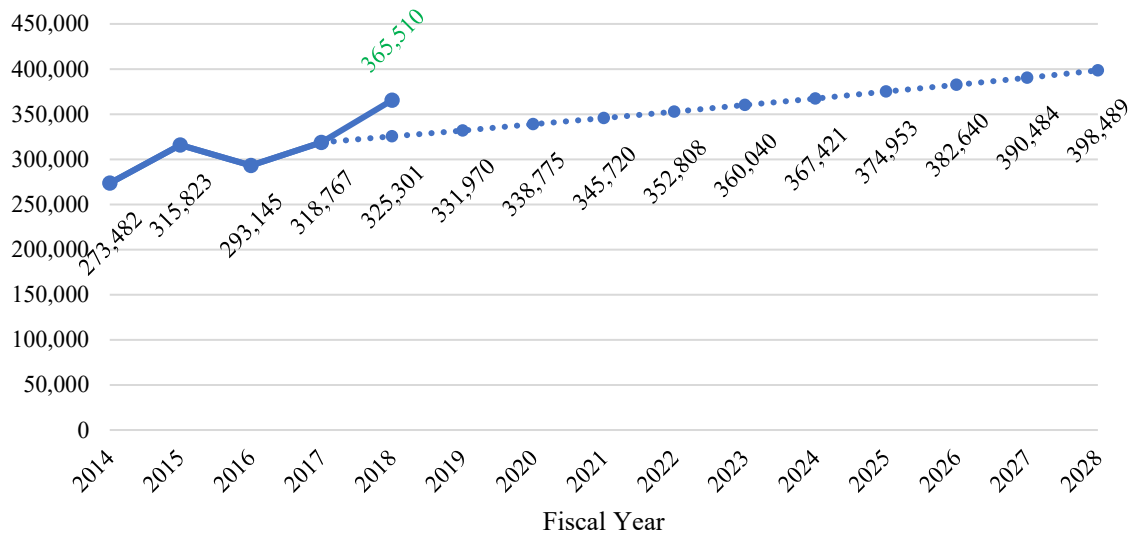
Recent revisions to UTECH policies clarified that certain types of courses previously taught at the technical colleges will no longer factor into membership hour or student headcount totals. These revisions resulted in a 21% decline in the system-wide number of distinct students enrolled in short-term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

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

In FY 2018 UTECH's number of short-term occupational trainees grew by only 1.32%, 80 students short of its systemwide goal.

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

Figure 6: Custom Fit Instructional Hours, FY 2014 - FY 2018 with Desired FY 2019 - FY 2028 Growth



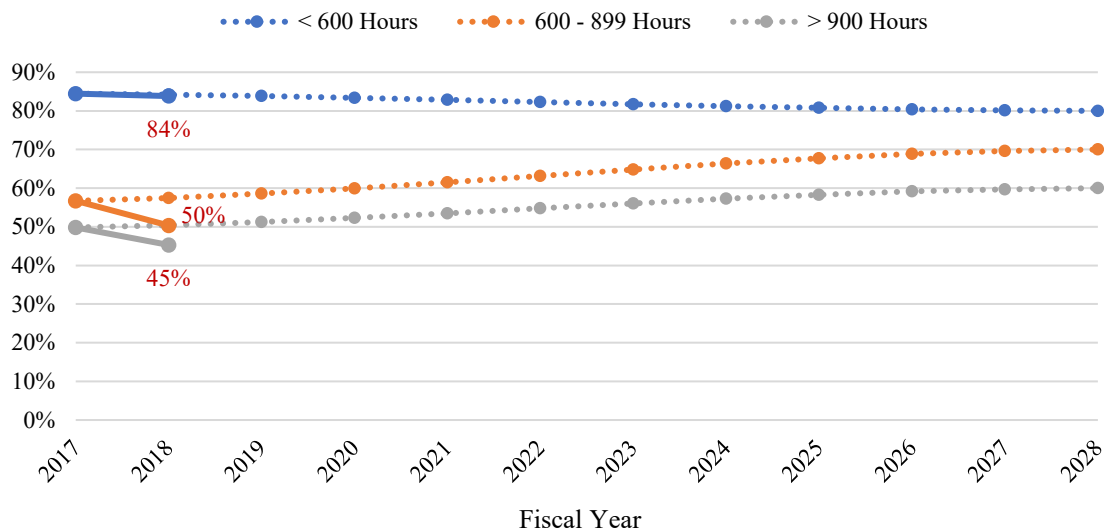
In FY 2017 the Utah System of Technical Colleges received an additional \$800,000 in state appropriations for the Custom Fit program intended to bolster the number of training opportunities to local companies, resulting in further economic development of the state. After a year of acclimation to increased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

Goal #3: Improve internal efficiencies

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

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

Figure 7: UTECH Graduation Rates by Program Length,
FY 2017 - FY 2018 with Desired FY 2019 - FY 2028 Growth



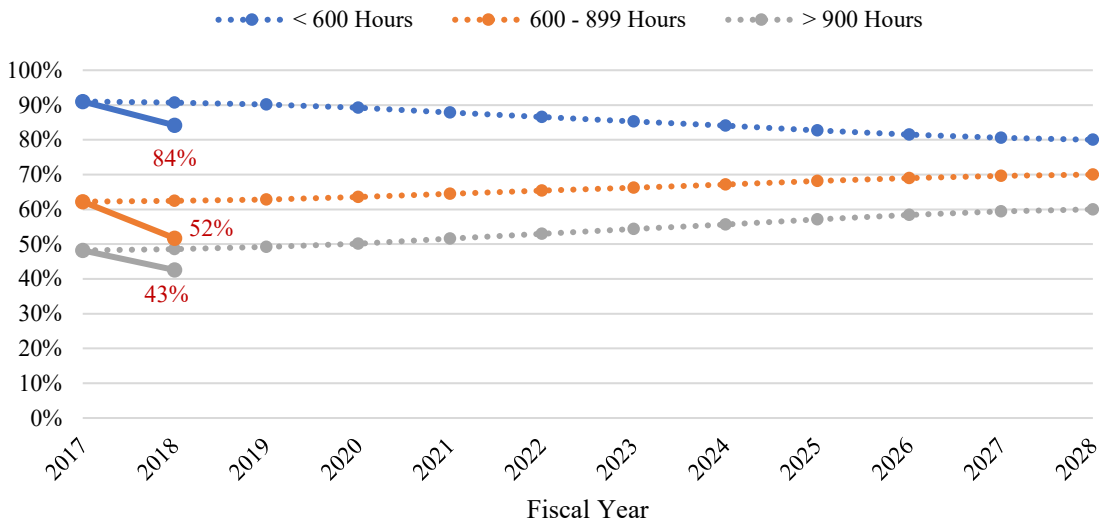
The graduation rate for the shortest of programs in FY 2018 is already at 84%. As we move forward, the Board of Trustees expects graduation rates for programs of less than 600 hours to continue to exceed the 80% mark. Medium-length and longer programs graduation rates are at 50% and 45%, both lower than goals established last year. Target graduation rates for intervening years between now and 2028 allow time for colleges to implement practices designed to spur improvement before aggressive growth is expected. Though colleges came in under the target for medium-length and longer programs in FY 2018, colleges are removing barriers and streamlining processes to increase graduation rates. And though graduation rates are lower than targeted, COE completion rates are above minimum thresholds as a significant number of students are leaving school early with job offers in hand.

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

The Board of Trustees has set the goal that graduation rates for high-demand/high-impact programs mirror the desired graduation rates of other programs at the colleges (i.e., an 80% graduation rate for programs of less than 600 hours in length, 70% for programs of 600-899 hours, and 60% for programs of 900 hours or more).

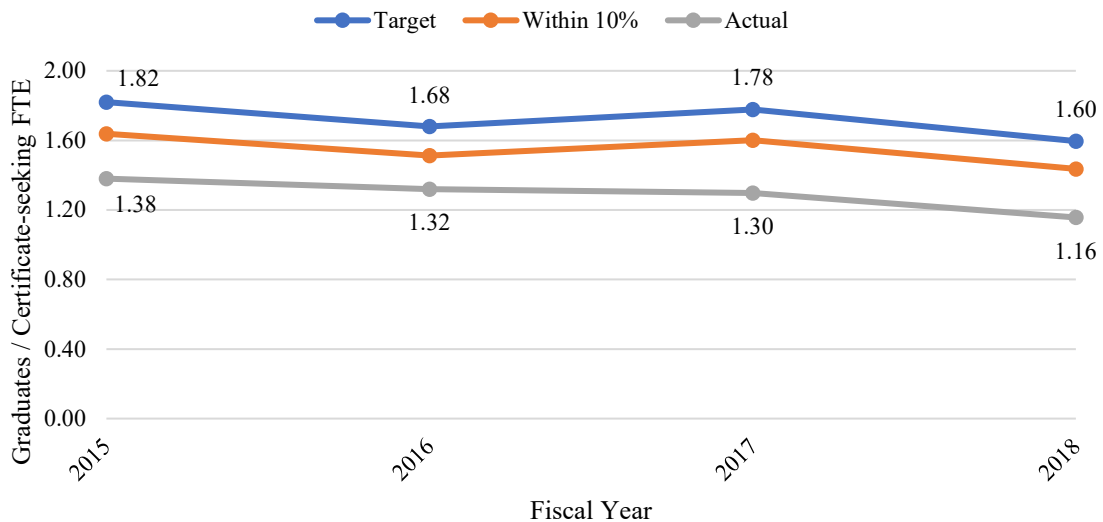
In FY 2018, high-demand program headcounts declined by over 600 students. High-wage/high-demand program graduation rates stratified by length each fell, following the same trends as observed in Figure 7. High-impact programs have similar graduation rates to programs not deemed as such.

Figure 8: UTECH High-Demand Graduation Rates by Program Length, FY 2017 - FY 2018 with Desired FY 2019 - FY 2028 Growth



- **Metric 3C:** Achieve 90% of the ideal annual number of awards per certificate-seeking full-time-equivalent (FTE) student based on employer-demanded program lengths.

Figure 9: UTECH Graduates per Certificate-seeking FTE, FY 2015 - FY 2018



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

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

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

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

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

Tuition and Fees

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

Table 20: Technical College Tuition per Membership Hour, FY 2017 – FY 2018

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

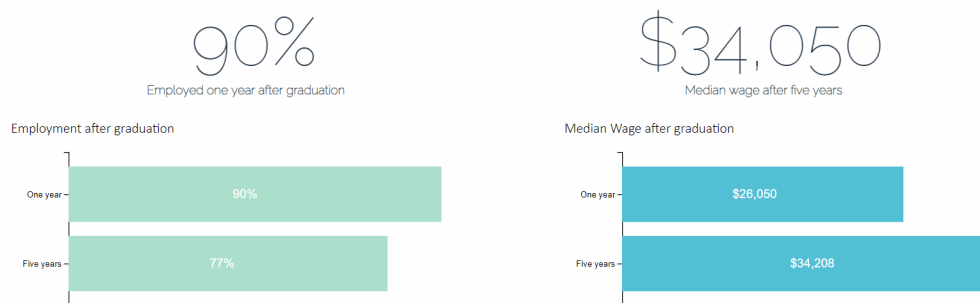
Tuition for some technical college programs differs from the rate schedule provided above. Per UTECH policy, differential tuition rates must be approved annually by the UTECH Board of Trustees. In FY 2018, tuition was lower for the Farming and Ranch Management programs at Bridgerland and Uintah Basin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

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

Student Employment and Wage Outcomes

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

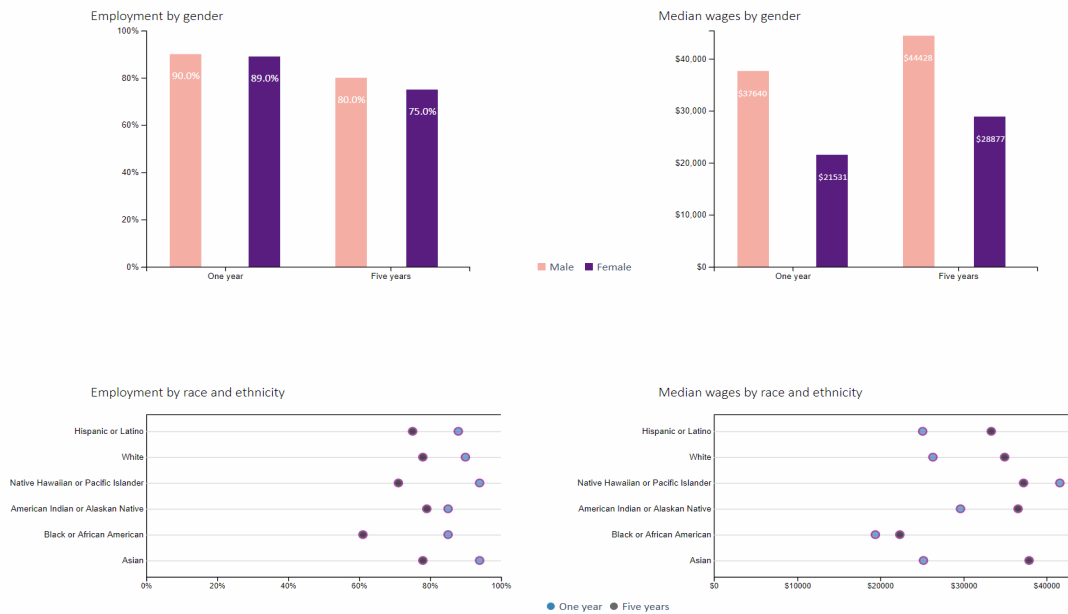
Figure 10: UTECH Students' Employment and Wage Information 1 and 5 Years Post-Graduation
Employment and wages following graduation from a technical college



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

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

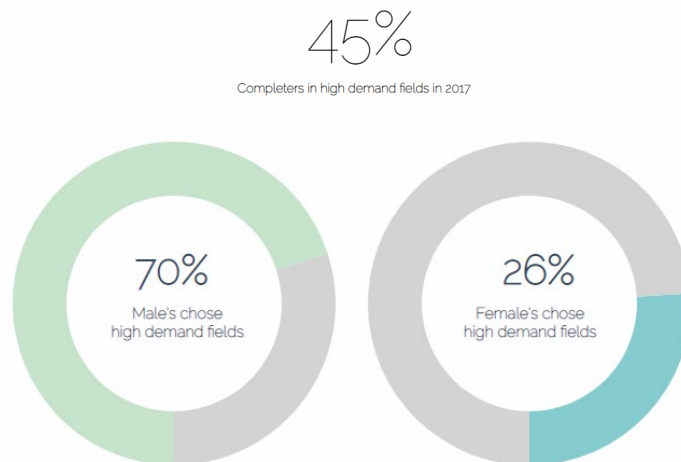
Figure 11: UTECH Students' Employment and Wage Information 1 and 5 Years Post-Graduation, Stratified by Gender and Racial/Ethnic Demographic



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

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

Figure 12: UTECH Graduates Placed in High-demand Industries
Percent of technical college completers in high demand fields



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

Custom Fit

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

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

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

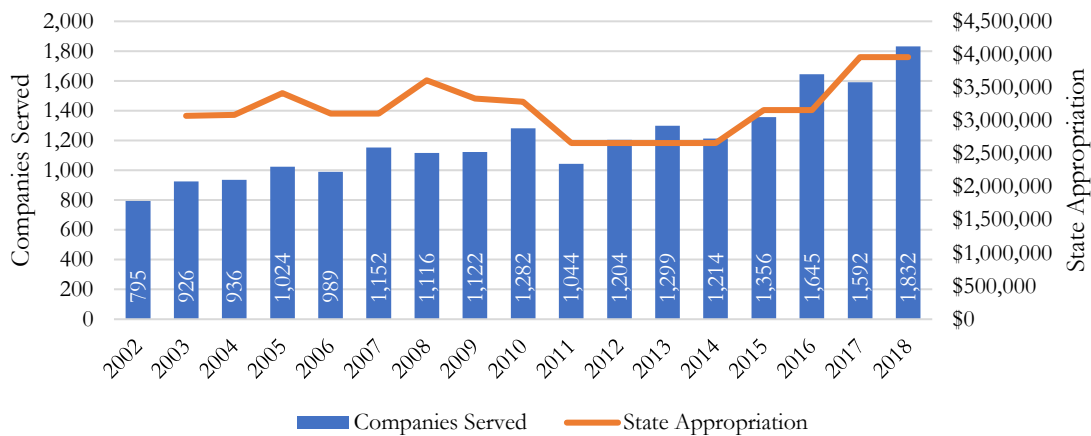
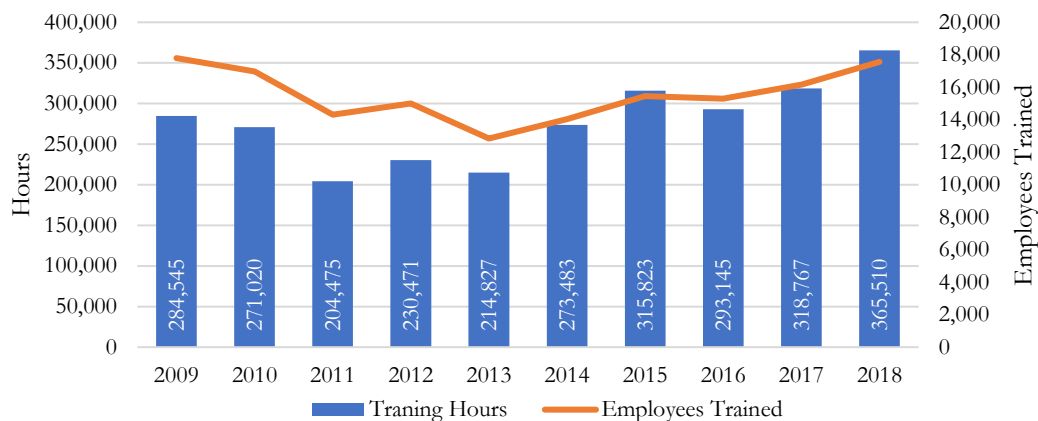


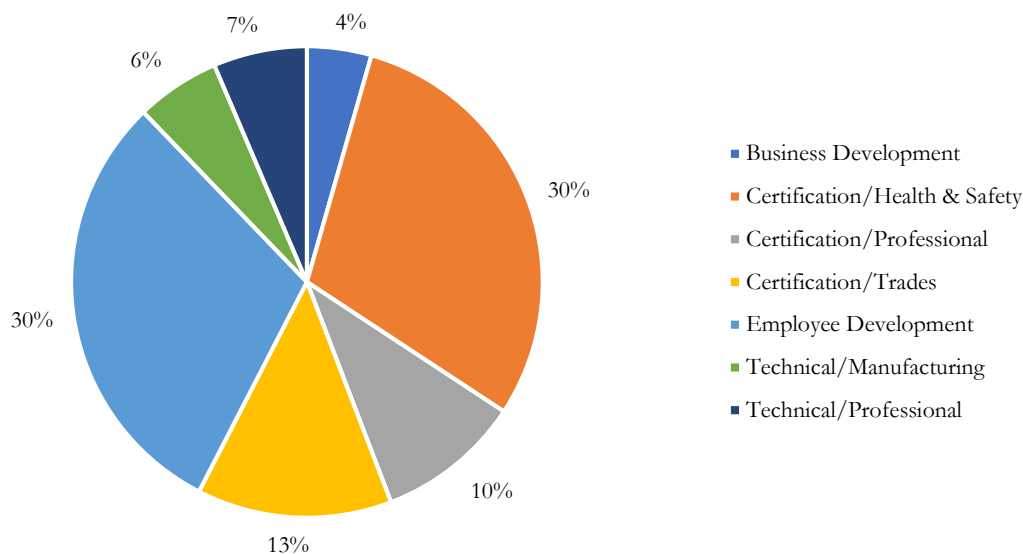
Figure 14: Custom Fit Instructional Hours and Employees Trained, FY 2009 - FY 2018



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

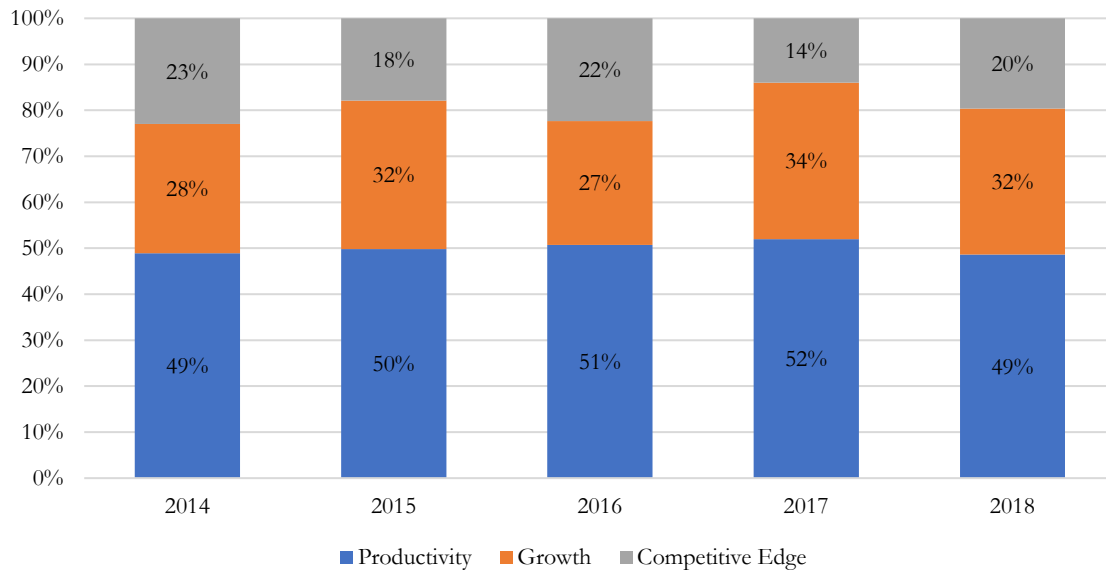
53% of all Custom Fit courses were taught this year with employee industry certifications being the end goal. 30% of all trainings were designed to provide health and safety certifications (e.g., Forklift Safety, Hazardous Waste Operations and Emergency Response, etc.), 10% professional certifications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

Figure 15: Custom Fit Course Descriptions, FY 2018



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

Figure 16: Custom Fit Training Objectives, FY 2018



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

Table 21: Custom Fit Budget, FY 2018

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



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