



UTAH SYSTEMS OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

November 16, 2017

ITEM: II.D

TOPIC: Approval of Final FY 2017 System and Performance-based Funding Data

BACKGROUND

In accordance with UCA 53B-7-705(5)(b), the Board of Trustees must annually submit a report to the Higher Education Appropriations Subcommittee detailing each technical college's performance as measured by USTC's performance-based funding model. (The performance-based funding model was adopted in the Trustees' September 13, 2017 meeting.) This report is to be submitted at least 30 days before the first day of the legislative general session. In preparation for the 2018 General Session, performance data must be submitted by December 22, 2017.

USTC technical colleges' accrediting body, the Council on Occupational Education (COE), allows colleges approximately five months after the end of the fiscal year to finalize student completion, placement, and licensure information. These data are annually reported to COE and USTC in early December, and factor heavily into the USTC performance-based funding model.

The Board of Trustees does not have a scheduled meeting in December, after final performance-based funding data are available but before data are due to the legislature on December 22, 2017. Therefore, USTC Administration recommends that authority to approve final FY 2017 data submissions and summaries thereof, as well as performance-based funding scores, be delegated to the Executive Committee of the Board of Trustees. All data summaries and performance information would be distributed to the full Board with solicitations for comments or questions, though final approval of the data would be given by the Executive Committee.

RECOMMENDATION

USTC Administration recommends that the Board delegate authority to the Executive Committee of the Board of Trustees to approve final FY 2017 data submissions and summaries thereof for all reporting purposes pertaining to FY 2017, as well as final performance-based funding information to be submitted to the Higher Education Appropriations Subcommittee. Executive Committee approval shall occur during a meeting occurring on or before December 22, 2017.

Attachments: None

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