

2017

# 2017 Annual Report

(December Release)

UTAH SYSTEM OF TECHNICAL COLLEGES

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## Message from the Commissioner



Career and technical education (CTE) is essential to meeting the needs of Utah's vibrant economy. The Utah System of Technical Colleges and its member institutions provide CTE training in 18 of Utah's 29 counties, touching the lives of over 33,000 individuals annually. These students obtain knowledge, skills, and experiences that will benefit them and their families, as well as the employers seeking their expertise.

From our shortest programs requiring only a few weeks, to our longest requiring almost two years of study, each program at a technical college is designed with local employer needs in mind. Occupational advisory committees regularly examine curricula, equipment, and program outcomes, making changes as required to ensure that students have the skills necessary to obtain gainful employment. These industry partners' experience and input are invaluable.

This report is published on behalf of the Utah System of Technical Colleges Board of Trustees, in fulfillment of obligations under Title 53B, Chapter 2a, Section 104 of the Utah Code. It contains information on the system's and each technical college's activities and outputs in FY 2017. It also examines system-wide goals and initiatives, secondary student achievement, tuition rates, and the Custom Fit program. It is my hope that as you study this report, you too will catch the vision of what career and technical education means in the lives of students, communities, and Utah as a whole.

A handwritten signature in blue ink, which appears to read "Dave Woolstenhulme". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

David R. Woolstenhulme, Ed.D.  
Commissioner of Technical Education

## Utah System of Technical Colleges FY 2017 Recap

The Utah System of Technical Colleges experienced dramatic change in FY 2017. These changes have positioned our system, and each technical college, on a sure footing as we move into FY 2018 and beyond. The following sections describe major initiatives undertaken within the last year.

### *New Governance*

In the 2017 General Session, the Utah State Legislature passed Senate Bill 238, “Higher Education Governance Revisions”, renaming the Utah College of Applied Technology (UCAT) as the Utah System of Technical Colleges (USTC), and further renaming each applied technology college as a technical college. While these changes may seem slight, S.B. 238 will have a profound impact on career and technical education in the future.

S.B. 238 designates each technical college as a body corporate under state law. Hence, whereas UCAT was one institution with eight campuses, USTC is a system with eight distinct colleges, each with all powers granted to bodies corporate. This change elevates the stature of technical colleges throughout the state, validating their important work in meeting employer needs and changing students’ lives.

Additionally, the USTC Board of Trustees underwent several changes to its membership in FY 2017 consequent to Senate Bill 131 (2016 General Session). Previous Trustees representing the Governor’s Office of Economic Development, Salt Lake Community College, Utah State University Eastern, the Utah State Board of Education, and the Utah State Board of Regents have completed their terms and rotated off the Board. New members have succeeded them, each representing an industry sector served by technical colleges. New membership in FY 2017 comes from the Transportation, Information Technology, Manufacturing, and Healthcare fields.

### *Policy Development*

USTC and technical college administrators overhauled several system-wide policies governing the collection and reporting of student data in FY 2017. This effort was made to clarify program and enrollment reporting definitions, and to ensure consistent application of reporting policies with those of the colleges’ accrediting body, the Council on Occupational Education (COE).

Changes to USTC policies have directly impacted legislatively reported numbers, in some cases rendering FY 2017’s data incomparable to prior years. For example, USTC Policies 200 and 205 were amended to provide greater clarity regarding which secondary courses are appropriate to include in annual data summaries. These changes resulted in a few cases of dramatic decreases to secondary student headcounts in FY 2017. In addition, Policy 200 provides further instruction surrounding community interest courses that do not directly fill local employers’ needs. These courses must be financially self-supporting, and will not be reported in USTC data summaries. This change has also resulted in decreased headcounts. (Membership hour totals did not see an appreciable impact, as these courses are typically only a few hours in duration.)

Other changes to USTC policy affecting USTC data summaries include:

- Altering the definitions of Job Upgrade and Continuing Occupational Education training, ensuring both categories are held separately (as required by COE);
- Requiring that students receiving certificates be enrolled as certificate-seeking or secondary students only, streamlining data flow and analysis processes;
- Focusing outcome reporting on the number of distinct *graduates* within a program rather than the number of *certificates awarded*;
- Providing for updates to data after the COE annual report deadline each December, resulting in legislative summaries that match those reported to accreditors;
- Discounting membership hours accrued up-front for a full program when students withdraw early; and
- Removing all predefined formulae for calculating cost and completion rates, allowing USTC flexibility to make calculations based on context and directives received from stakeholders.

Additionally, USTC has adopted new policies governing articulation agreements with secondary education providers and Title IX investigation/adjudications. USTC administration feels these new and revised system-wide policies will result in greater services provided to students and a clearer understanding of the technical colleges' outputs.

#### *Integration of Department of Workforce Services Data*

In FY 2017, technical colleges began integrating data from the Department of Workforce Services (DWS) into annual budgeting and operational decisions to validate demand expressed by local employers. Technical colleges balance student demand for programmatic offerings with employer demand for skilled workers, focusing efforts on aligning the two. Where employers need workers with a defined skillset but student demand for the corresponding program is low, colleges must focus their efforts in marketing those high-impact programs. Additionally, as annual budget requests are submitted to the Utah State Legislature, college administrators weigh DWS-reported job openings and wage information as they prioritize legislative asks.

Integration of DWS data with everyday operations at the colleges is thanks to the invaluable partnerships between college administrators and local DWS representatives. We are excited for these partnerships and hope they continue to grow in the future.

#### *Career Pathways*

USTC has been an active partner with the Utah State Board of Education, the Utah System of Higher Education (USHE), and the Governor's Office of Economic Development in establishing career pathways available to Utah students. Structured with multiple exit points where students can find gainful employment, these pathways allow students to continually build upon their skills to advance into the upper echelons of fields such as aerospace and information technology.

USTC has also been working closely with our USHE partners to strengthen articulation agreements, allowing certificate programs of sufficient length to count toward the requirements for associates degrees in the applied sciences. The efficacy of these agreements is also actively

being examined through research opportunities funded through Utah's federal Statewide Longitudinal Data Systems grant. Results from these forthcoming studies will be examined for possible policy solutions to any shortcomings observed. USTC hopes to continue its work developing stackable credentials, encouraging Utah students to obtain as much education as possible and ensuring a bright economic future for individuals, families, and the state at large.

## Student Enrollment and Outcomes Reports

The Student Enrollment and Outcomes Reports that follow provide a snapshot of the educational activities and outcomes occurring at each technical college in FY 2017. Data summaries provided herein form the basis for all reporting to be done throughout the next year. Because several data elements are different from those reported in years past, the sections that follow provide insight into how students and their educational outcomes are represented.

### *Student Enrollment*

The Student Enrollment and Outcomes Reports that follow classify students according to their objectives in enrolling at a technical college. Students are classified into one of the following categories:

1. Certificate Seekers – These students enroll into an educational program that is approved by the Council on Occupational Education (COE) with the intent to graduate with a postsecondary certificate. Technical colleges are accountable to COE for these students' completion, placement, and (where applicable) licensure status.
2. Students Enrolled in Short-term Occupational Training – These students enroll in courses/programs at a technical college for short periods of time, without the intent to graduate with a postsecondary certificate. Students enrolled in short-term occupational training are all currently employed in a field related to the training pursued. Students in this category are further divided into the following subcategories:
  - a. Job Upgrade – These students enroll into short portions of COE-approved certificate programs with the intent to gain knowledge/skills sufficient to advance in the workplace.
  - b. Continuing Occupational Education – These students enroll in stand-alone courses (courses that are not part of approved certificate programs) with the intent to maintain their current employment (as opposed to advancing in the workplace). Examples may include regularly required re-certifications.
3. Students Enrolled in Other Training – These students enroll in stand-alone courses without the intent to graduate with a postsecondary certificate. Students are not employed in the field of training pursued, and may 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 UCA 53B-9-101.
4. Secondary Students – Secondary students enroll in courses/programs largely to earn high school CTE credit, though USTC policy is clear that secondary students who fulfill all required competencies are eligible to graduate with a full postsecondary certificate, even prior to completing high school. Furthermore, effective July 1, 2017, courses taught to secondary students must provide at least partial fulfillment of competencies required for

graduation from a certificate program (with limited exceptions to be approved by the Commissioner of Technical Education).

A student's classification may change during a fiscal year due to exiting and then re-enrolling at a technical college. For example, a student may enroll in short-term occupational training for a period of a few weeks, during which time he/she is exposed to other training opportunities available. The student may subsequently enroll at the college as a certificate-seeker. In the Student Enrollment and Outcomes Report, this student would appear twice, once among short-term occupational students, and once among certificate-seekers. Headcounts across student categories are *not* reported distinctly.

### *Student Outcomes*

The Student Enrollment and Outcomes Reports that follow display training outcomes for certificate-seeking students (i.e., those students that are fully matriculated into accredited programs) only. Other training occurring at technical colleges is typically short-term and taught to individuals for whom placement is not applicable. (Short-term occupational trainees are already employed, students who enroll in other training generally do so for personal interest or prior to enrolling as a certificate-seeker, and secondary students enroll largely to obtain high school credit rather than gainful employment.)

To maintain accreditation through the Council on Occupational Education, colleges must maintain a 60% completion rate, a 70% placement rate, and a 70% licensure rate (where applicable) *for each program offered*. Definitions of completion, placement, and licensure are examined hereafter.

Of note is that colleges are accountable for students enrolled in *each distinct program*. Therefore, in the reports that follow, certificate-seekers' completion, placement, and licensure statuses are counted once for each program into which they enroll. Hence, a student who completes a Certified Nursing Assistant program, who subsequently enrolls in a Medical Assisting program, is counted twice.

### *Rate Calculations*

Graduation rates at technical colleges differ from those reported by traditional institutions of higher education. While universities typically report rates based on student cohorts (e.g., freshmen entering in the fall semester) and temporal windows (e.g., six years to complete a bachelor's degree), these factors are not considered when calculating graduation rates within the Utah System of Technical Colleges. This is due to the open-entry/open-exit, competency-based nature of our institutions, as well as the varying lengths of programs offered.

All rate calculations that follow examine only students who have left their educational programs. Students who are still enrolled at the end of the reporting period (i.e., fiscal year) are excluded from rate calculations, regardless of how long they have previously been enrolled.

Graduation rates herein divide the number of graduates, counting students once for each program into which they enroll, by the number of students who have exited their programs. Graduates are



defined as students who have mastered all competencies required for and have been awarded a postsecondary certificate.

Note that graduation rates shown here differ from those annually reported to the Council on Occupational Education. COE policies instruct the colleges to exclude students from graduation rates when they withdraw from one program and enroll in another at the same institution, or when they are unable to earn a certificate due to serious illness, pregnancy, caring for a sick family member, incarceration, death, service with a foreign aid organization of the federal government (e.g., Peace Corps), or service on an official church mission. COE subtracts these students prior to calculating a graduation rate, as their completion rates are designed to reflect a student's likelihood of successful completion. USTC has chosen to include them when calculating graduation rates to account for all students who have enrolled, regardless of their reasons for exiting. These students are, however, subtracted in the further calculation of completion, placement, and licensure rates utilizing COE standards.

COE requires that each technical college maintain a 60% completion rate for each program offered. "Completers", under COE's definition, are those students who graduate from a program or who obtain employment in a related field consequent to their studies at the college. These students are called "Non-graduate completers" or "early hires". As USTC exists to meet the needs of Utah's employers for technically skilled workers, students who are hired early and consequent to their studies are counted as positive outcomes. Completion rates divide the number of completers by the number of students who have exited their programs.

Placement rates are based only upon those students previously identified as completers (both graduates and non-graduate completers). Successful placement is defined as employment in a field related to instruction, enlistment in military service, or enrollment in another educational program, whether within the same institution or without. As before, COE instructs the colleges to exclude certain students from placement rate calculations. Allowable subtractions include those who are unavailable to be placed (for the same reasons listed above), those who refuse employment (i.e., students who fail to keep job interviews or who receive but decline a job offer), and students who are awaiting state licensure before they can be placed. Placement rates divide the number of placed students by the sum of placed and unplaced students.

Lastly, licensure rates are provided herein. Rates are found by dividing the number of students who pass a required licensure exam by the number of students who took an exam. Licensure rates are applicable only to programs for which the occupation requires a license for employment, such as Licensed Practical Nurse or Commercial Driver's License.

Note that graduation, completion, placement, and licensure rates presented in the Student Enrollment and Outcomes Reports that follow are stratified by program length so as not to mix shorter programs (typically having high completion rates) with longer programs.

***\*Please note that some totals herein may not equal the sum of their parts due to rounding error.***

Table 1: Utah System of Technical Colleges, System-wide Student Enrollment and Outcomes Report, FY 2017

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	411,190	463,651	2,558,341	3,433,182
Headcount				11,606
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	2,990	2,059	7,074	12,123
Still Enrolled	384	876	2,904	4,164
Graduates	2,201	671	2,078	4,950
Non-graduates	405	512	2,092	3,009
Graduation Rate	84%	57%	50%	62%
Non-graduate Completers ("Early Hires") †	45	197	544	786
Allowable Subtractions	51	78	531	660
Withdrawn and Enrolled in Another Program	16	27	122	165
Unavailable to Earn a Credential	35	51	409	495
Completion Rate (utilizing COE standards)	88%	79%	72%	79%
Placed Students (includes Non-graduate Completers)	1,588	731	2,249	4,568
Related Employment	1,079	650	1,993	3,722
Military Service	6	4	8	18
Continuing Education	503	77	248	828
Allowable Subtractions	276	48	167	491
Unavailable for Employment	57	17	107	181
Refused Employment	28	8	22	58
Awaiting Licensure	191	23	38	252
Unplaced Students	382	89	206	677
Placement Rate (utilizing COE standards)	81%	89%	92%	87%
Graduates who Took a Req'd Licensure Exam	1,087	166	492	1,745
Graduates who Passed a Req'd Licensure Exam	1,039	164	490	1,693
Licensure Rate (utilizing COE standards)	96%	99%	100%	97%
Weighted Average Certificate Length (hours)				508

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	1,357,271	363,575	190,356	1,911,202
Headcount	8,341	529	164	9,034
Secondary Graduates (program length) ‡	1,146	152	172	1,470
% Secondary Students Earning Certificate				16%

<b>Postsecondary Membership Hours</b>	<b>4,042,131</b>	<b>Secondary Membership Hours</b>	<b>1,911,202</b>
<b>Distinct Postsecondary Headcount</b>	<b>24,202</b>	<b>Distinct Secondary Headcount</b>	<b>9,034</b>

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	71,858
Headcount	917
<i>Continuing Occupational Education</i>	
Membership Hours	343,479
Headcount	10,446
Average Length of Training (hours)	38

Students Enrolled in Other Training	
Membership Hours	193,612
Headcount	3,212
Basic Skills Students	986
Personal Interest Students	1,886
Job Re-entry Students	316
Senior Citizens	24

\* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ Whereas secondary headcounts are stratified by a student's total hours accrued in FY 2017, secondary graduates are stratified by the length of the program completed. Hence, secondary graduate counts from longer programs may exceed reported headcounts in the same column. In these situations, graduates completed coursework in a prior fiscal year and accrued fewer hours in FY 2017 than the program's overall length.

§ Job Upgrade students are currently employed in a field related to their 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 current employment (e.g., regularly required recertification).

Table 2: Bridgerland Technical College Student Enrollment and Outcomes Report, FY 2017

Certificate-seeking Students				
	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	83,782	57,385	475,815	616,982
Headcount				1,847
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	607	247	1,092	1,946
Still Enrolled	110	116	515	741
Graduates	460	88	291	839
Non-graduates	37	43	286	366
Graduation Rate	93%	67%	50%	70%
Non-graduate Completers ("Early Hires") †	2	21	100	123
Allowable Subtractions	1	2	35	38
Withdrawn and Enrolled in Another Program	0	1	19	20
Unavailable to Earn a Credential	1	1	16	18
Completion Rate (utilizing COE standards)	93%	84%	72%	82%
Placed Students (includes Non-graduate Completers)	288	86	349	723
Related Employment	159	68	326	553
Military Service	1	0	0	1
Continuing Education	128	18	23	169
Allowable Subtractions	59	3	11	73
Unavailable for Employment	5	1	6	12
Refused Employment	13	2	5	20
Awaiting Licensure	41	0	0	41
Unplaced Students	115	20	31	166
Placement Rate (utilizing COE standards)	71%	81%	92%	81%
Graduates who Took a Req'd Licensure Exam	270	28	68	366
Graduates who Passed a Req'd Licensure Exam	257	27	37	351
Licensure Rate (utilizing COE standards)	95%	96%	99%	96%
Weighted Average Certificate Length (hours)				543

Secondary Students				
	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	313,628	37,987	12,206	363,821
Headcount	1,809	56	10	1,875
Secondary Graduates (program length)	4	0	4	8
% Secondary Students Earning Certificate				0%

Postsecondary Membership Hours	<b>708,536</b>	Secondary Membership Hours	<b>363,821</b>
Distinct Postsecondary Headcount	<b>3,815</b>	Distinct Secondary Headcount	<b>1,875</b>

Short-term Occupational Training ‡	
<i>Job Upgrade</i>	
Membership Hours	2,744
Headcount	28
<i>Continuing Occupational Education</i>	
Membership Hours	73,290
Headcount	2,173
Average Length of Training (hours)	35

Students Enrolled in Other Training	
Membership Hours	15,520
Headcount	271
Basic Skills Students	263
Personal Interest Students	7
Job Re-entry Students	0
Senior Citizens	1

\* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ Job Upgrade students are currently employed in a field related to their 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* current employment (e.g., regularly required recertification).

Table 3: Davis Technical College Student Enrollment and Outcomes Report, FY 2017

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	70,624	126,424	756,778	953,826
Headcount				3,164
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	622	548	2,135	3,305
Still Enrolled	62	274	829	1,165
Graduates	435	155	560	1,150
Non-graduates	125	119	746	990
Graduation Rate	78%	57%	43%	54%
Non-graduate Completers ("Early Hires") †	13	53	153	219
Allowable Subtractions	7	5	263	275
Withdrawn and Enrolled in Another Program	7	3	10	20
Unavailable to Earn a Credential ‡	0	2	253	255
Completion Rate (utilizing COE standards)	81%	77%	68%	73%
Placed Students (includes Non-graduate Completers)	252	172	558	982
Related Employment	164	158	451	773
Military Service	2	0	4	6
Continuing Education	86	14	103	203
Allowable Subtractions	80	7	80	167
Unavailable for Employment	3	1	65	69
Refused Employment	1	0	5	6
Awaiting Licensure	76	6	10	92
Unplaced Students	116	29	75	220
Placement Rate (utilizing COE standards)	68%	86%	88%	82%
Graduates who Took a Req'd Licensure Exam	265	51	168	484
Graduates who Passed a Req'd Licensure Exam	238	51	168	457
Licensure Rate (utilizing COE standards)	90%	100%	100%	94%
Weighted Average Certificate Length (hours)				587

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	202,923	107,825	58,086	368,834
Headcount	1,227	152	56	1,435
Secondary Graduates (program length)	209	24	20	253
% Secondary Students Earning Certificate				18%

Postsecondary Membership Hours	1,048,844	Secondary Membership Hours	368,834
Distinct Postsecondary Headcount	4,604	Distinct Secondary Headcount	1,435

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	24,758
Headcount	152
<i>Continuing Occupational Education</i>	
Membership Hours	10,943
Headcount	662
Average Length of Training (hours)	44

Students Enrolled in Other Training	
Membership Hours	59,317
Headcount	971
Basic Skills Students	361
Personal Interest Students	605
Job Re-entry Students	0
Senior Citizens	5

\* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ 215 of 253 students unable to earn their credentials of 900 hours or greater (85%) were enrolled in programs taught at the Utah State Prison in Draper, Utah. Excluding these students, the proportion of students classified as allowable subtractions under COE standards becomes comparable with the other technical colleges within the USTC system.

§ Job Upgrade students are currently employed in a field related to their 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* current employment (e.g., regularly required recertification).

Table 4: Dixie Technical College Student Enrollment and Outcomes Report, FY 2017

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	13,916	41,612	134,280	189,808
Headcount				654
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	101	226	337	664
Still Enrolled	15	121	174	310
Graduates	78	46	91	215
Non-graduates	8	59	72	139
Graduation Rate	91%	44%	56%	61%
Non-graduate Completers ("Early Hires") †	1	30	29	60
Allowable Subtractions	1	1	5	7
Withdrawn and Enrolled in Another Program	0	1	2	3
Unavailable to Earn a Credential	1	0	3	4
Completion Rate (utilizing COE standards)	93%	73%	76%	79%
Placed Students (includes Non-graduate Completers)	70	67	106	243
Related Employment	54	67	100	221
Military Service	0	0	0	0
Continuing Education	16	0	6	22
Allowable Subtractions	1	9	7	17
Unavailable for Employment	1	2	6	9
Refused Employment	0	0	1	1
Awaiting Licensure	0	7	0	7
Unplaced Students	8	0	7	15
Placement Rate (utilizing COE standards)	90%	100%	94%	94%
Graduates who Took a Req'd Licensure Exam	0	24	0	24
Graduates who Passed a Req'd Licensure Exam	0	24	0	24
Licensure Rate (utilizing COE standards)	--	100%	--	100%
Weighted Average Certificate Length (hours)				544

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	45,950	18,383	1,020	65,353
Headcount	273	27	1	301
Secondary Graduates (program length) ‡	62	4	11	77
% Secondary Students Earning Certificate				26%

Postsecondary Membership Hours	223,595	Secondary Membership Hours	65,353
Distinct Postsecondary Headcount	4,333	Distinct Secondary Headcount	301

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	1,860
Headcount	10
<i>Continuing Occupational Education</i>	
Membership Hours	30,783
Headcount	3,683
Average Length of Training (hours)	9

Students Enrolled in Other Training	
Membership Hours	1,145
Headcount	20
Basic Skills Students	1
Personal Interest Students	8
Job Re-entry Students	11
Senior Citizens	0

\* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ Whereas secondary headcounts are stratified by a student's total hours accrued in FY 2017, secondary graduates are stratified by the length of the program completed. Hence, secondary graduate counts from longer programs may exceed reported headcounts in the same column. In these situations, graduates completed coursework in a prior fiscal year and accrued fewer hours in FY 2017 than the program's overall length.

§ Job Upgrade students are currently employed in a field related to their 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 current employment (e.g., regularly required recertification).

Table 5: Mountainland Technical College Student Enrollment and Outcomes Report, FY 2017

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	68,679	86,015	414,405	569,099
Headcount				2,033
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	490	360	1,222	2,072
Still Enrolled	62	122	470	654
Graduates	389	178	590	1,157
Non-graduates	39	60	162	261
Graduation Rate	91%	75%	78%	82%
Non-graduate Completers ("Early Hires") †	7	7	27	41
Allowable Subtractions	15	28	78	121
Withdrawn and Enrolled in Another Program	2	0	4	6
Unavailable to Earn a Credential	13	28	74	115
Completion Rate (utilizing COE standards)	96%	88%	92%	92%
Placed Students (includes Non-graduate Completers)	306	142	551	999
Related Employment	220	129	496	845
Military Service	0	1	0	1
Continuing Education	86	12	55	153
Allowable Subtractions	19	19	29	67
Unavailable for Employment	7	8	14	29
Refused Employment	1	4	3	8
Awaiting Licensure	11	7	12	30
Unplaced Students	71	24	37	132
Placement Rate (utilizing COE standards)	81%	86%	94%	88%
Graduates who Took a Req'd Licensure Exam ‡	220	44	152	416
Graduates who Passed a Req'd Licensure Exam	214	43	152	409
Licensure Rate (utilizing COE standards)	97%	98%	100%	98%
Weighted Average Certificate Length (hours)				397

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	266,831	114,636	93,707	475,174
Headcount	1,206	175	72	1,453
Secondary Graduates (program length) §	572	83	113	768
% Secondary Students Earning Certificate				53%

Postsecondary Membership Hours	<b>662,803</b>	Secondary Membership Hours	<b>475,174</b>
Distinct Postsecondary Headcount	<b>2,840</b>	Distinct Secondary Headcount	<b>1,453</b>

Short-term Occupational Training ¶	
<i>Job Upgrade</i>	
Membership Hours	1,440
Headcount	9
<i>Continuing Occupational Education</i>	
Membership Hours	81,710
Headcount	484
Average Length of Training (hours)	163

Students Enrolled in Other Training	
Membership Hours	10,555
Headcount	397
Basic Skills Students	64
Personal Interest Students	333
Job Re-entry Students	0
Senior Citizens	0

\* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ Licensure numbers shown here differ slightly from those approved by the Executive Committee of the USTC Board of Trustees in its meeting of December 21, 2017. Errors in student data were found and corrected subsequent to Board approval, resulting in summary figures here displayed. Differences were deemed sufficiently negligible to not require Board approval of revised figures.

§ Whereas secondary headcounts are stratified by a student's total hours accrued in FY 2017, secondary graduates are stratified by the length of the program completed. Hence, secondary graduate counts from longer programs may exceed reported headcounts in the same column. In these situations, graduates completed coursework in a prior fiscal year and accrued fewer hours in FY 2017 than the program's overall length.

¶ Job Upgrade students are currently employed in a field related to their 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 current employment (e.g., regularly required recertification).

Table 6: Ogden-Weber Technical College Student Enrollment and Outcomes Report, FY 2017

Certificate-seeking Students				
	(Program Length)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	41,545	90,119	542,182	673,846
Headcount				2,462
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	368	499	1,673	2,540
Still Enrolled	47	194	705	946
Graduates	265	124	369	758
Non-graduates	56	181	599	836
Graduation Rate	83%	41%	38%	48%
Non-graduate Completers ("Early Hires") †	12	75	159	246
Allowable Subtractions	10	27	109	146
Withdrawn and Enrolled in Another Program	0	14	65	79
Unavailable to Earn a Credential	10	13	44	67
Completion Rate (utilizing COE standards)	89%	72%	61%	69%
Placed Students (includes Non-graduate Completers)	223	177	455	855
Related Employment	158	159	412	729
Military Service	3	2	4	9
Continuing Education	62	16	39	117
Allowable Subtractions	34	10	34	78
Unavailable for Employment	12	5	10	27
Refused Employment	3	2	8	13
Awaiting Licensure	19	3	16	38
Unplaced Students	20	12	39	71
Placement Rate (utilizing COE standards)	92%	94%	92%	92%
Graduates who Took a Req'd Licensure Exam	59	19	64	142
Graduates who Passed a Req'd Licensure Exam	59	19	64	142
Licensure Rate (utilizing COE standards)	100%	100%	100%	100%
Weighted Average Certificate Length (hours)				678

Secondary Students				
	(Hours Accrued)			
	0-599 hours	600-899 hours	900+ hours	Total
Membership Hours	179,999	60,797	21,096	261,891
Headcount	1,221	85	21	1,327
Secondary Graduates (program length)	104	9	20	133
% Secondary Students Earning Certificate				10%

<b>Postsecondary Membership Hours</b>	<b>860,724</b>	<b>Secondary Membership Hours</b>	<b>261,891</b>
<b>Distinct Postsecondary Headcount</b>	<b>4,173</b>	<b>Distinct Secondary Headcount</b>	<b>1,327</b>

Short-term Occupational Training ‡	
<i>Job Upgrade</i>	
Membership Hours	31,076
Headcount	615
<i>Continuing Occupational Education</i>	
Membership Hours	78,875
Headcount	1,069
Average Length of Training (hours)	83

Students Enrolled in Other Training	
Membership Hours	76,928
Headcount	722
Basic Skills Students	231
Personal Interest Students	194
Job Re-entry Students	292
Senior Citizens	5

\* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ Job Upgrade students are currently employed in a field related to their 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* current employment (e.g., regularly required recertification).

Table 7: Southwest Technical College Student Enrollment and Outcomes Report, FY 2017

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	27,755	43,434	72,310	143,500
Headcount				429
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	181	100	171	452
Still Enrolled	7	24	70	101
Graduates	164	48	47	259
Non-graduates	10	28	54	92
Graduation Rate	94%	63%	47%	74%
Non-graduate Completers ("Early Hires") †	0	3	8	11
Allowable Subtractions	3	11	22	36
Withdrawn and Enrolled in Another Program	0	7	9	16
Unavailable to Earn a Credential	3	4	13	20
Completion Rate (utilizing COE standards)	96%	78%	70%	86%
Placed Students (includes Non-graduate Completers)	124	47	48	219
Related Employment	84	45	46	175
Military Service	0	1	0	1
Continuing Education	40	1	2	43
Allowable Subtractions	18	0	0	18
Unavailable for Employment	2	0	0	2
Refused Employment	1	0	0	1
Awaiting Licensure	15	0	0	15
Unplaced Students	22	4	7	33
Placement Rate (utilizing COE standards)	85%	92%	87%	87%
Graduates who Took a Req'd Licensure Exam	104	0	0	104
Graduates who Passed a Req'd Licensure Exam	104	0	0	104
Licensure Rate (utilizing COE standards)	100%	--	--	100%
Weighted Average Certificate Length (hours)				373

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	88,898	4,310	0	93,208
Headcount	850	6	0	856
Secondary Graduates (program length) ‡	59	0	1	60
% Secondary Students Earning Certificate				7%

<b>Postsecondary Membership Hours</b>	<b>165,867</b>	<b>Secondary Membership Hours</b>	<b>93,208</b>
<b>Distinct Postsecondary Headcount</b>	<b>1,452</b>	<b>Distinct Secondary Headcount</b>	<b>856</b>

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	2,086
Headcount	14
<i>Continuing Occupational Education</i>	
Membership Hours	13,902
Headcount	684
Average Length of Training (hours)	23

Students Enrolled in Other Training	
Membership Hours	6,380
Headcount	460
Basic Skills Students	0
Personal Interest Students	459
Job Re-entry Students	0
Senior Citizens	1

\* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ Whereas secondary headcounts are stratified by a student's total hours accrued in FY 2017, secondary graduates are stratified by the length of the program completed. Hence, secondary graduate counts from longer programs may exceed reported headcounts in the same column. In these situations, graduates completed coursework in a prior fiscal year and accrued fewer hours in FY 2017 than the program's overall length.

§ Job Upgrade students are currently employed in a field related to their 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 current employment (e.g., regularly required recertification).



Table 8: Tooele Technical College Student Enrollment and Outcomes Report, FY 2017\*

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	38,299	8,066	72,510	118,875
Headcount				475
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	281	51	238	570
Still Enrolled	59	22	97	178
Graduates	133	18	56	207
Non-graduates	89	11	85	185
Graduation Rate	60%	62%	40%	53%
Non-graduate Completers ("Early Hires") †	10	1	34	45
Allowable Subtractions	12	3	6	21
Withdrawn and Enrolled in Another Program	6	0	3	9
Unavailable to Earn a Credential	6	3	3	12
Completion Rate (utilizing COE standards)	68%	73%	67%	68%
Placed Students (includes Non-graduate Completers)	125	19	84	228
Related Employment	54	7	77	138
Military Service	0	0	0	0
Continuing Education	71	12	7	90
Allowable Subtractions	13	0	4	17
Unavailable for Employment	3	0	4	7
Refused Employment	9	0	0	9
Awaiting Licensure	1	0	0	1
Unplaced Students	5	0	2	7
Placement Rate (utilizing COE standards)	96%	100%	98%	97%
Graduates who Took a Req'd Licensure Exam	49	0	18	67
Graduates who Passed a Req'd Licensure Exam	49	0	17	66
Licensure Rate (utilizing COE standards)	100%	--	94%	99%
Weighted Average Certificate Length (hours)				482

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	16,274	4,953	1,211	22,438
Headcount	136	7	1	144
Secondary Graduates (program length)	14	0	0	14
% Secondary Students Earning Certificate				10%

Postsecondary Membership Hours	<b>135,823</b>	Secondary Membership Hours	<b>22,438</b>
Distinct Postsecondary Headcount	<b>661</b>	Distinct Secondary Headcount	<b>144</b>

Short-term Occupational Training ‡	
<i>Job Upgrade</i>	
Membership Hours	6,312
Headcount	79
<i>Continuing Occupational Education</i>	
Membership Hours	1,328
Headcount	29
Average Length of Training (hours)	71

Students Enrolled in Other Training	
Membership Hours	9,308
Headcount	170
Basic Skills Students	58
Personal Interest Students	104
Job Re-entry Students	1
Senior Citizens	7

\* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ Job Upgrade students are currently employed in a field related to their 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* current employment (e.g., regularly required recertification).

Table 9: Uintah Basin Technical College Student Enrollment and Outcomes Report, FY 2017

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	66,590	10,595	90,061	167,246
Headcount				542
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	340	28	206	574
Still Enrolled	22	3	44	69
Graduates	277	14	74	365
Non-graduates	41	11	88	140
Graduation Rate	87%	56%	46%	72%
Non-graduate Completers ("Early Hires") †	0	7	34	41
Allowable Subtractions	2	1	13	16
Withdrawn and Enrolled in Another Program	1	1	10	12
Unavailable to Earn a Credential	1	0	3	4
Completion Rate (utilizing COE standards)	88%	88%	72%	83%
Placed Students (includes Non-graduate Completers)	200	21	98	319
Related Employment	186	17	85	288
Military Service	0	0	0	0
Continuing Education	14	4	13	31
Allowable Subtractions	52	0	2	54
Unavailable for Employment	24	0	2	26
Refused Employment	0	0	0	0
Awaiting Licensure	28	0	0	28
Unplaced Students	25	0	8	33
Placement Rate (utilizing COE standards)	89%	100%	92%	91%
Graduates who Took a Req'd Licensure Exam	120	0	22	142
Graduates who Passed a Req'd Licensure Exam	118	0	22	140
Licensure Rate (utilizing COE standards)	98%	--	100%	99%
Weighted Average Certificate Length (hours)				396

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	242,768	14,685	3,031	260,484
Headcount	1,619	21	3	1,643
Secondary Graduates (program length) ‡	122	32	3	157
% Secondary Students Earning Certificate				10%

<b>Postsecondary Membership Hours</b>	<b>235,938</b>	<b>Secondary Membership Hours</b>	<b>260,484</b>
<b>Distinct Postsecondary Headcount</b>	<b>2,324</b>	<b>Distinct Secondary Headcount</b>	<b>1,643</b>

Short-term Occupational Training §	
<i>Job Upgrade</i>	
Membership Hours	1,582
Headcount	10
<i>Continuing Occupational Education</i>	
Membership Hours	52,650
Headcount	1,662
Average Length of Training (hours)	32

Students Enrolled in Other Training	
Membership Hours	14,461
Headcount	201
Basic Skills Students	8
Personal Interest Students	176
Job Re-entry Students	12
Senior Citizens	5

\* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ Whereas secondary headcounts are stratified by a student's total hours accrued in FY 2017, secondary graduates are stratified by the length of the program completed. Hence, secondary graduate counts from longer programs may exceed reported headcounts in the same column. In these situations, graduates completed coursework in a prior fiscal year and accrued fewer hours in FY 2017 than the program's overall length.

§ Job Upgrade students are currently employed in a field related to their 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 current employment (e.g., regularly required recertification).

## Performance-based Funding Metrics and Attainment

Senate Bill 117 (2017 General Session), “Higher Education Performance Funding”, was signed by Governor Gary Herbert on March 24, 2017, becoming codified under Title 53B, Chapter 7, Part 7 in Utah Code. This statute establishes a restricted account that will appropriate ongoing funding to Utah institutions of higher education in response to improvements to their performance.

UCA 53B-7-707(1)(a) charges the USTC Board of Trustees with establishing a model for determining a technical college’s overall performance for funding purposes. Additionally, the Board is to report on the colleges’ performance under the established model in its annual report to the Education Interim Committee. The Board of Trustees unanimously approved the following model in its September 13, 2017 meeting for submission to the Higher Education Appropriations Subcommittee.

The USTC performance-based funding model scores the colleges in five categories tied to USTC’s mission, with funding being apportioned based upon relative weights assigned to each category. 30% of available funding will be awarded based on a college’s performance in its certificate programs, 10% in short-term occupational training, 15% in secondary student completion, 25% in placement, and 20% in college efficiencies. Within each performance category are individual metrics with point values assigned, the sum of which total to the category score. Further information on each category is provided below.

### *Certificate Programs*

College scores in the Certificate Programs category are driven primarily by the number of graduates produced annually. As in the Student Enrollment and Outcomes Reports, 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.

In addition, colleges receive a bonus point for each graduate of a high-demand/high-impact program. These are programs, the graduates of which can obtain employment in specific high-demand industries identified by the Utah Department of Workforce Services. Specific programs identified as high-demand/high-impact are:

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

- Automobile/Automotive Mechanics Technology/Technician
- Aircraft Powerplant Technology/Technician
- Aeronautics/Aviation/Aerospace Science and Technology General
- Truck and Bus Driver/Commercial Vehicle Operator and Instructor
- Interior Design
- Dental Assisting/Assistant
- Clinical/Medical Laboratory Assistant
- Medical Radiologic Technology/Science - Radiation Therapist
- Licensed Practical/Vocational Nurse Training
- Accounting Technology/Technician and Bookkeeping
- Human Resources Management/Personnel Administration
- Marketing/Marketing Management

### *Short-term Occupational Training*

Technical colleges provide significant short-term training to individuals who are already employed and are seeking to maintain their current employment or advance in the workplace. This category awards points for students who successfully complete short-term training courses that do not lead to a certificate. Students are counted distinctly, and points are 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 in total.

### *Secondary Completion*

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

While most high school students enroll in technical college courses to explore careers and earn high school credit, USTC desires that every secondary student have the opportunity to progress toward and, when possible, complete a certificate program, even prior to high school graduation. For those unable to finish before completing high school, we hope to retain them so they may earn a postsecondary award within one year after high school graduation. These goals are emphasized in the performance-based funding model. Herein, we identify each technical college student belonging to the high school graduating class of 2017, regardless of when the student was enrolled. If a student was enrolled as a high school junior in FY 2016, or as a sophomore in FY 2015, he/she is included in the class of 2017. The percentage of these students who earned a postsecondary certificate prior to high school graduation (regardless of when the certificate was awarded) is calculated and multiplied by 200. For example, if 25% of a technical college's students belonging to the class of 2017 earned a certificate while still in high school, the college would be awarded 50 points. The model also awards points for the proportion of students from the class of 2016 who earned a certificate prior to or within one year after high school graduation (i.e., within FY 2017), multiplying this rate by 100.

### *Placement*

The performance-based funding model awards one point to technical colleges for each certificate-seeking student who has obtained placement as defined by the Council on Occupational Education. For further information on how COE defines placement, please see the Student Enrollment and Outcomes Reports section of this report. In addition, a college's overall

placement rate is multiplied by 100, with the product being added to the category total. For example, if a college has a 70% placement rate, 70 points are added to the Placement category total.

Additional points are awarded for each student placement coming from those high-demand/high-impact programs identified by the Department of Workforce Services and listed above.

Lastly, additional points are awarded for each under-served student placement. 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 under federal Perkins Grant reporting guidelines.

### *Efficiencies*

20% of available performance-based funding will be awarded based on a technical college's internal efficiencies. Efficiency is here operationalized using student graduation rates, stratified by program length. Each rate is multiplied by a factor that increases as the program length increases, resulting in more points accrued for higher graduation rates in the longest programs. In addition, a college's certificate-seeking graduates per full-time equivalent (1 FTE = 900 hours) is multiplied by 50 and added to the category total.

***\*Please note that some totals herein may not equal the sum of their parts due to rounding error.***

Table 10: Performance-based Funding Metrics and FY 2017 Attainment, page 1 of 2

	Weighting per Unit	Multiplier	Bridgerland Technical College		Davis Technical College		Dixie Technical College		Mountainland Technical College	
			Attainment	Score	Attainment	Score	Attainment	Score	Attainment	Score
<b>Certificate Programs (30%)</b>										
COE-approved Program Graduates (includes certificate seeking and secondary students; stratified by program lengths)										
≤ 599 Hours	1.00		464	464	644	644	140	140	961	961
600 – 899 Hours	3.00		88	264	179	537	50	150	261	783
≥ 900 Hours	5.00		295	1,475	580	2,900	102	510	703	3,515
Additional Points for Graduates from High Demand/High Impact Programs	1.00		198	198	243	243	28	28	464	464
<b>Category Total</b>				<b>2,401</b>		<b>4,324</b>		<b>828</b>		<b>5,723</b>
<b>Short-term Occupational Training (10%)</b>										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		190	38	107	21	40	8	441	88
< 60 Hours	0.10		1,526	153	637	64	3,608	361	3	0
<b>Category Total</b>				<b>191</b>		<b>85</b>		<b>369</b>		<b>89</b>
<b>Secondary Completion (15%)</b>										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		4	1	209	52	62	16	572	143
600 – 899 Hours	0.50		-	-	24	12	4	2	83	42
≥ 900 Hours	1.00		4	4	20	20	11	11	113	113
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	1%	1	24%	47	8%	16	58%	116
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	3%	3	42%	42	12%	12	70%	70
<b>Category Total</b>				<b>10</b>		<b>174</b>		<b>57</b>		<b>484</b>
<b>Placement (25%)</b>										
Certificate-seeking Student Placements (includes graduates and non-graduate completers)										
<i>Related Employment</i>	1.00		723	723	982	982	243	243	999	999
<i>Military Service</i>			1		6		-		1	
<i>Continuing Education</i>			169		203		22		153	
Additional Points for Under-served/At-risk Student Placements	0.50		254	127	388	194	93	47	290	145
Additional Points for Placements from High Demand/High Impact Programs	1.00		223	223	282	282	42	42	361	361
Placement Rate (includes Graduates and Early Hires)		100	81%	81	82%	82	94%	94	88%	88
<b>Category Total</b>				<b>1,154</b>		<b>1,540</b>		<b>426</b>		<b>1,593</b>
<b>Efficiency (20%)</b>										
Graduation Rates (program lengths)										
≤ 599 Hours		50	93%	47	78%	39	91%	46	91%	46
600 – 899 Hours		75	67%	50	57%	43	44%	33	75%	56
≥ 900 Hours		100	50%	50	43%	43	56%	56	78%	78
Certificate-seeking Graduates per FTE		50	1.22	61	1.09	54	1.02	51	1.83	91
<i>Certificate-seeking Graduates</i>			839		1,150		215		1,157	
<i>Certificate-seeking Membership Hours</i>			616,982		953,826		189,808		569,099	
<b>Category Total</b>				<b>208</b>		<b>179</b>		<b>185</b>		<b>271</b>

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

Table 11: Performance-based Funding Metrics and FY 2017 Attainment, page 2 of 2

	Weighting per Unit	Multiplier	Ogden-Weber Technical College		Southwest Technical College		Tooele Technical College		Uintah Basin Technical College	
			Attainment	Score	Attainment	Score	Attainment	Score	Attainment	Score
<b>Certificate Programs (30%)</b>										
COE-approved Program Graduates (includes certificate seeking and secondary students; stratified by program lengths)										
≤ 599 Hours	1.00		369	369	223	223	147	147	399	399
600 – 899 Hours	3.00		133	399	48	144	18	54	46	138
≥ 900 Hours	5.00		389	1,945	48	240	56	280	77	385
Additional Points for Graduates from High Demand/High Impact Programs	1.00		140	140	59	59	63	63	136	136
<b>Category Total</b>				<b>2,853</b>		<b>666</b>		<b>544</b>		<b>1,058</b>
<b>Short-term Occupational Training (10%)</b>										
Job Upgrade and Continuing Occupational Education Course Completers (course lengths)										
≥ 60 Hours	0.20		622	124	70	14	25	5	45	9
< 60 Hours	0.10		511	51	619	62	33	3	1,595	160
<b>Category Total</b>				<b>176</b>		<b>76</b>		<b>8</b>		<b>169</b>
<b>Secondary Completion (15%)</b>										
Additional Points for Secondary Program Graduates (program lengths)										
≤ 599 Hours	0.25		104	26	59	15	14	4	122	31
600 – 899 Hours	0.50		9	5	-	-	-	-	32	16
≥ 900 Hours	1.00		20	20	1	1	-	-	3	3
% of Enrollees from Class of 2017 who Earned Cert. before HS Graduation		200	13%	26	14%	29	9%	19	20%	39
% of Enrollees from Class of 2016 who Earned Cert. before/within 1 yr. of HS Graduation		100	24%	24	16%	16	26%	26	20%	20
<b>Category Total</b>				<b>100</b>		<b>60</b>		<b>48</b>		<b>110</b>
<b>Placement (Certificate-seeking Students Only; 25%)</b>										
Certificate-seeking Student Placements (includes graduates and non-graduate completers)										
<i>Related Employment</i>	1.00		855	855	219	219	228	228	319	319
<i>Military Service</i>			729		175		138		288	
<i>Continuing Education</i>			9		1		-		-	
<i>Continuing Education</i>			117		43		90		31	
Additional Points for Under-served/At-risk Student Placements	0.50		378	189	110	55	115	58	102	51
Additional Points for Placements from High Demand/High Impact Programs	1.00		211	211	54	54	75	75	104	104
Placement Rate (includes Graduates and Early Hires)		100	92%	92	87%	87	97%	97	91%	91
<b>Category Total</b>				<b>1,347</b>		<b>415</b>		<b>458</b>		<b>565</b>
<b>Efficiency (20%)</b>										
Graduation Rates (program lengths)										
≤ 599 Hours		50	83%	42	94%	47	60%	29	87%	44
600 – 899 Hours		75	41%	31	63%	47	62%	47	56%	42
≥ 900 Hours		100	38%	38	47%	47	40%	39	46%	46
Certificate-seeking Graduates per FTE		50	1.01	51	1.62	81	1.57	80	1.96	98
<i>Certificate-seeking Graduates</i>			758		259		207		365	
<i>Certificate-seeking Membership Hours</i>			673,846		143,500		118,875		167,246	
<b>Category Total</b>				<b>161</b>		<b>222</b>		<b>195</b>		<b>230</b>

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

## Utah System of Technical Colleges 10-year Goals

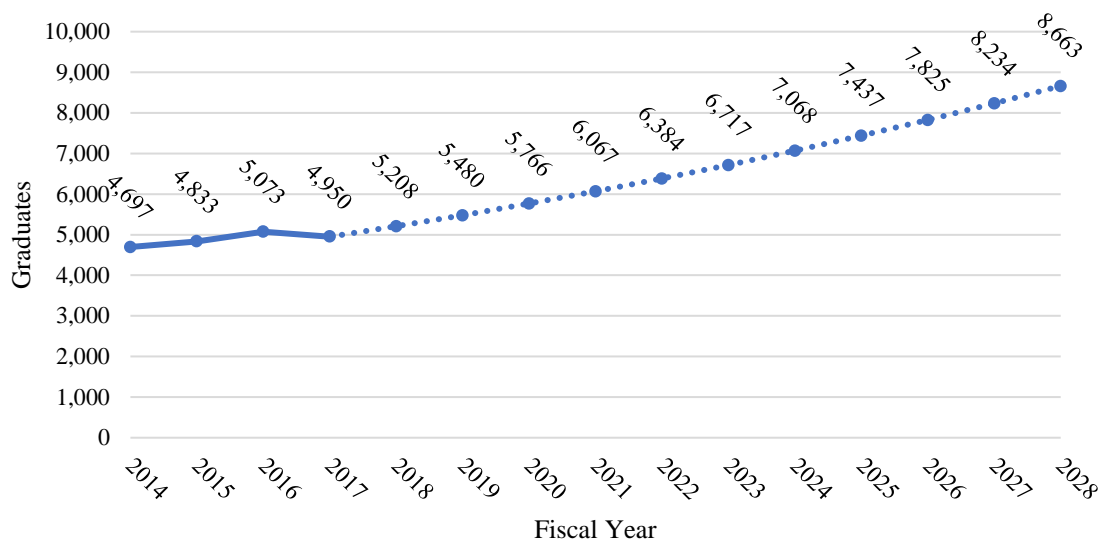
That Utah System of Technical Colleges Board of Trustees, in its September 13, 2017 meeting, established the following 10-year goals and associated metrics to assess system-wide performance. These goals are aligned with the USTC Strategic Plan, approved by the Board of Trustees on March 23, 2017.

Please note that USTC Policy 205, Student Enrollment and Outcome Reporting, underwent major revisions during FY 2017 in preparation for reporting college and system-wide student data. Revisions include definitional and operational changes, resulting in numbers that may not necessarily be comparable to data reported in years past. Herein, where prior years' data are not entirely comparable, 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 students graduating with a Board-approved technical college postsecondary certificate by 75% by 2028.

Figure 1: USTC Graduates, FY 2014 - FY 2017  
with Desired FY 2018 - FY 2028 Growth



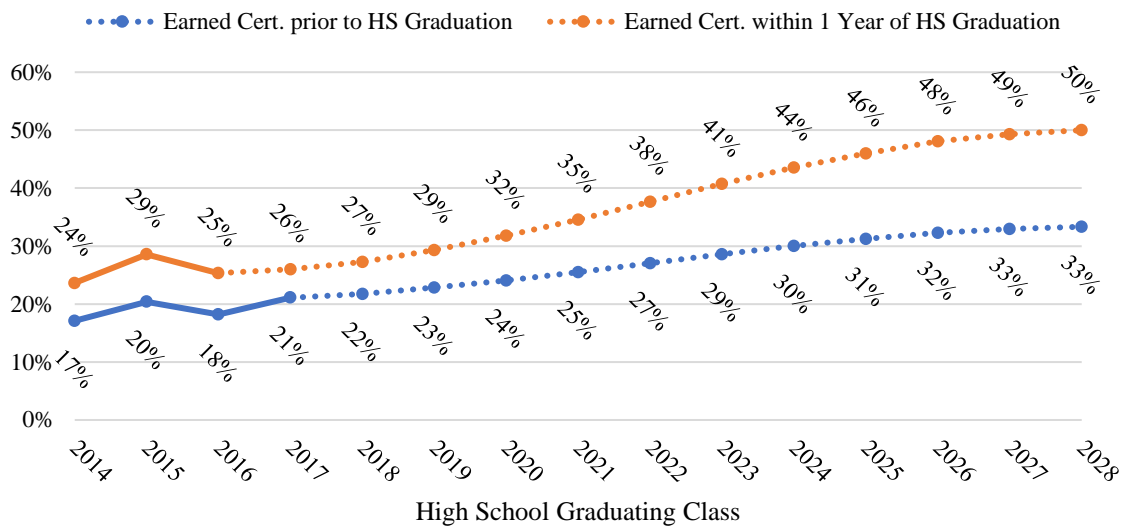
System-wide graduates from FY 2014 through FY 2016 were reported in prior reports published by the Board of Trustees. Under old provisions of USTC Policy 205, students were classified as “completers” (note that under current policy, students are now called “graduates”) upon receipt of a postsecondary certificate, regardless of some students’ statuses as being still enrolled in their programs of study. In FY 2017 and moving forward, students are classified as graduates or non-graduates only upon exiting their programs; students who are still enrolled are excluded from counts of graduates. This change results in a decline in the number of annual graduates from FY 2016 to FY 2017, though the change is almost negligible (see Figure 1).



To meet the Board of Trustees’ goal of 75% growth by 2028, system-wide counts of graduates must annually increase by at least 5.22%.

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

Figure 2: USTC Secondary Graduation Rates, FY 2014 - FY 2017 with Desired FY 2018 - FY 2028 Growth



Secondary student graduation rates are difficult to calculate, as secondary students frequently attend a technical college to earn high school CTE credit without necessarily completing a full certificate program. Additionally, many students fulfill coursework during regular school hours and cease to attend a technical college over the summer break, even though they fully intend to return after school resumes in the fall. It is difficult to calculate secondary graduation rates without first identifying a student cohort with a defined period within which to complete a certificate program. To that end, USTC calculates secondary graduation rates for each annual high school graduating class.

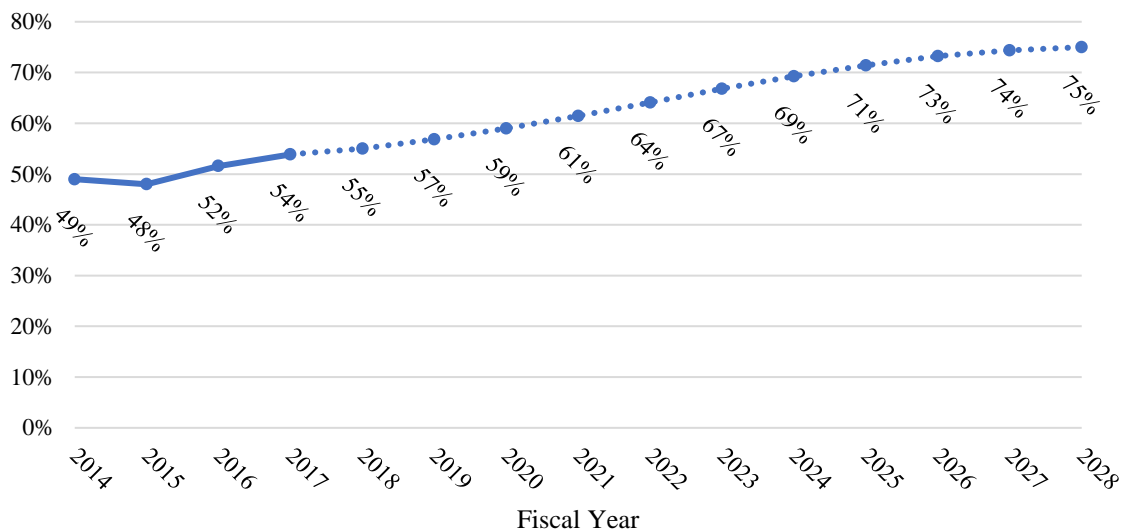
Among secondary students attending a technical college who belong to the class of 2017, 21% earned a postsecondary certificate prior to high school graduation (see Figure 2). Note that to identify this cohort, technical colleges’ prior years’ data are analyzed to identify high school freshmen in FY 2014, sophomores in FY 2015, juniors in FY 2016, or seniors in FY 2017. 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 for worse) is still captured.

To calculate the percentage of students who earn a certificate prior to *or within one year of* high school graduation, we again look at the members of a high school graduating class that enrolled at a technical college, checking to see if they received any postsecondary awards in the year after grade 12. Note that while some students may become retained seniors after failing to graduate from high school on time, USTC is limited in identifying these students and reclassifying them in a different high school graduation class. Rate calculations above are based on USTC data only, independent of the actions or decisions of local education agencies. While 18% of enrolled students from the class of 2016 completed a certificate program prior to high school graduation, an additional 7% earned a postsecondary award in the year following high school graduation (i.e., FY 2017).

Please note that the annual incremental changes proposed above are not based upon analysis of data trends. Rather, annual targets allow the technical colleges a few years to analyze processes as they relate to secondary completion and retention before aggressive growth is required. In addition, proposed annual targets allow for the slowing of growth in later years as marginal returns to college efforts diminish.

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

Figure 3: USTC Under-served Student Graduation Rates, FY 2014 - FY 2017 with Desired FY 2018 - FY 2028 Growth



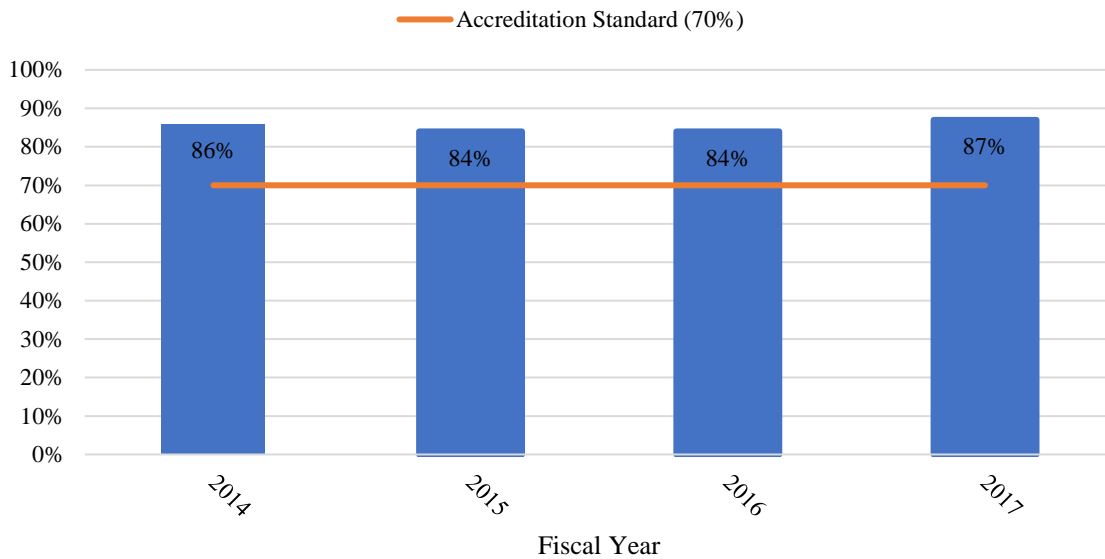
Under-served students are identified using the same characteristics that the USTC performance-based funding model utilizes. Namely, under-served students are those of ethnic/racial minority status, students receiving Pell Grants or who are sponsored by the Bureau of Indian Affairs or the Utah Department of Workforce Services, students with a disability, or those identified as single parents, displaced homemakers, economically disadvantaged, or of limited English proficiency under federal Perkins Grant reporting guidelines.

As with metrics 1B and 1C above, annual targets for years FY 2018 through FY 2027 are not based on analysis of student data, but on the allowance of a few years to identify areas for improvement before aggressive growth is required (see Figure 3). Annual targets in the intervening years also allow for slower growth in later years as marginal returns to college efforts diminish.

**Goal #2: Meet critical economic and employer needs**

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

Figure 4: USTC Placement Rates, FY 2014 - FY 2017



The Utah System of Technical Colleges exists to meet the needs of Utah’s employers for technically-skilled workers, thereby promoting local and statewide economic development. One measure of the extent to which the technical colleges succeed in this work is their placement rate. USTC technical colleges, to maintain accreditation by the Council on Occupational Education, are required to maintain a 70% placement rate *for each program offered*. If a program fails to meet this standard, the college must submit a plan for improvement to COE, detailing specific and concrete steps to bring placement rates back up to the minimum standard. If placement 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 received, who serve in the military, or who continue their education in another college program or at another college/university.

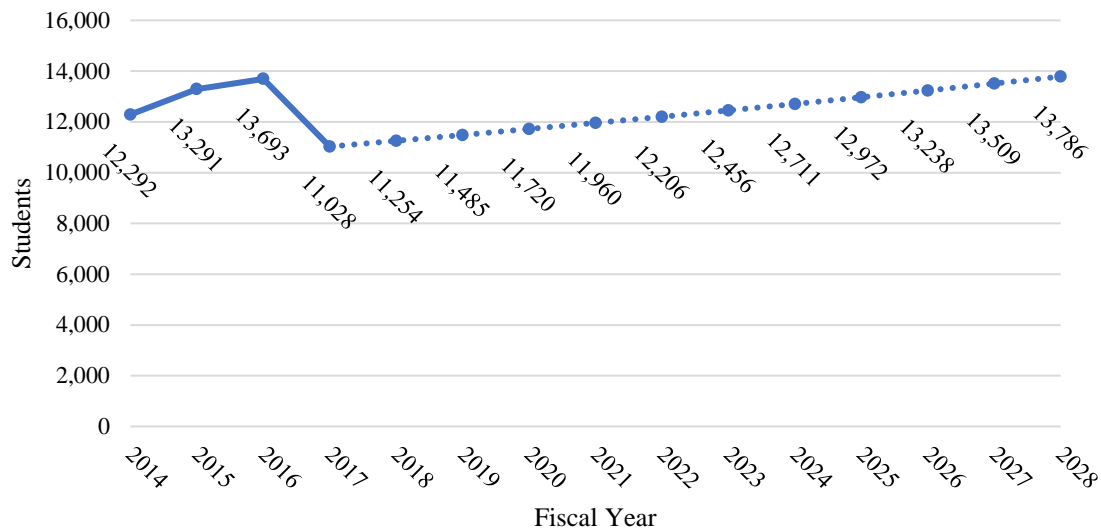
The USTC Board of Trustees has set a goal that USTC technical colleges will continue to maintain placement rates 10-20% above COE’s minimum standard. From FY 2014 through FY

2017, system-wide placement rates have hovered between 84% and 87%, between 14% and 17% above accreditation requirements (see Figure 4).

Note that for FY 2014 through FY 2016 in Figure 4 above, data are compiled from technical colleges' accreditation reports submitted to COE. FY 2017's placement rate is calculated based on raw student data and new provisions under USTC Policy 205. Though the data come from different sources, they should largely be comparable.

- **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 2017 with Desired FY 2018 - FY 2028 Growth

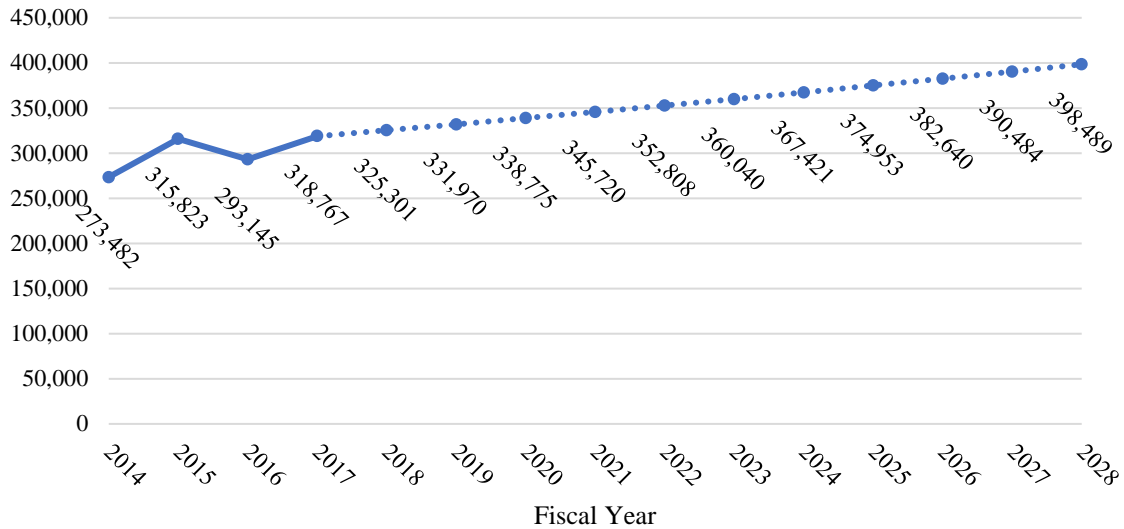


Revisions to USTC Policy 200 and 205 have clarified that certain types of courses previously taught at the technical colleges will no longer factor into membership hour or student headcount totals moving forward. These revisions have resulted in a 19% decline in the system-wide number of distinct students enrolled in short-term occupational training (see Figure 5). 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. (For definitions of job upgrade or continuing occupational education students, please see the Student Enrollment and Outcomes Reports section of this report.) To achieve this, an annual growth of 2.05% is necessary.

- **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 2017 with Desired FY 2018 - FY 2028 Growth



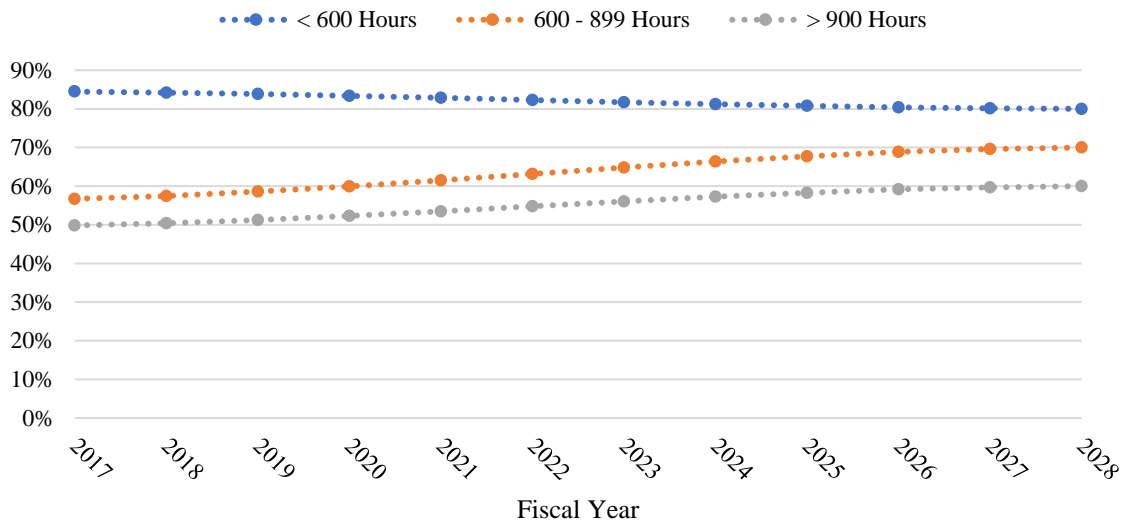
In FY 2017, the Utah System of Technical Colleges received an increase of \$800,000 in state appropriations dedicated to the Custom Fit program. This additional money is intended to bolster the number of training opportunities to local companies, resulting in further economic development of the state. The Board of Trustees has consequently set the goal that by 2028, the number of instructional hours provided through the Custom Fit program should increase by 25%. Annual growth rates in excess of 2.05% are required to meet this standard (see Figure 6).

***Goal #3: Improve Internal Efficiencies***

- **Metric 3A:** Increase the percentage of enrolled certificate-seeking students 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.

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

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



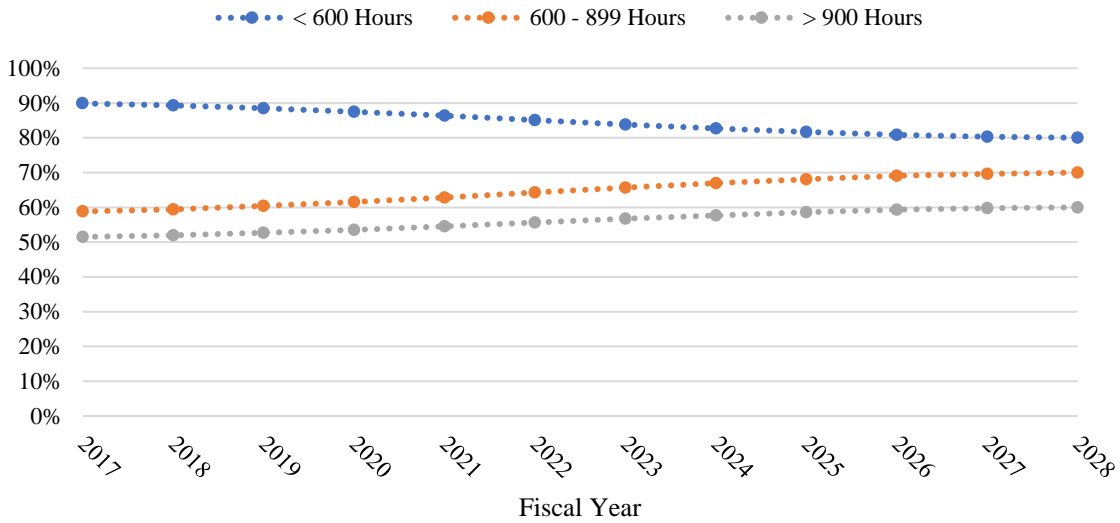
System-wide, in FY 2017 the graduation rate for the shortest of programs was already at 84%, while medium-length and longer programs rates are at 57% and 50%, respectively (see Figure 7). As we move forward, the Board of Trustees expects the graduation rate for programs of less than 600 hours in length to continue to exceed the 80% mark. Longer programs’ target graduation rates for the next several years are not based on data trends, but allow time for colleges to implement practices designed to spur improvement before aggressive growth is expected.

- 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 (as identified by the Utah Department of Workforce Services) should mirror the graduation rates of other programs at the colleges. In other words, by 2028, USTC hopes to achieve an 80% graduation rate for programs of less than 600 hours in length, a 70% rate for programs of 600-899 hours, and a 60% rate for programs of 900 hours or more.

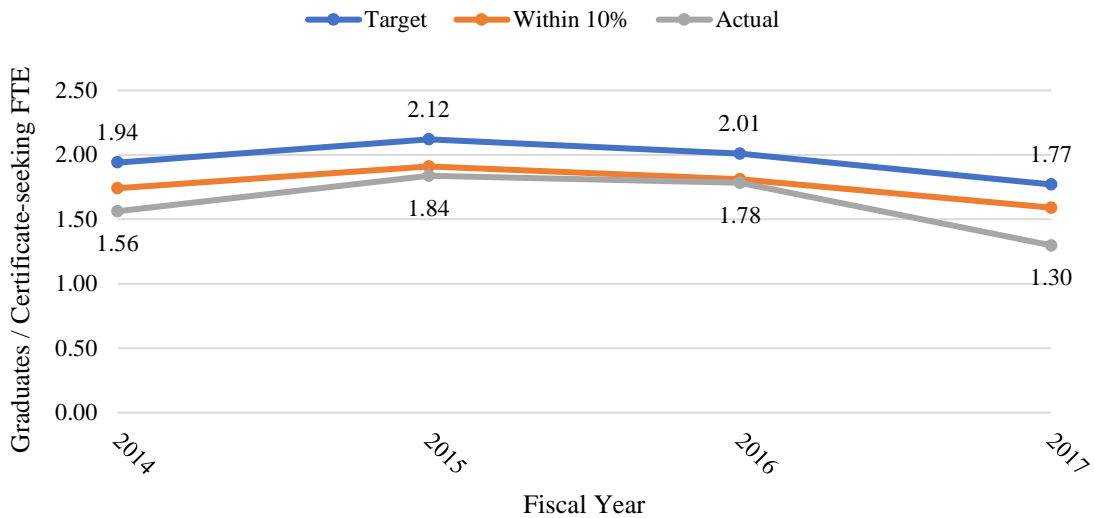
In FY 2017, high-demand/high-impact programs were characterized as having graduation rates that *exceeded* the rates of other programs (see Figure 8). This result is surprising, as jobs that are highly demanded typically require more rigorous coursework in science and math. Furthermore, here we analyze *graduation* rates rather than COE’s *completion* rate that includes students hired early into those high-demand jobs, making the high graduation rates even more surprising. All the same, USTC hopes to keep high-demand/high-impact programs performing at levels comparable to all other programs.

Figure 8: USTC High-Wage/Impact Graduation Rates by Program Length, FY 2017 with Desired FY 2018 - FY 2028 Growth



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

Figure 9: USTC Graduates per Certificate-seeking FTE, FY 2014 - FY 2017



While awards per full-time equivalent (FTE) is a good measure 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 can offer programs as short as 60 hours in length (e.g., commercial truck driving) or as long as 1,600 hours (cosmetology). Even within the same program, curriculum lengths can vary widely from one college to the next. Because Utah’s

technical colleges exist to meet the needs of Utah's employers, coursework in a program typically differs from one college to the next as local employers need differing skill sets in different regions of the state. Furthermore, technical college programs are designed to nimbly adjust to labor market needs. Each program has an occupational advisory committee that meets at least twice annually to review competencies taught. Program lengths frequently change as local employers require that new competencies be taught.

In response to the difficulties above, USTC regularly calculates its *certificate-seeking graduates per FTE*. Here we look only at certificate-seeking students and instructional activity dedicated to them. Hence, instruction provided to short-term or other students who do not intend to earn a postsecondary certificate does not influence the metric. To calculate certificate-seeking graduates per FTE, we divide the total 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 length of programs offered at technical colleges, USTC calculates an "ideal" graduates per FTE. This number is derived by dividing all hours accrued by certificate-seekers by the weighted average length of certificates awarded. In theory, if every student graduated in exactly 100% of expected time (in other words, if the colleges were 100% efficient), USTC's actual certificate-seeking graduates per FTE would be identical to this ideal.

The USTC Board of Trustees has established a goal that annually, the system-wide certificate-seeking graduates per FTE should be within 10% of the above-described ideal calculation (see Figure 9).



## Tuition and Fees

The Utah System of Technical Colleges provides educational and training opportunities to students at a very reasonable price. Secondary students enrolled at a technical college are not assessed tuition. Furthermore, postsecondary students' tuition, by statute, must be low-cost. Tuition rates for FY 2016 and FY 2017 are displayed in Table 12. Note that tuition is assessed per membership hour.

Table 12: Technical College Tuition per Membership Hour, FY 2016 – FY 2017

College	FY 2016 Tuition	FY 2017 Tuition	Growth	
Bridgerland Technical College	\$1.75	\$1.85	\$0.10	5.7%
Davis Technical College	\$2.00	\$2.05	\$0.05	2.5%
Dixie Technical College	\$2.00	\$2.25	\$0.25	12.5%
Mountainland Technical College	\$2.00	\$2.00	--	--
Ogden-Weber Technical College	\$1.85	\$1.90	\$0.05	2.7%
Southwest Technical College	\$1.75	\$1.80	\$0.05	2.9%
Tooele Technical College	\$1.75	\$1.80	\$0.05	2.9%
Uintah Basin Technical College	\$2.00	\$2.00	--	--

Some technical programs charge tuition rates that differ from those provided above. By USTC policy, differential tuition rates must annually be approved by the USTC Board of Trustees. In FY 2017, tuition was lower for the Farming and Ranch Management programs at Bridgerland and Uintah Basin Technical Colleges to remove students' barriers to entry at the colleges. In addition, differential tuition rates were approved at Bridgerland, Davis, Ogden-Weber, and Tooele Technical Colleges for students participating in those colleges' academic learning centers.

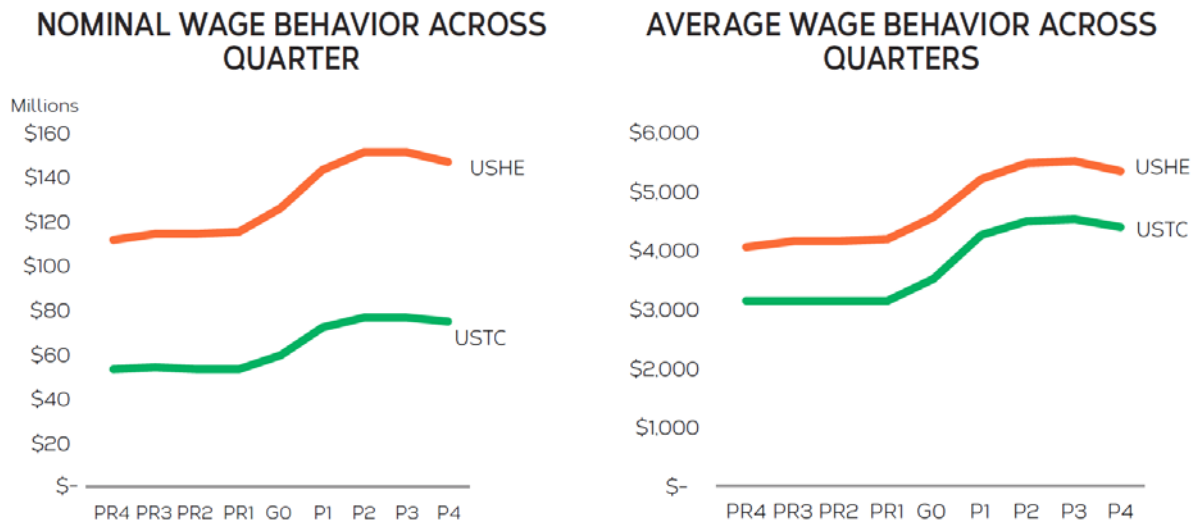
Technical college fees differ from program to program and from college to college and are charged on top of regular tuition. Fees typically help cover the cost of consumables and/or college services.

## Student Employment and Wage Outcomes

In the 2015 Legislative General Session, the Utah State Legislature passed House Bill 337, “Career and Technical Education Comprehensive Study”, which was signed into law by Governor Gary Herbert. The bill established the Utah State CTE Board with the charge to conduct a comprehensive analysis of career and technical education in Utah, specifically, CTE funding, education and labor market outcomes, and educational alignment with economic needs. The CTE Board’s comprehensive study was published in November 2016.

The CTE Board’s report analyzed wages of students graduating from technical colleges between July 1, 2010 and June 30, 2015, utilizing the Department of Workforce Services’ (DWS) unemployment insurance (UI) wage records system. Researchers observed students’ earnings in the four quarters prior to graduating from a technical college, in the quarter of graduation, and in the four quarters following. By analyzing individuals who were employed prior to completing certificate programs, the Board effectively illustrates the returns to education as students’ earnings increase upon receiving a postsecondary credential.

Figure 10: Graduates’ Nominal and Average Wage Behaviors 1 Year Pre- and Post-Graduation



(Source: Career and Technical Education in Utah, 2016. Utah Department of Workforce Services, Workforce Research and Analysis Division.)

Figure 10 above displays the nominal and average quarterly wages earned by technical college graduates between FY 2011 and FY 2015, one year prior to and one year after earning a postsecondary certificate. After graduating, technical college students’ nominal wages grew from under \$60 million to almost \$80 million per quarter. Annualizing this change, these graduates earned approx. \$80 million of additional taxable income in the year following graduation, representing a sizeable return to legislative investment.

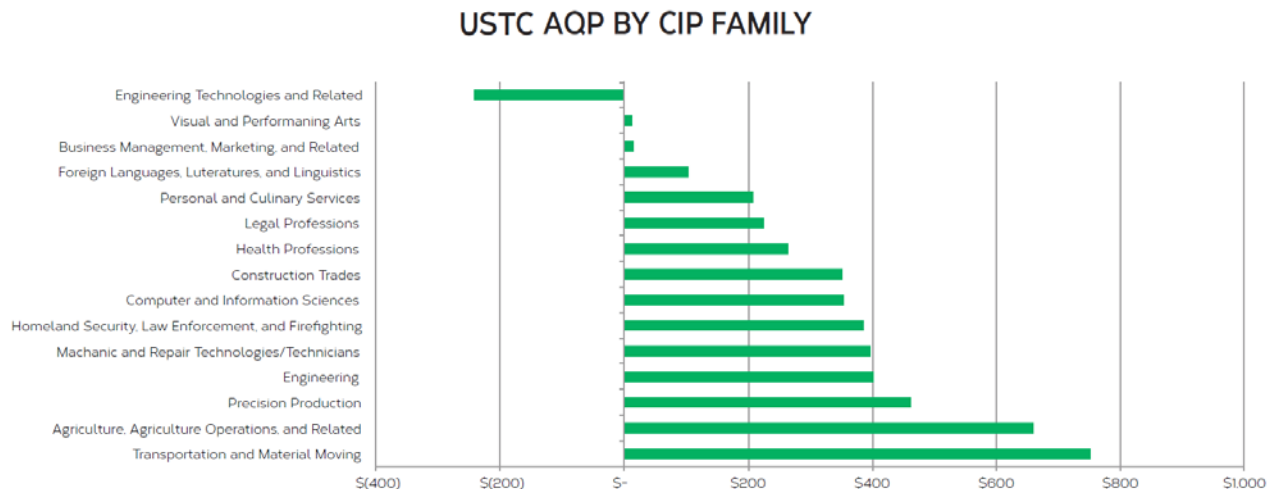
Note that Figure 10 examines only those students who were employed prior to graduating; earnings of new entrants to the labor market are not considered. Additionally, though the Department of Workforce Services’ unemployment insurance wage databases includes most

Utah employees, certain industry sectors are not found therein. For example, federal employees' wages (e.g., employees at Hill Air Force Base, a major employer of USTC graduates in Northern Utah) are not collected by DWS. Hence, quarterly earnings of all graduates between FY 2011 and FY 2015 (regardless of prior employment history or industry sector), as well as growth in potential tax revenue, exceed figures presented here.

When analyzing technical college graduates' average wages, USTC students' average wages increased by 38% upon the completion of a postsecondary certificate. (Nominal and average wages of USTC graduates are below those of the Utah System of Higher Education for reasons discussed in the CTE Board's report.)

Breaking down wage growth by program of study pursued (operationalized by the 2-digit Classification of Instructional Program [CIP] code established by the Department of Education) provides greater insight into which industry sectors are providing the greatest boon to student incomes. Figure 11 shows the average quarterly wage increase per person (AQP) consequent to graduating from a technical college. Graduates of programs in transportation and material moving (e.g., Commercial Driver's License, Construction/Heavy Equipment/Earthmoving Equipment Operator, etc.) saw the greatest increase in average quarterly wages, followed closely by programs in agriculture (e.g., Farm and Ranch Management, Livestock Management, etc.).

Figure 11: Graduates' Average Quarterly Wage Increases Post-Graduation



(Source: Career and Technical Education in Utah, 2016. Utah Department of Workforce Services, Workforce Research and Analysis Division.)

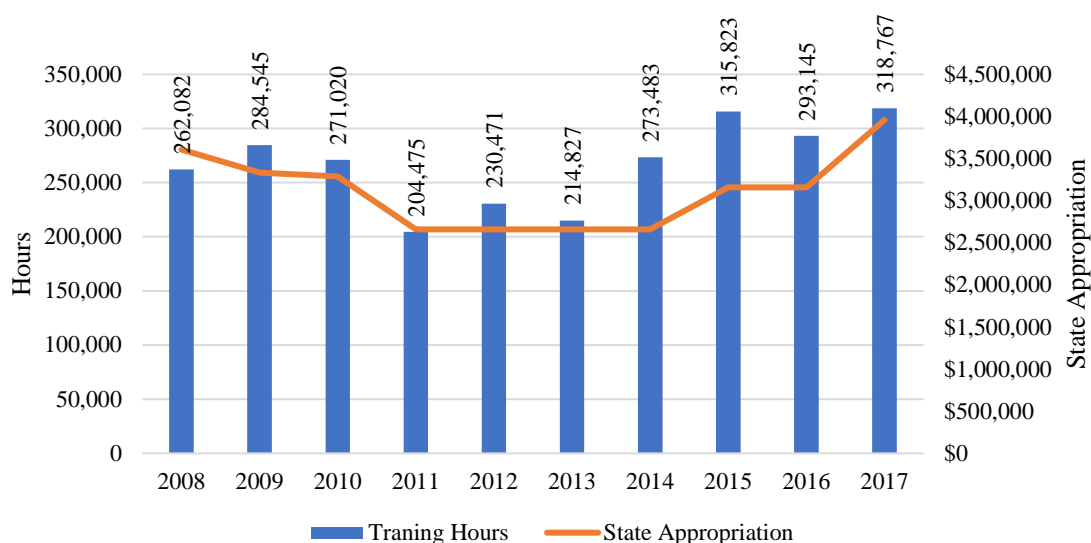
Graduates in all but one CIP family saw an increase in average wages pre- to post-graduation. Programs in engineering technologies saw negative growth, which is surprising given observed industry demand for qualified laborers in this field. The CTE Board's report provides two possible explanations. "The AQP for the engineering students may be affected by two employment-related factors: 1) these students are often employed by employers who are not covered by the UI system (for example, Hill Air Force Base), and 2) a number of these students specialize in petroleum- or extraction-related fields that may be affected by the current decline of the oil industry in the Uintah Basin."

## Custom Fit

The Custom Fit program administered by the Utah System of Technical Colleges 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 provide state-subsidized training to 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.

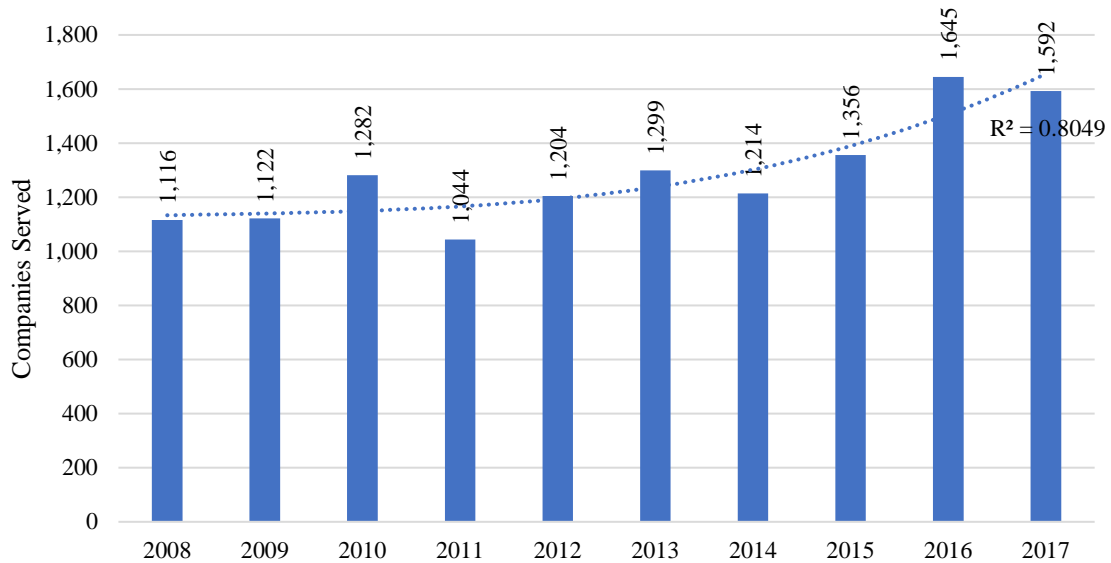
Beginning in FY 2017, the Custom Fit program saw its state appropriation increase to \$3.96 million. With the additional funding, the Custom Fit program provided more training hours to employees of Utah companies in FY 2017 than any other year in the last decade (see Figure 12). State appropriations are highly correlated with program output measured by hours of training provided, with a Pearson’s R value of .70.

Figure 12: Custom Fit Training Hours and Total Appropriations, FY 2008 - FY 2017



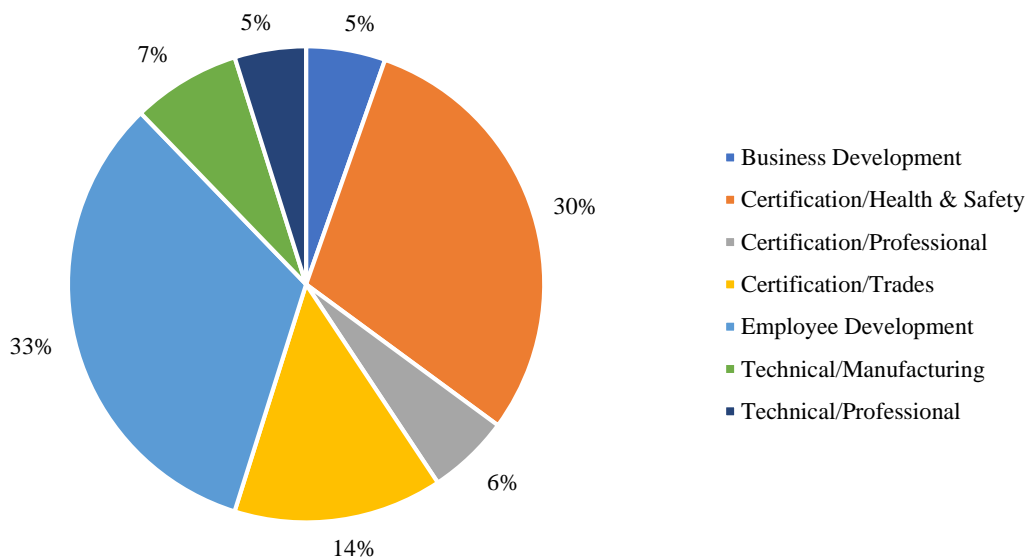
In addition to increases in training hours, Custom Fit service regions have seen a general increase in the number of companies availing themselves to training opportunities over the last several years. Though 53 fewer companies received training in FY 2017 than in FY 2016 (a 3% decrease), data trends over the last decade show general growth in the annual number of companies served (see Figure 13).

Figure 13: Custom Fit Companies Served (with Trendline),  
FY 2008 - FY 2017



In FY 2017, 50% of all Custom Fit courses were taught 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.), 6% professional certifications (e.g., Lean Six Sigma, Employment Law for Managers, etc.), and 14% trades certifications (e.g., welding and electrical certifications, etc.) (see Figure 14).

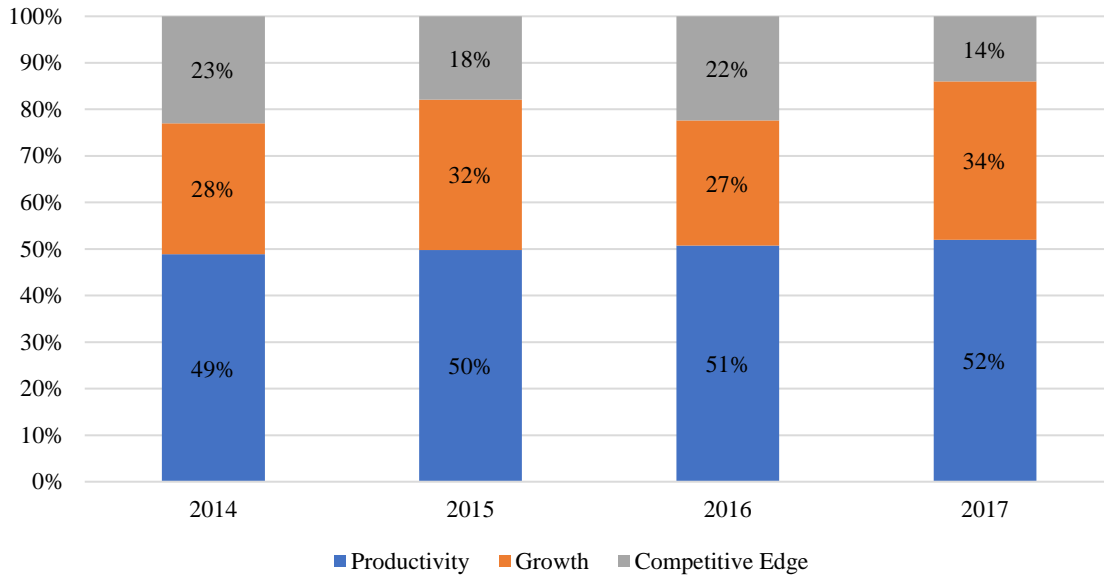
Figure 14: Custom Fit Course Descriptions, FY 2017



In FY 2014, Custom Fit service providers began querying companies regarding their objectives in obtaining customized training. Participating companies can declare themselves to be seeking

increased employee productivity, company growth, or a competitive edge. Since FY 2014, roughly half of all trainings provided have been geared toward increasing employee productivity (see Figure 15). The next most widely shared objective is company growth, comprising 34% of all Custom Fit trainings in FY 2017, a 7% increase over the prior fiscal year.

Figure 15: Custom Fit Training Objectives, FY 2017



In FY 2017, Custom Fit service providers spent \$4.08 million on direct training costs, which was matched by \$2.56 million in company contributions (see Table 13). The company match rate in FY 2017, required by USTC policy to be at least 50%, was 63%.

Table 13: Custom Fit Training Costs and Company Contributions, FY 2017

Custom Fit Service Provider	Allocation	Direct Training Costs	Company Contributions
Bridgerland Technical College	\$500,000	\$531,100	\$367,708
Davis Technical College	\$500,000	\$607,902	\$391,755
Dixie Technical College	\$345,000	\$218,509	\$128,845
Mountainland Technical College	\$500,000	\$727,868	\$487,111
Ogden-Weber Technical College	\$500,000	\$481,839	\$341,666
Southwest Technical College	\$345,000	\$346,016	\$191,993
Tooele Technical College	\$325,000	\$219,150	\$120,919
Uintah Basin Technical College	\$410,000	\$412,716	\$247,632
Snow College	\$275,000	\$254,942	\$144,191
Utah State University Eastern	\$250,000	\$277,649	\$137,649
USTC Administration	\$9,200	\$0	\$0
<b>Total</b>	<b>\$3,959,200</b>	<b>\$4,077,691</b>	<b>\$2,559,468</b>



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