BOARD OF TRUSTEES MEETING | **AGENDA**

May 17, 2018 | 10:00 am to 2:00 pm

UTAH SYSTEM OF TECHNICAL COLLEGES
310 South Main, Salt Lake City, UT 84101
801-341-6000

TOPIC:	PRESENTER/S:
Welcome	Chair Jim Evans

CALENDAR:

➢ Final Interviews, Dixie Technical College President
June 21, 2018, St. George, UT
➢ Board of Trustees Meeting, September 20, 2018
Southwest Technical College, Cedar City, UT
➢ Board of Trustees Meeting, November 15, 2018
Ogden-Weber Technical College, Ogden, UT

INTRODUCTION:

Call to Order and Pledge of Allegiance	Chair Jim Evans
Introduction of Guests	Chair Jim Evans
Dixie President Search	Trustee Aaron Osmond -Chair
Spotlight -Bridgerland Technical College	President Chad Campbell
	Frank Stewart

ACTION ITEMS:

A.	Approval of Board of Trustees Meeting Minutes: March 15, 2018	Chair Jim Evans
	Report and approval of Executive Committee Meetings' Minutes: December 14, 2017 December 21, 2017 January 8, 2018 February 2, 2018	Chair Jim Evans
B.	Capital Development Priorities FY2020 ITEM B Bridgerland's Presentation	Assist. Comm. Brinkerhoff
C.	UTech Scholarship (New USTC Policy 208) ITEM C	Commissioner Woolstenhulme

Associate Comm. Haines

D.	Revisions to Data Reporting Policies ITEM D	Assoc. Comm. Haines Assist. Comm. Barrus
E.	FY2019 Data Dictionary ITEM E	Assist. Comm. Barrus
F.	Delegations of Authority (USTC Policy 102) ITEM F	Assist. Comm. Barrus
G.	SB1 - 1.5% Base Budget Reallocation ITEM G	Commissioner Woolstenhulme Assist. Comm. Brinkerhoff
H.	FY2019 USTC Commissioner's Office Budget Approval ITEM H	Assist. Comm. Brinkerhoff
I.	Proposed FY2019 Tuition Rates ITEM I	Assist. Comm. Brinkerhoff
J.	Proposed FY 2019 Differential Tuition Rates ITEM J	Assist. Comm. Brinkerhoff
K.	Equipment Funding Allocation ITEM K	Assist. Comm. Brinkerhoff
L.	Flow-through Funding Allocation ITEM L	Assist. Comm. Brinkerhoff
M.	Approval of one-time fund usage for Year of Technical Education ITEM M	Commissioner Woolstenhulme Assistant Comm. Demma

INFORMATION ITEMS:

N.	Our Schools Now -Time Certain, 11:30 am ITEM N	Austin Cox
O.	Programs Approved ITEM O	Associate Comm. Haines
P.	USTC System Top Priorities ITEM P	Commissioner Woolstenhulme
Q.	College Presidents' Formal/Informal Evaluations	Commissioner Woolstenhulme
R.	Commissioner's Office Budget Report ITEM R	Assist. Comm. Brinkerhoff
S.	Audit Committee Report	Trustee Dale Cox -Chair Assist. Comm. Brinkerhoff

FOLLOW-UP ITEMS:

1.

2.

3.

4.

5.

CLOSED SESSION:

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

ADJOURN:

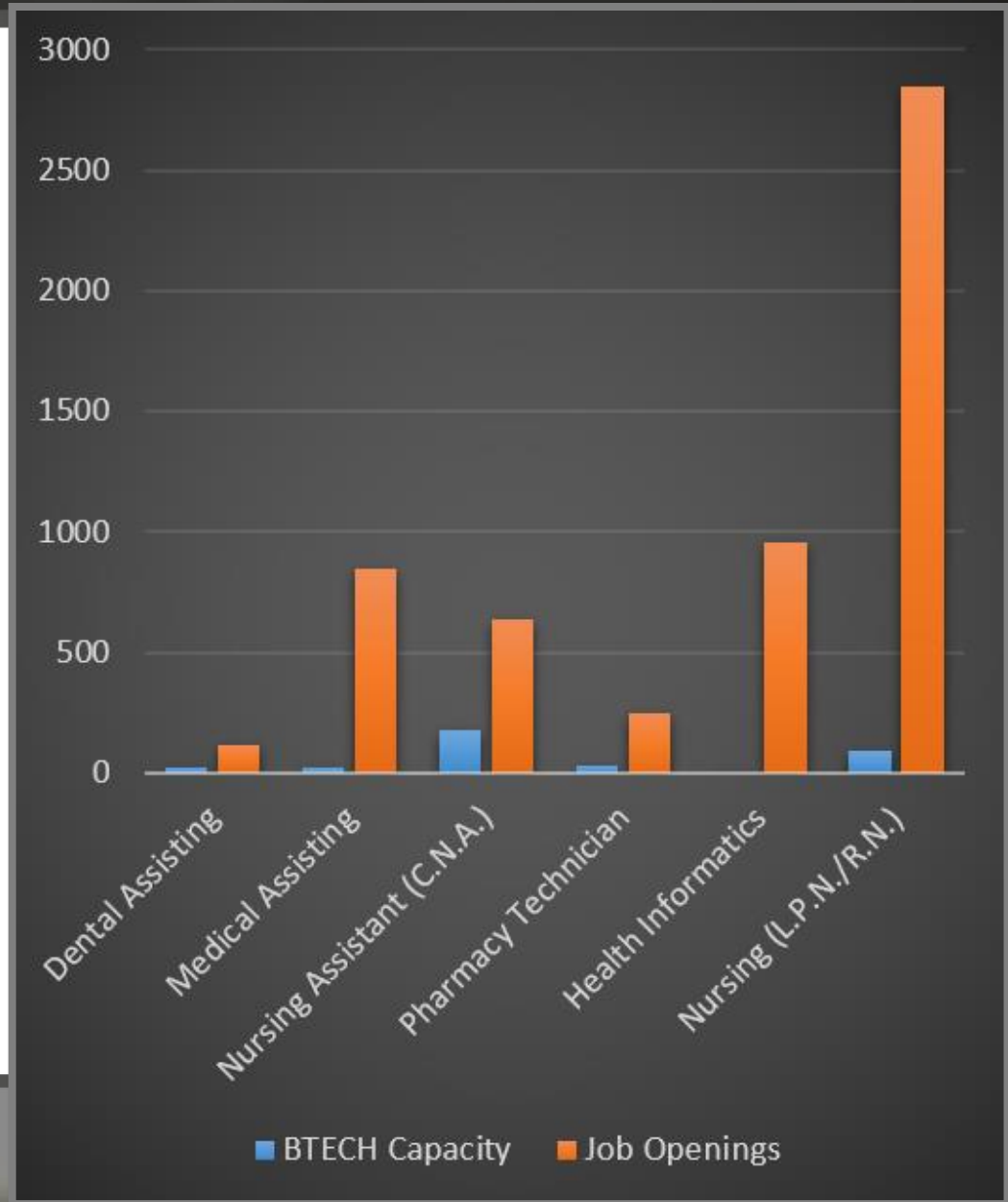**Congratulations!**

- Davis and Mountainland
- Great Job Trustees
- Great Job Commissioner
- Great Job Presidents

Mountainland Technical College

Davis Technical College

CAREER PREPARATION AND WORKFORCE SUPPLY

- DWS Labor Market Data

- Waiting List:

  o Dental and Medical Assisting
  o Nursing Program – turn away three times as many qualified applicants
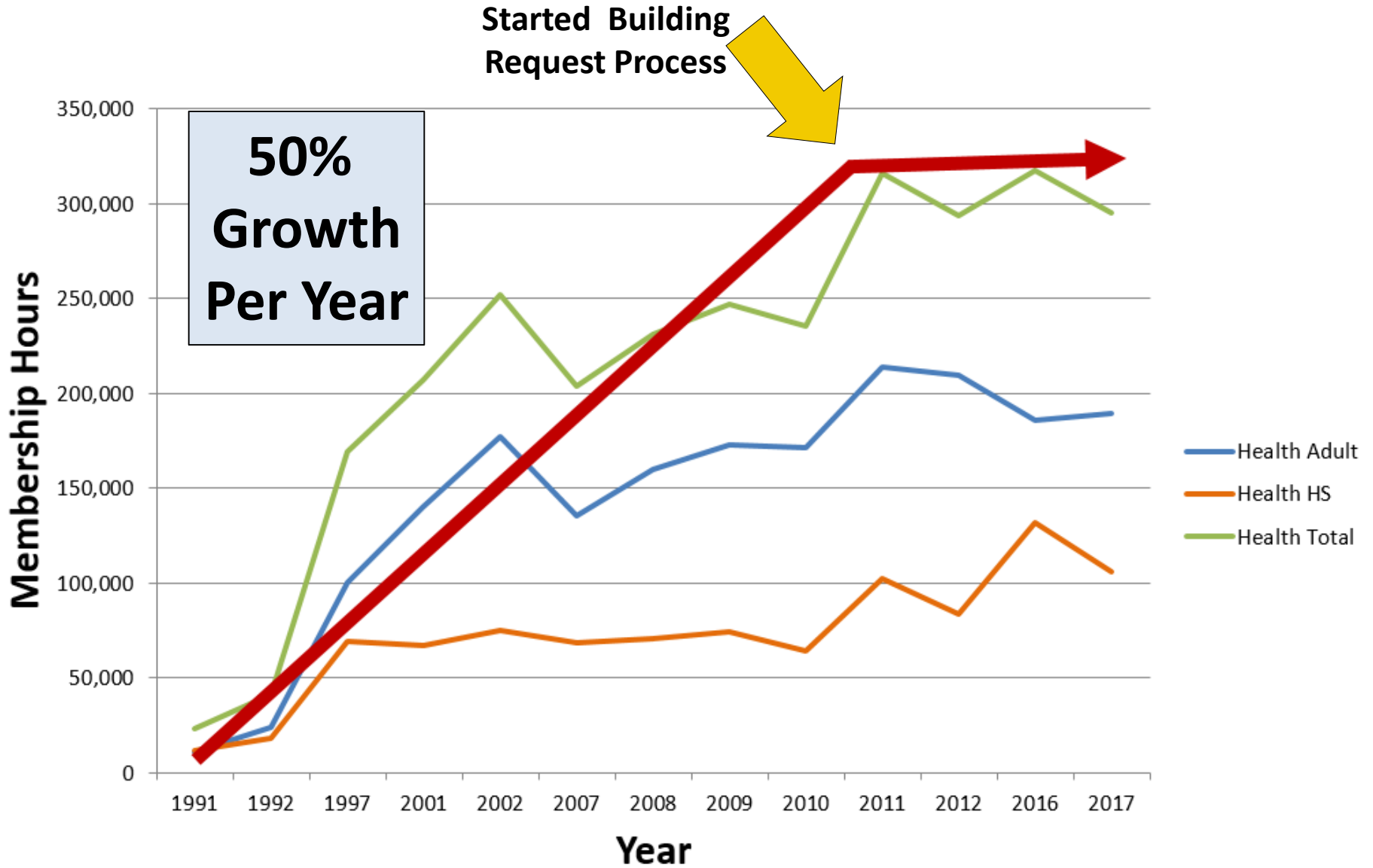
UTAH GROWTH FOR REGISTERED NURSES

46,037

20,985

2014   2030
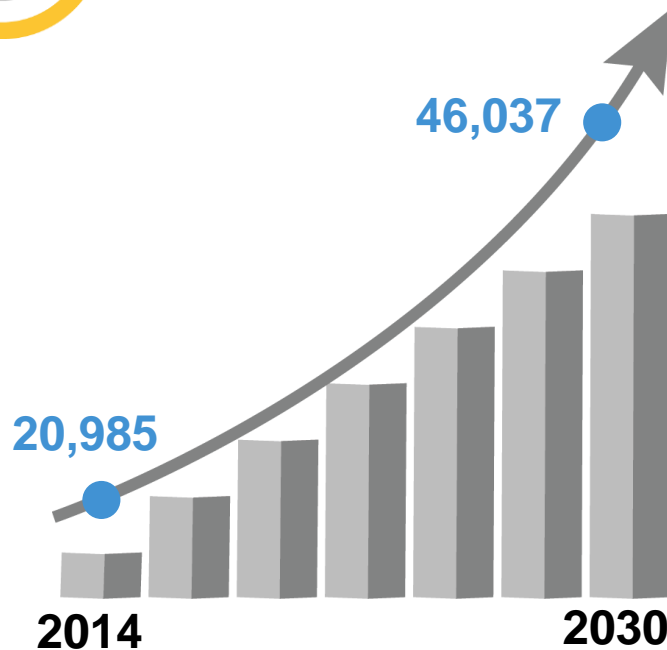
Utah Medical Education Council
2016 Supply of Nurses in Utah Survey

"Nursing schools are rejecting thousands of applicants in the middle of a nursing shortage."

- American Nurses Association

- Demand for registered nurses in Utah will more than double between 2014 and 2030.

- "There's tremendous demand from hospitals and clinics to hire more nurses. There's tremendous demand from students who want to enter nursing programs, but schools are tapped out."

FEEDBACK
STUDENTS, BOARD MEMBERS,
ADVISORY MEMBERS, FACULTY, AND STAFF

"Nursing needs a new building with ample room, computers, and lab."

"We need a bigger lab!"

"Larger classrooms are needed."

CELEBRATING 20+ YEARS OF NURSING EXCELLENCE

Over 800 Nurse Graduates, a significant proportion of the local nursing workforce.

near **100%**

NURSING PASS RATE
for the last 20+ years!

DANIELLE PITCHER
1997 Graduate
Clinical Education Program Coordinator
Logan Regional Hospital

BRET LYMAN
2003 Graduate
Professor
Brigham Young University

TIM MACNAIR
2009 Graduate
Certified Registered Nurse Anesthetist
Community Hospital

HEIDI BOWLER
2003 Graduate
District Nurse
Cache County School District
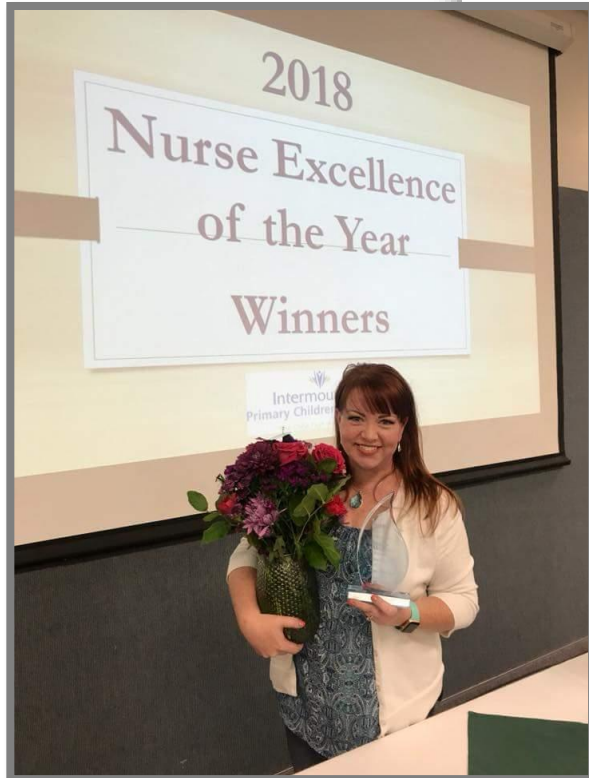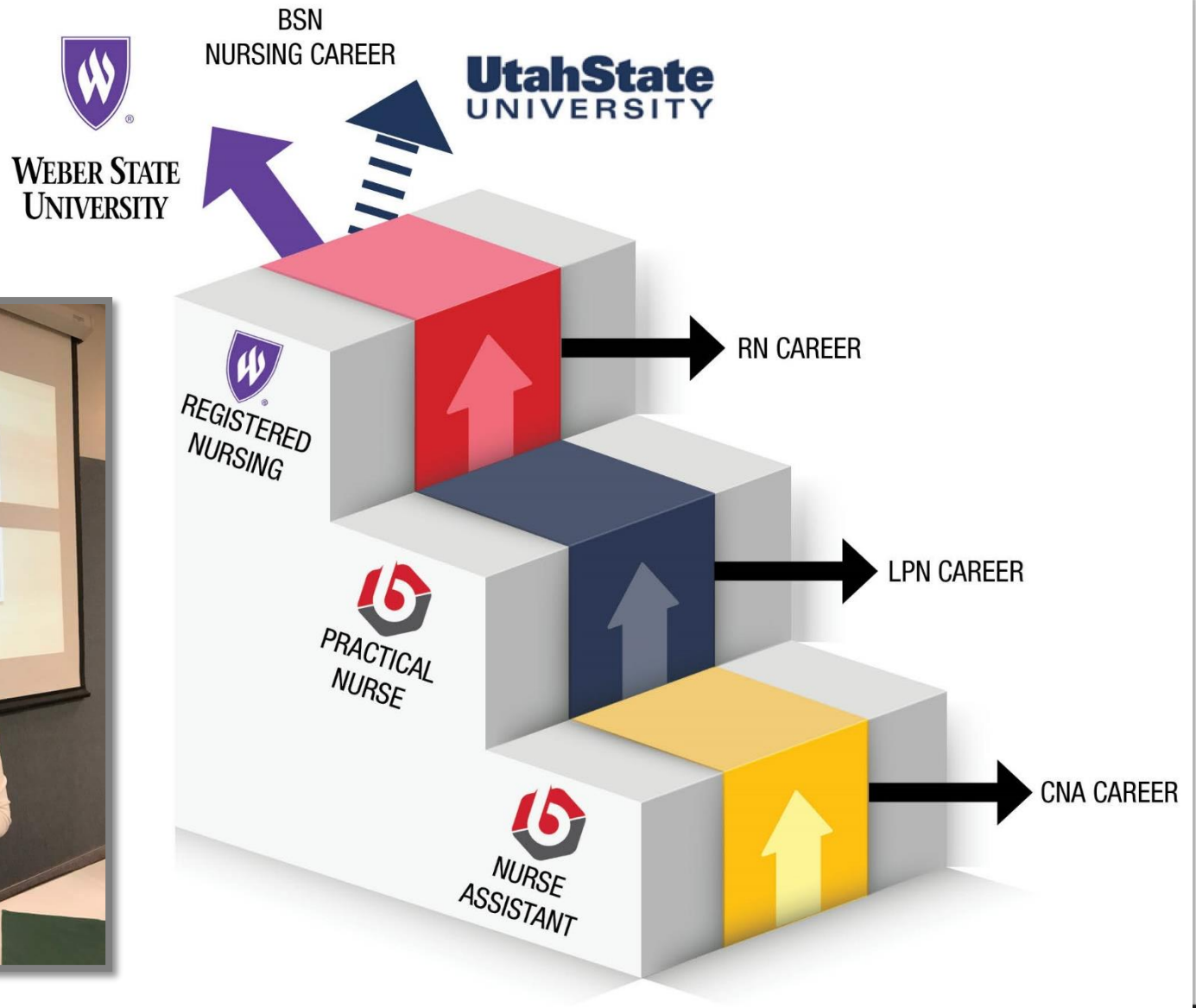
"Bridgerland does one of the best jobs in preparing people for the health profession. **Their students are at the top of our list when we hire.**"

Kenneth Wade,
Physician's Assistant
Cache Valley Women's Center
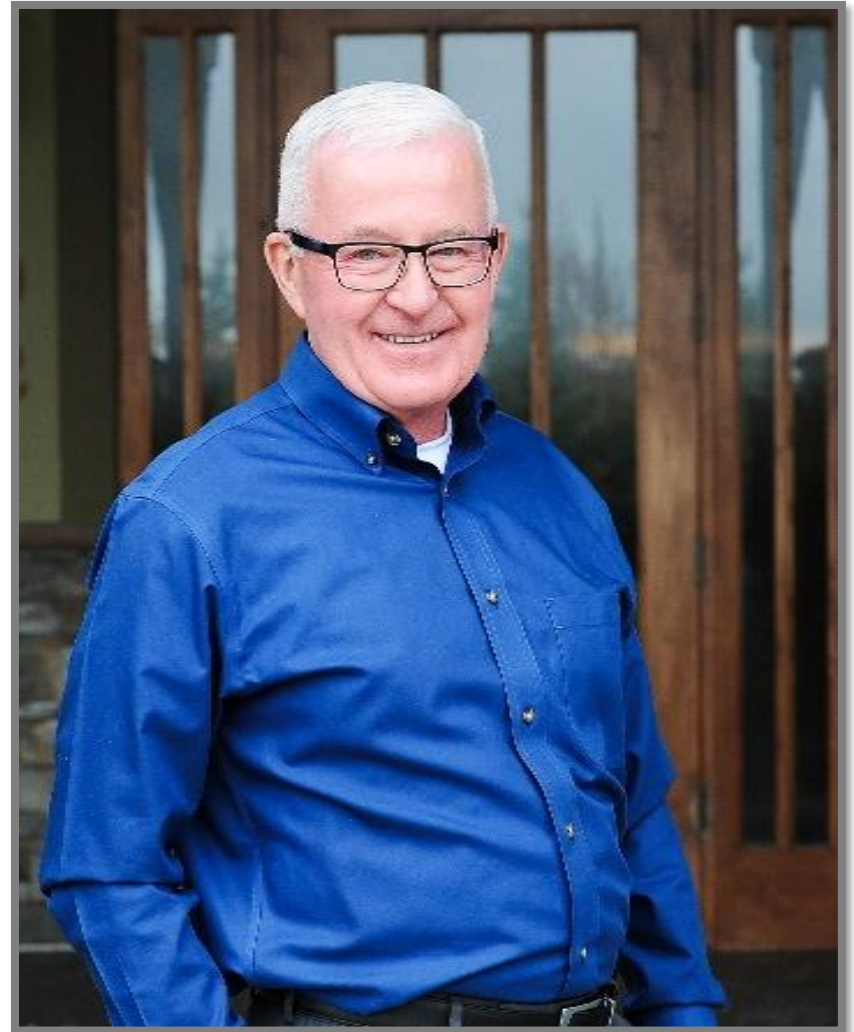
- Purpose-built building
- State-of-the-art simulation suites
- High-tech training labs

$$$$$$$$$

INEFFICIENT AND EXPENSIVE TO RENOVATE

$1,000 per sq. ft.

To meet accreditation standards

Request for a NEW
Health Sciences Building
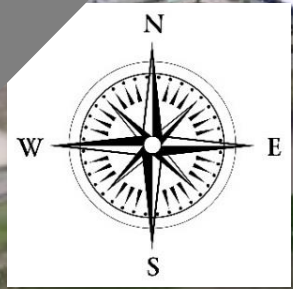
1400 NORTH STREET

PARKING

PARKING

PARKING

PARKING

STUDENT PLAZA

EXISTING
MAIN
CAMPUS

PARKING

600 WEST STREET STREET

LEVEL ONE FLOOR PLAN DIAGRAM

DENTAL ASSISTANT
MEDICAL ASSISTANT
PHLEBOTOMY
PROGRAM SUPPORT
BUILDING SUPPORT

LEVEL TWO FLOOR PLAN DIAGRAM

NURSING (PN)
NURSING (RN)
NURSING ASSISTANT
PHARMACY TECHNICIAN
CPR CERTIFICATION
PROGRAM SUPPORT
BUILDING SUPPORT
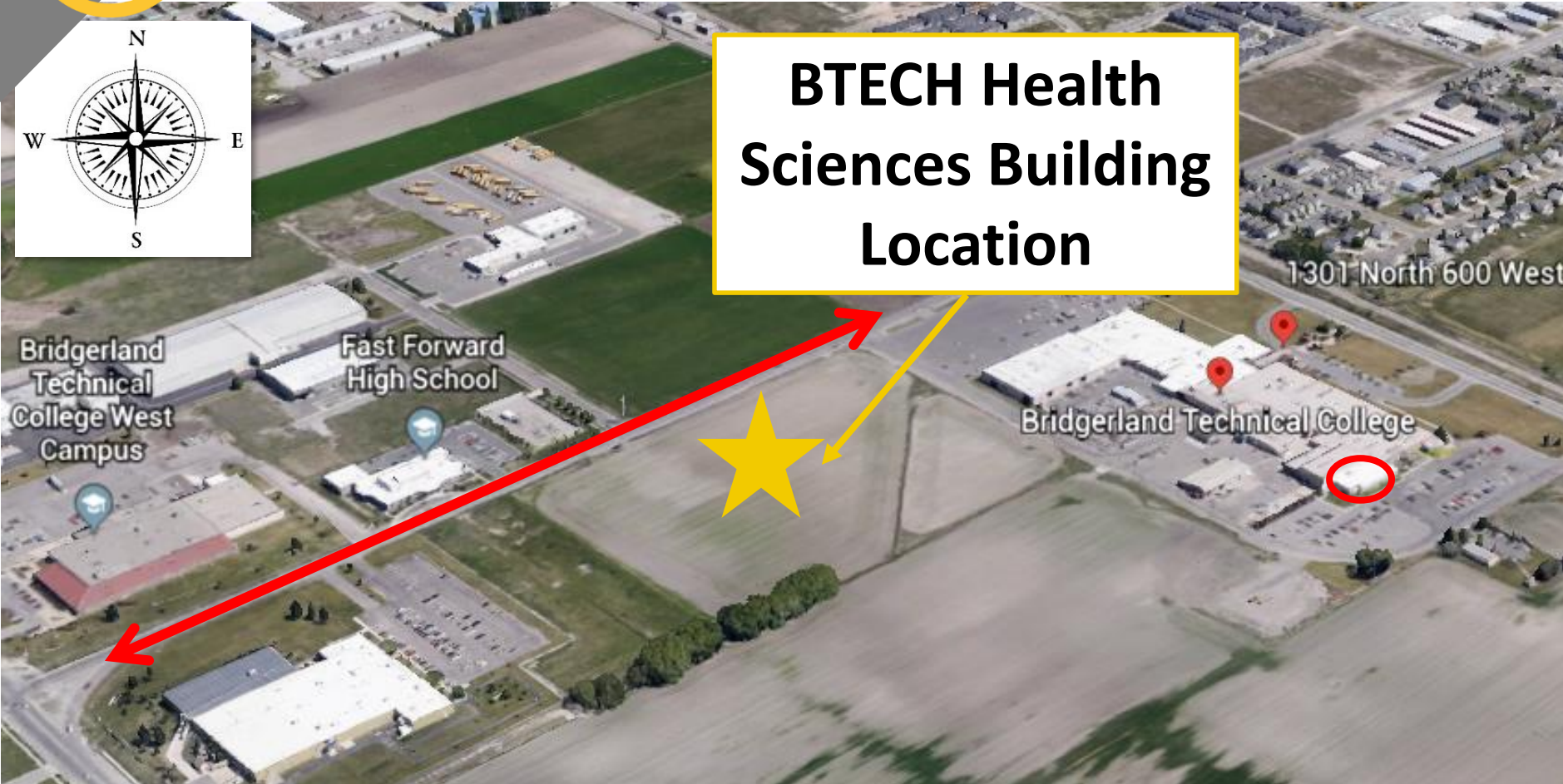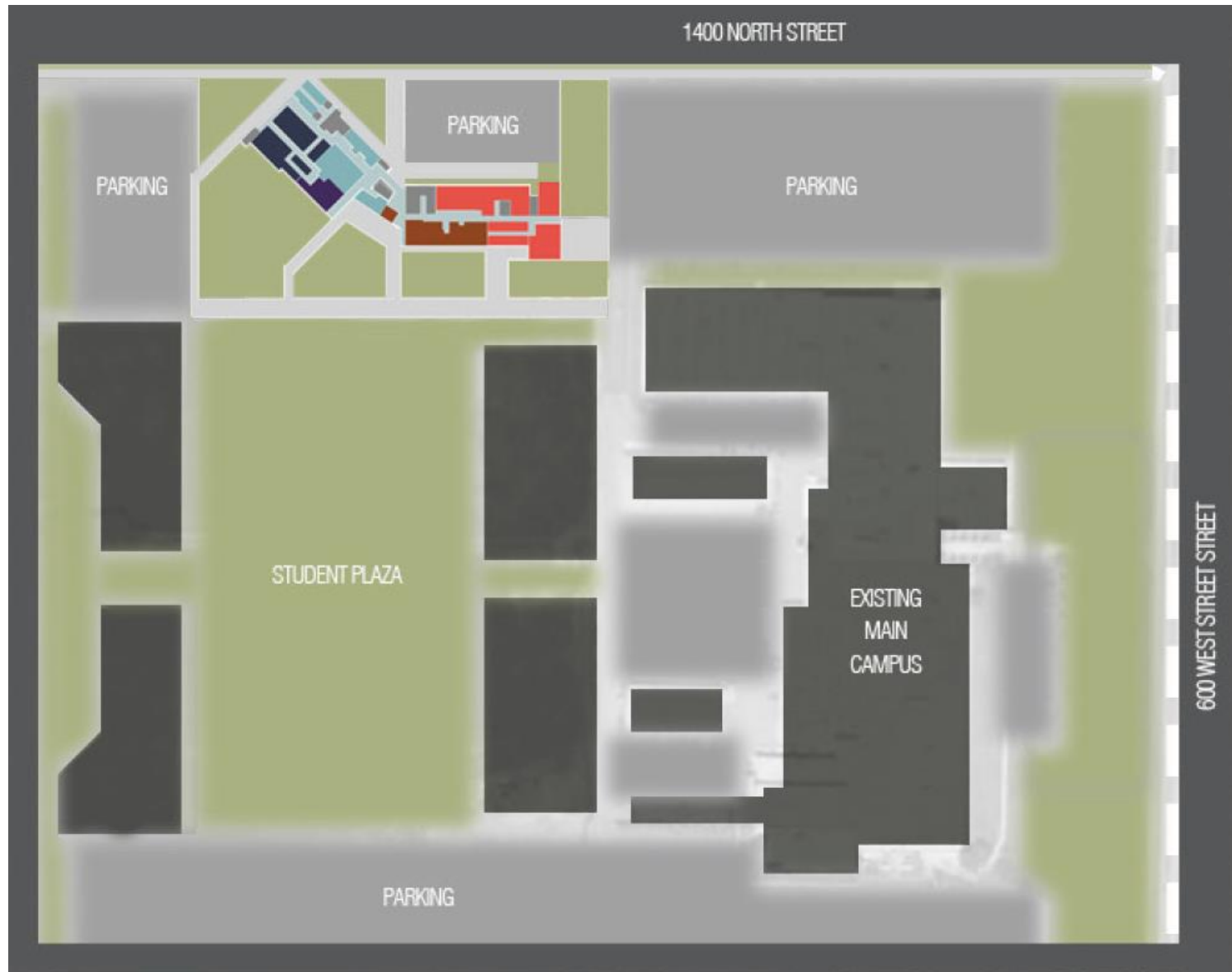
New Space Requirement:
75,000 Square Feet

Preliminary Cost Estimate:
$33,500,000

The year of
TECHNICAL
EDUCATION

Thank You!

Health Programs
Cannibalized and Chokehold

Formerly Wurlitzer Piano Factory
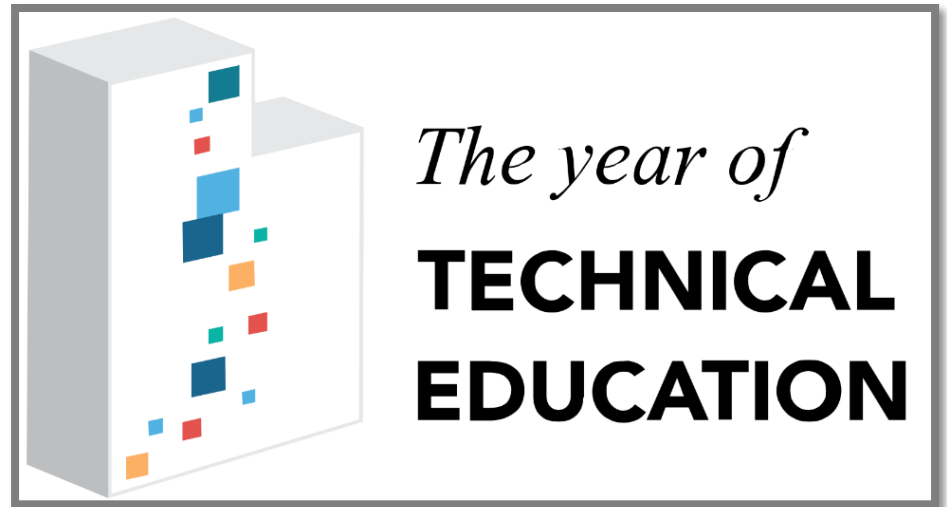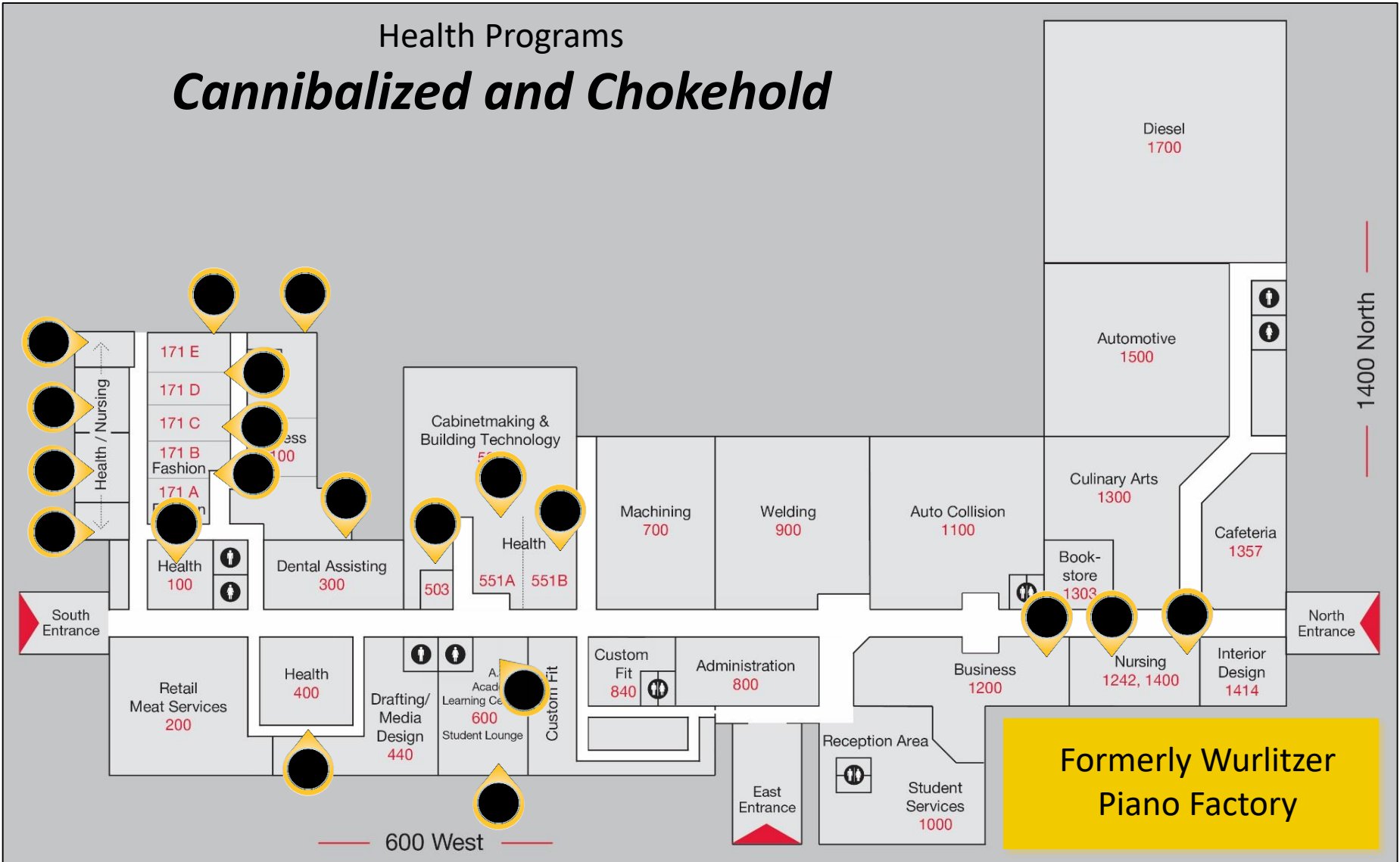
btech.edu
BRIDGERLAND
TECHNICAL COLLEGE

Thank You!

ITEM: B

TOPIC: Capital Development Priorities FY 2020

<u>BACKGROUND</u>

Per UCA 53B-2a-104(2)(g), the Board of Trustees receives funding requests pertaining to capital facilities and land purchases from each technical college, ensures that the requests comply with Section 53B-2a-112, prioritizes the requests, and submits the prioritized requests to the State Building Board. The projects to be prioritized are as follows:

College	Project	Square Feet	Projected Cost	Ongoing O&M	Recommended Action
Bridgerland Technical College	Health Sciences Building	75,000	33,500,000	583,500	Score and Prioritize
Davis Technical College	Technology Building	Range	Range	TDB	None - Info only

USTC administration suggests that Board members, after hearing the presentations from the College Presidents, use the provided score sheets to assign a score to each project. The scores will then be tabulated and projects ranked by score greatest to least. That information will be provided to the Board later in the meeting for further discussion and final prioritization.

<u>RECOMMENDATION</u>

USTC administration recommends the Board of Trustees score each capital development project based on the provided scoring criteria. After staff has tabulated and summed the scores, administration recommends that the Board review the totals and officially rank the projects in priority order, and that the board determine whether to submit a project or projects this year to the State Building Board, Legislature, and Governor's Office.

Attachment:

FY 2019 Tech College Tuition Memos

FY 19-20 Capital Development Project Request
& Feasibility Statement

Type of Request: ☑ State Funded   ☐ Non-State Funded

☐ Non-State Funded with O&M Request   ☐ Land Bank
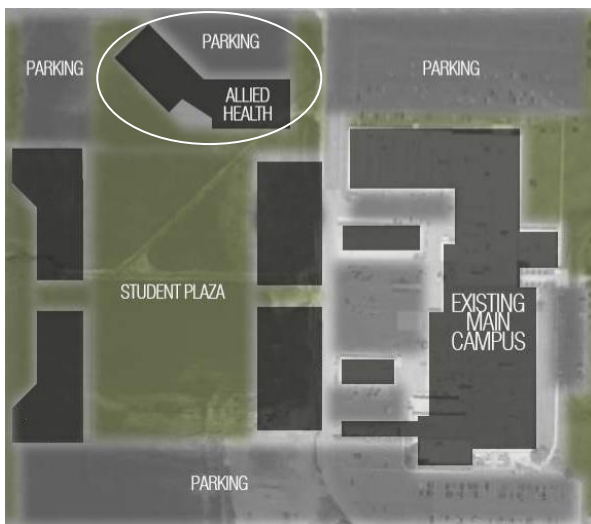
Agency/Institution:
Bridgerland Technical College

Project Name:
Health Sciences Building

Agency/Institution Priority:
First Priority (1)

Project Scope: Total Project Space (Gross Square Feet)
75,000 Square Feet

New Space Requirement (Gross Square Feet)   75,000 Square Feet
Remodeled Space (GSF)   _____
Space to be Demolished (GSF)   _____

TYPES OF SPACE

The Bridgerland Technical College Health Sciences Building will be comprised of a combination of classroom and laboratory spaces designed to facilitate cutting-edge health occupation training programs and simulate hands-on patient care for a variety of healthcare related fields.

CAPITAL FUNDING

Preliminary Cost Estimate: $33,500,000

In an effort to comply with the Building Board requirement of identifying completed buildings of comparable size and scope, Bridgerland Tech has identified one example building that was constructed as a Health Sciences building. The Ogden-Weber Technical College completed construction of their Health Sciences building in 2011. Construction of their facility occurred during difficult economic times that resulted in favorable outcomes in the bidding process. The original budget/cost estimate of the Ogden-Weber Tech facility was approximately the same as Bridgerland Tech's original DFCM generated Cost Budget Estimate (CBE) at the time. Bridgerland Tech's original CBE has been updated annually by DFCM staff for inflationary factors to arrive at the current estimate. **This project has been reduced in scope and size by approximately**

15,000 sq. ft. since the previous request as a result of careful work with our friends and colleagues at Utah State University. Bridgerland is working closely with USU to maximize the use of existing facilities and has been successful in reducing this project size as a result. Reducing the size and scope of this new building by 15,000 square feet will also have the ongoing cost savings of $128,400 in O&M costs.

The Davis Technical College "Allied Health Building" was funded for construction during the 2018 General Session of the Legislature and is very similar to Bridgerland's request. While it is still in the programming and design phase, Bridgerland is working with the same architect as Davis to update the feasibility study and conduct pre-programming work. As a result, the costs of Bridgerland's building request is based on the exact same square foot calculations as the Davis building and have only been escalated for the requisite inflation.

Previous State Funding: $ Unknown

Note: The land for this project was purchased along with Bridgerland Tech's Main Campus facility in 1984. Bridgerland Tech owns approximately 26.5 acres immediately adjacent to the Main Campus building that is available for this project.

Other Sources of Funding: $ Under Development – To Be Determined

FY 2020 Requested Funding: $33,500,000

<div align="center">

ONGOING OPERATING BUDGET FUNDING

</div>

Increase in State Funded O&M: ~~$711,900~~ $583,500   100% **of total O&M**

O&M funding was calculated by taking the total project square footage multiplied by the Building Board approved rate for the Utah System of Technical Colleges (75,000 x $7.78/sq. ft.). $7.78/sq. ft. is the most current O&M cost approved by the Building Board. This will be updated when a new amount becomes available.

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PROJECT EXECUTIVE SUMMARY

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Growth/Capacity:

The need for a Bridgerland Technical College Health Sciences Building can be summed up in three words: 'ROOM TO GROW.' The Nursing and Health Sciences programs at Bridgerland Tech have experienced explosive growth over the past twenty-plus years and have cannibalized the Main Campus building. This cannibalization not only limits growth for healthcare related programs but it has placed a chokehold on most of our other programs as well. The impact of this chokehold creates a worker shortage for many other business and industries besides just the healthcare industry. Examples include construction trades, machinists, welders, and accounting technicians to name a few. The average growth rate for healthcare related programs at Bridgerland Tech, from the inception of these programs, to the point we reached capacity in fiscal year 09-10, is almost 50 percent per year. Since we reached capacity, the average rate of growth is 3.2 percent.

According to data recently obtained from the Department of Workforce Services (DWS), the openings for registered nurses in the Bear River Region during the last 120 days is three times the current capacity and the demand statewide is more than 100 times our current capacity. That same demand applies to all other healthcare related fields. For the first time in the history of this College, local employers are offering $500 signing bonuses for nursing assistants with an additional incentive for recruiting a friend.

There are two primary healthcare systems in the Bear River Region and both of them are investing millions in new facilities. Intermountain Healthcare has just completed a project doubling the size of their medical offices at the Budge Clinic and has a plan to expand the hospital facilities. The Cache Valley Specialty Hospital, part of the Mountain Star system, has recently built a new "Women's Center." The demand for healthcare workers in the region and across the state is extreme. Bridgerland Tech was recently contacted by the University of Utah Medical Center pleading for graduates and offering

clinical experiences for our students, and a local long-term care facility, Terrace Grove, recently contacted Bridgerland to see if Medical Assisting students could be used for some duties since the shortage of nurses is so severe. There are two issues with this request; first, the shortage of medical assistants is just as great, and two, medical assistants have a different and not necessarily compatible skill set than a CNA.

Growth in the Bear River Region is so great that Cache County School District has doubled the number of high schools in its district; and within the last 18 months, Bridgerland Tech's Building Technology students have been building five portable classrooms for Box Elder School District to facilitate their growth. In addition, Logan School District has completely remodeled Logan High School to better accommodate their increasing numbers of students.

According to the Bureau of Labor Statistics (BLS), the healthcare industry is projected to add more jobs than any other industry by 2022 (over 4 million). It is projected to be the fastest growing industry in the economy with the demand for healthcare professionals rapidly outpacing the supply. Nursing and Health Sciences programs at Bridgerland Tech, and across the Utah System of Technical Colleges, are an integral part of both the national and state healthcare pipeline.

Improve Effectiveness in Critical Programs:

The Bridgerland Nursing and Health Sciences programs urgently need a new, purpose-built building, which includes state-of-the-art simulation suites and high-tech training labs. It should be noted that simulation mannequins cannot completely replace the actual clinical experience, but they can be used for up to half of the clinical experience and definitely better prepare students for the "real world" of medicine. In addition, simulation suites add a capacity to provide significant improvement in training effectiveness. Students must learn from their mistakes; and in the healthcare profession, those mistakes need to occur in a simulation environment – not with real patients.

In addition, Bridgerland Nursing and Health Sciences programs are already performing at an "A+" level. The Nursing Program proudly completed their 20th year of excellence in nursing education with an overall, near perfect National Certification and Licensing Exam pass rate of 99.4 percent. Bridgerland provides a significant proportion of the local nursing workforce. The other Health Sciences programs regularly have licensing exam pass rates with scores significantly higher than national averages. We have great programs working out of old, outdated facilities; but more importantly, there isn't 'ROOM TO GROW' for Nursing, Health Sciences, or any other programs.

The cannibalization of existing facilities that places a chokehold on the other programs is significant. For example, expanding healthcare programs into the Building Trades classrooms has limited the depth of instruction in those programs severely. Instead of teaching students how to design cabinets and then use CNC equipment to produce the parts, we are limited to teaching outdated technology.

Cost Effective:

Bridgerland Technical College has always been alert to, and conscious of, the importance of being cost effective. In an effort to be more efficient with the limited space we already have, Bridgerland Tech starts two cohorts of nursing students each year while most of the other colleges and universities in the state start one cohort in the fall and complete them in the spring. Bridgerland starts a new cohort of nursing students in August and another in February each year. This essentially doubles the number of students we can graduate each year.

Bridgerland has also been extremely cost conscious with its approach to new buildings. Both the Logan Campus - Main and West buildings in Logan were purchased for less than $25 per square foot. To put that into perspective, new buildings such as the Applied Technology Building at SLCC are estimated to cost more than $300 per square foot.

Bridgerland Tech has never built a "new" building. As a result, our buildings are utilitarian with structures adapted to specific purposes. They are particularly functional for our heavy industrial programs such as Diesel, Automotive Services, Auto Collision, Welding Technology, Machining Technology, and others. But, they are not very compatible with the needs of

Nursing and Health Sciences programs. Converting or cannibalizing existing space from its intended heavy industrial use to healthcare related programs is proving to be extremely expensive. Every time an existing program is cannibalized to squeeze in health program spaces, the cost of renovation to meet accreditation standards can exceed $1,000 per square foot or more, while barely meeting the required accreditation standards. Even if space in the existing buildings were available, renovation is far costlier than starting with a new building.

Bridgerland Tech has completed the Feasibility Study on this project as required by the Building Board and the Legislature. The study confirms the site location is available and suitable for the project. It also provided concept renderings of what a new facility might look like. However, we believe there is potential for a more cost effective solution as described below.

Cost Effective Solution:

To help reduce the overall cost of the project, Bridgerland has worked closely with Utah State University to maximize the use of existing facilities. By sharing space and working together, Bridgerland has been able to reduce the size of this facility from over 90,000 sq. ft. to approximately 75,000 sq. ft. for a reduction in approximately 15,000 sq. ft.

In addition, by working together with USU, the requisite simulation suites have been reduced from 10 to 12 suites to just four. To put that into some perspective, the new Davis Technical College Allied Health Building is being designed with 10 simulation suites. The relationship with both USU and Intermountain Healthcare (Logan Regional Hospital) allows us to reduce our simulation suites down to four.

Another long-term, cost savings solution is to design the new health sciences building with two levels in an effort to preserve as much existing land for future projects as possible.

Bridgerland Tech's project site lends itself very well to using a Geothermal Exchange system for both heating and cooling the facility. This type of system creates substantial long-term savings in annual operating costs. The use of a Geothermal Exchange system is being analyzed by the Architects as another potential long-term cost savings option.

Existing Building Deficiencies and Life Safety concerns:

Both buildings at the Bridgerland Technical College are more than 45 years old and have been remodeled or improved several times. The existing buildings are utilitarian and functional for the heavy industrial programs they were originally purchased and remodeled to accommodate. However, the existing buildings were never designed for use in healthcare related programs.

Using facilities that were originally designed for Building Trades has created what some would even consider a "Life Safety" concern. The paint fumes from the Cabinetmaking spray booth are circulated through healthcare related classrooms because these rooms were originally designed for use in Cabinetmaking. As a result, students and teachers continually complain about headaches and other health issues. In an extreme example, one instructor, who is also a cancer survivor, has a suspicion her cancer was caused by constantly breathing paint fumes from the Cabinetmaking lab.

Alternate Funding Sources:

Bridgerland Technical College has formed a relationship with the Weber State University School of Nursing. This collaboration has resulted in the shared use of hospital beds, manikins, an electronic medication dispensing system, and other costly simulation equipment. Additionally, Bridgerland has varied clinical partnerships including an affiliation with Intermountain Healthcare. Our clinical partnerships have resulted in donations of electrocardiogram machines, physician office exam tables, hospital beds and cribs, and other medical-surgical equipment. As we move forward with construction of a new Health Sciences Building, our continued partnerships will provide substantial "in-kind" donations, cooperative purchasing arrangements, and will generate a substantial cost savings in equipment purchases.

In addition, Bridgerland Tech has hired a new Chief Development Officer to pursue and secure donations, grants, community gifts, and additional "in-kind" donations for this project. While the current level of alternate funding sources would be considered immaterial, we feel confident in our ability to generate sufficient revenue to fund or partially fund the equipment needs for this project. Bridgerland Tech will vigorously pursue philanthropic donations and gifts for this project but will proceed without making any unrealistic promises.

FY 2020 Capital Development Project Request
Executive Summary

Agency/Institution:	**Davis Technical College**
Project Name:	**Technology Building**
Agency/Institution Priority:	**One**
Project Scope:	**75,000 to 115,000 square feet**
Preliminary Cost Estimate:	**$32,000,000 to $48,000,000**
Other Sources of Funding:	**none**
FY 2020 Requested Funding:	**$ 32,000,000 to $ 48,000,000**

Early Planning Process

The Davis Technical College (Davis Tech) is in the early planning stages for a new Technology Building. As we have identified a need for this building, we are in the concept planning stages. This is why the square feet estimate and cost estimate are broad at this point. During the next year, we anticipate engaging with an architectural firm to perform a pre-programming study. Pre-programming will help us determine a more refined estimate of the needed size and cost of the Technology Building.

Our goal in bringing this capital development request forward at this time is to raise awareness among UTech Trustees, Building Board Members, and Legislators of the need for this building and getting this project on the State's future building plan.

Building Demand

Davis Tech has been educating students since 1978, and is a leader in technical training in the Utah System of Technical Colleges (UTech). Davis Tech plays an important role in meeting the state's demand for technical manufacturing workers. The administration and manufacturing faculty work closely with local employers to develop cutting-edge training programs and hands-on training for hundreds of students annually. Open entry classes at Davis Tech allow for a customized educational experience and provide a unique college culture.

Our Capital Development Project Request is for a new Technology Building to house Welding Technology, Composite Materials Technology, and Plastic Injection Molding. Davis Tech seeks a building which is approximately 75,000 to 115,000 square feet with an early estimated cost of between $32 million and $48 million.

Each of these programs need additional space to meet the needs of employers in our region. The space required needs to be updated and modern compared to the aging facilities these programs are currently located in. Welding Technology is currently located in a portion of our main campus which was built in 1985. The facility is crowded, outdated and not adequate for a modern welding training facility. Composite Materials Technology is currently taught in a remodeled diesel shop which was originally built in 1983. Plastic Injection Molding is taught away from our main campus in a restored World War II warehouse.

Welding Technology

Demand for the Welding Technology program has necessitated the purchase of a welding trailer with six additional welding booths. A new modern welding facility will need to incorporate the welding trailer. This program is currently located in a portion of our main campus which was built in 1985. The facility is crowded, outdated and not adequate for a modern welding training facility. The existing welding training space is land-locked and there is no room for expansion in the existing space. The program is crowded both during day and evening classes with no room for further expansion.

The existing welding lab has 35 booths and has been remodeled six times. Further remodeling is impractical. The space was designed for 2 instructors, yet the program now has four full-time instructors plus additional adjunct faculty. Annual student headcount is 281 to 351 enrolled students. During the past two years we had to cap enrollment on two occasions and create waiting lists due to a lack of space. Students often have to wait for a booth to open up to complete their training projects.

Metal for our welding program is stored outside in a crowded ware-yard. The ware-yard is too small for delivery trucks with new metal for the program. The materials have to be unloaded in a parking lot, cut to smaller pieces and then hauled into the ware-yard on a fork lift. The metal stored in this outside ware-yard is exposed to the elements and begins to rust while being stored. The crowded ware-yard also makes it difficult to store and haul away scrap metal which has been used in the program.

The crowded conditions in the welding program create safety concerns for students. Further, the gases for the program are stored in a small out-building in the ware-yard. This out-building is located next to gas pumps for our college owned vehicles. Storing welding gases next to gasoline pumps could create life safety concerns.

The Davis Tech Welding program has an impressive partnership with Lincoln Welding. Lincoln provides most of the equipment in that program at no cost to Davis Tech and updates the equipment every two years. Lincoln has additional equipment it would like to locate on our campus if there was room in the welding lab. The crowded shop conditions do not accommodate equipment such as a new robotic welder or a pipe welder. The Lincoln partnership would significantly reduce the cost of providing equipment in a newly built welding lab.

Composite Materials Technology

There are numerous jobs for composites technicians along the Wasatch Front. Employers indicate that there are currently 1,000 to 1,500 jobs available for workers with these skills. Senator Stuart Adams has told the story many times about Orbital ATK bringing its composites facilities back to the State of Utah from another state. He indicates that a major factor in relocating back to Utah, and particularly to Clearfield, is because of the Composite Materials Technology program at Davis Tech. A larger, updated facility is needed to meet the needs of employers.

This program has significant partnerships with local and national firms which donate materials for the program. Many of these materials are extremely costly and we could not run the program if we had to purchase all of the materials needed for student training. Many of these materials need to be stored in freezers and our current freezer space is inadequate. During the past few years we have had to decline various donated materials due to lack of space to store these

sensitive materials. Further, we have no space for these partners to demonstrate innovative materials, technologies, and practices. Adequate space would allow for better interaction with these partners which would enhance the program offerings and keep us current with trends in this dynamic and developing industry.

Composite Materials Technology is currently taught in a remodeled diesel shop which was originally built in 1983. A purpose built shop will allow for modern technologies and practices to be more fully integrated into the program.

Plastic Injection Molding

Plastic Injection Molding is currently taught away from our main campus in a restored World War II warehouse at our Freeport West facility in Clearfield. This program would be able to flourish if located on the main campus and more closely adjacent to other manufacturing programs, as well as being closer to student recruitment and job placement functions.

Plastic Injection Molding and Composite Materials Technology have program similarities which would allow for a great synergy for the Plastic Injection Molding program if it was located on our main campus near the Composite Materials Technology program. This would allow students to train on a broad spectrum of materials used in high tech manufacturing processes.

The electrical power needs to run the equipment needed for Plastic Injection Molding are significant. With these power needs, it is not practical to move the program into other space which may eventually become available on the main campus.

This program also operates with significant industry partnerships. Much of the equipment used in this program has been donated or consigned by industry. This equipment is very expensive and the costs for much of this equipment is beyond the financial resources of Davis Tech without the help of these generous industry partners. Additional, modern space for this program would allow us to more fully benefit from our partnerships with industry connections.

Summary

We are unable to meet current employer demand in manufacturing programs. This project will help Davis Tech fulfill its mission as a major producer of high quality technical manufacturing workers.

The programs which will be placed in the new Technology Building all require high-bay space. The College has completely filled all facilities, including high bay space, located on our main campus. The completion of the recently funded Allied Health Building will be a great addition to our campus, but it will not free up any high-bay space. Our manufacturing programs have continued to grow during the time we were seeking the Allied Health Building. Now, manufacturing technology needs new high-bay space in order to meet employer demands. The institution will have to create additional waiting lists and not fulfil employer needs without this new building.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES
17 May 2018

ITEM: C

TOPIC: UTech Scholarship (New USTC Policy 208)

BACKGROUND

In its 15 March 2018 meeting, the Board of Trustees authorized the Commissioner, in consultation with the college presidents, to develop and implement a scholarship application and a process for receiving applications that is broadly within the parameters of HB-437, pending the development of formal Board rules for final scholarship determinations.

House Bill 437, "Career and Technical Education Scholarships", provides for and funds high school students progressing in CTE pathways to receive technical scholarships up to seven months beyond high school graduation in high demand programs. The bill requires the Board of Trustees to make rules related to the scholarship's provisions and processes, in accordance with the Utah Administrative Rulemaking Act.

The Commissioner, in consultation with the presidents, has prepared the attached draft of a new USTC Policy 208, "UTech Scholarship", for the Board's consideration. Upon approval, the policy will become the basis for the required administrative rule. If a policy is approved in this meeting, it is estimated that the rulemaking process would then be completed and the rule would become effective by August 1, 2018

RECOMMENDATIONS
USTC Administration recommends that the Board (1) approve Policy 208, "Career and Technical Education Scholarships", as the basis for an administrative rule; and (2) authorize the Commissioner, in consultation with the college presidents, to complete the administrative rulemaking process within the parameters of the policy and make non-substantive changes to the policy as necessary for administrative rulemaking.

Attachments:
      Draft Policy 208, "UTech Scholarship"
      House Bill 437, "Career and Technical Education Scholarships"
      Utah Administrative Rulemaking Process: Overview

Subject:	UTech Scholarship

208.1 Purpose

To establish requirements related to the technical college scholarships described in UCA 53B-2a-116 (herein named the "UTech Scholarship"), including a college's administration of the scholarships, student eligibility and priority, application processes, and determination of satisfactory progress.

208.2 Approval

USTC Board of Trustees approval: May 17, 2018 (Pending).
Administrative Rulemaking: Pending (effective on passage of Administrative Rule).

208.3 References

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

208.4 Definitions

4.1 Career and Technical Education Pathway:

4.1.1 For a technical college, an approved certificate-granting program described in USTC Policy 200.4.1;

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

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

4.2 Graduate from High School: to qualify for a high school diploma as specified in UAC R277-705-2(3).

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

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

4.5 Satisfactory Progress: completion of any course, as included in an official transcript from the pathway provider, that is specific to a pathway discipline defined in section 208.4.1. Courses in a pathway that are not specific to the pathway discipline are not eligible.

4.6 Secondary School: grades 7-12 in whatever kind of school the grade levels exist, as provided in UAC R277-705-2(5).

Subject:	UTech Scholarship

4.7 **Underserved Population:** any individual of ethnic or racial minority status; any individual with a disability; any individual identified as a displaced homemaker, single parent, economically disadvantaged, or of limited English proficiency under Carl D. Perkins Grant reporting procedures; or any individual receiving Pell Grant, BIA, or Department of Workforce Services benefits.

4.8 **UTech:** the Utah System of Technical Colleges.

4.9 **UTech Scholarship:** a financial award provided by a technical college in accordance with UCA 53B-2a-116 and this policy to a student enrolled in a technical college.

208.5 **Award Requirements:** To use a UTech Scholarship provided by a technical college, an applicant shall satisfy the following criteria:

5.1 Graduate from high school within the seven months prior to receiving a scholarship;

5.2 Enroll in, or show intent to enroll in, a high demand program at a technical college within the seven months after high school graduation, except as granted in a deferral provided in section 208.8.4; and

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

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

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

6.2 **UTech Scholarship Specificity:** In its application forms and processes, the technical college shall clearly identify the UTech Scholarship's name, award requirements, use, and application process, and shall provide for the applicant to specify that he or she is applying to be considered for the UTech Scholarship.

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

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

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

UTAH SYSTEM OF TECHNICAL COLLEGES

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6.4.2 Application date.

6.4.3 UTech Scholarship specificity as described in section 208.6.2.

6.4.4 Demographic information to include the underserved population identification described in 208.4.7.

6.4.5 high school information to include (on transcripts or otherwise documented):

(a) Name of high school attended;

(b) High school graduation date (expected or actual); and

(c) Actual or expected satisfactory progress (208.4.5) in a career and technical education pathway (208.4.1) offered by a technical college, an institution of higher education, or a school district or charter school.

6.4.6 Technical college enrollment intentions to include:

(a) Name of technical college;

(b) High demand program (208.4.3) in which the student is enrolled or intends to enroll;

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

(d) Intended enrollment hours per week;

(e) Expected program completion date; and

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

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

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

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

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

UTAH SYSTEM OF TECHNICAL COLLEGES

POLICIES

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(a) **Start Date:** The date on which the applicant expects to begin a high demand program (208.6.4.6[c]), or, in the case of an applicant who has previously begun the intended high demand program, the day after the date of high school graduation (208.6.4.4[b]); and

(b) **End Date:** Seven months after the date of high school graduation (208.6.4.4[b]), or, in the case of a requested deferral meeting the provisions of 208.8.4, seven months after the start date.

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

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

7.2.1 **Underserved Populations:** The college shall first award a scholarship to each eligible applicant who is a member of an underserved population defined in 208.4.7, in the amounts provided in 208.7.3.

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

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

7.3.1 **Full Eligible Award Amount:** If available funds (208.9) are sufficient for the total of all eligible award amounts (208.7.1.3) in a given priority group (208.7.2), then each eligible applicant in the group shall be awarded 100% of his or her eligible award amount.

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

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

208.8 **Conditions and Utilization of Scholarship**

Subject:	UTech Scholarship

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

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

8.3   **Time Limitation:** Except in the case of a deferral provided in 208.8.4, a technical college may only apply a scholarship toward a recipient's costs described in 208.8.2 from the day on which the college awards the scholarship (208.7.2) until seven months after the day on which the recipient graduates from high school.

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

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

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

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

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

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

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

208.9   **UTech Scholarship Funds**

9.1   **Distribution of Award Funds:** As provided in UCA 53B-2a-116(2), the Board of Trustees shall, from annual legislative appropriation for the UTech Scholarship, distribute 50% of the appropriation to each technical college in an equal amount, and 50% of the appropriation to each technical college based on the college's prior year systemwide share of secondary student membership hours completed.

Subject:	UTech Scholarship

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

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

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

208.10 Appeals

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

208.11 Reporting

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

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

September 19, 2019

ITEM: 8D

TOPIC: UTech Commissioner's Office Budget Report

BACKGROUND

Per UTech policy 555.4.5, *"A report detailing revenue and expenditures for all budget categories and an investment report reflecting cash and investment balances as of the month most recently ended shall be presented to the Board of Trustees in all regular meetings of the Board."* The attachments include a report detailing appropriated revenues and expenditures by category for the Office of the Commissioner for the current fiscal year through August 31, 2019, a check register for July – August 2019, and a cash and investment report as of August 31, 2019.

Attachments:

Budget progress report

Check/Disbursement register

Cash & Investment Balances

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

Budget	Budget	Year to Date	%
Total Budget for the Commissioner's Office	2,078,300	451,200	21.7%

Expenditures

Salaries, Payroll Tax & Benefits	1,579,952	221,745	14.0%
Building Occupancy Costs	118,310	19,444	16.4%
Legal Services	150,000	17,430	11.6%
Equipment Purchases	17,700	5,413	30.6%
Employee Travel	35,000	1,780	5.1%
Board Meetings	25,000	-	0.0%
Staff & System Meetings	15,000	312	2.1%
Public Relations/Marketing	20,000	-	0.0%
Automobile Expenses	10,000	309	3.1%
Supplies & Misc. Expenses	41,844	2,728	6.5%
IT Support & Upgrades	14,000	589	4.2%
Memberships	30,000	-	0.0%
Contingency	21,494	-	0.0%
Total Expenditures	**2,078,300**	**269,749**	**13.0%**

Utah System of Technical Colleges
Check Register
July - August 2019

Type	Date	Num	Name	Amount
Bill Pmt -Check	07/03/2019	11673	ABM	-350.00
Bill Pmt -Check	07/03/2019	11674	Bridgerland Tech	-254,600.00
Bill Pmt -Check	07/03/2019	11675	Cushman Wakefield	-9,372.00
Bill Pmt -Check	07/03/2019	11676	Davis Tech	-295,650.00
Bill Pmt -Check	07/03/2019	11677	Dixie Tech	-150,950.00
Bill Pmt -Check	07/03/2019	11678	Fuelman	-164.95
Bill Pmt -Check	07/03/2019	11679	Mount Olympus	-25.58
Bill Pmt -Check	07/03/2019	11680	Mountainland Tech	-320,050.00
Bill Pmt -Check	07/03/2019	11681	Ogden-Weber Tech	-281,750.00
Bill Pmt -Check	07/03/2019	11682	Penna Powers	-117,483.20
Bill Pmt -Check	07/03/2019	11683	Snow College	-74,525.00
Bill Pmt -Check	07/03/2019	11684	Southwest Tech	-155,050.00
Bill Pmt -Check	07/03/2019	11685	Tooele Tech	-135,250.00
Bill Pmt -Check	07/03/2019	11686	UETN	-513.90
Bill Pmt -Check	07/03/2019	11687	Uintah Basin Tech	-201,400.00
Bill Pmt -Check	07/03/2019	11688	USU Eastern	-68,275.00

Utah System of Technical Colleges

Office of the Commissioner

Fiscal Year 2019 Office Budget

CASH AND INVESTMENTS
as of
August 31, 2019

Name of Bank	Type of account	Rate %	Dollar Amount
Utah PTIF	Savings	2.726	$ 1,505,857.73
Wells Fargo	Checking	0.020	$ 283,537.89
			$ 1,789,395.62

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

May 17, 2018

ITEM: E

TOPIC: FY 2019 Data Dictionary

<u>BACKGROUND</u>

The USTC Data Dictionary is maintained by the Office of the Commissioner of Technical Education as a guiding policy to the colleges in the data collection and reporting processes. Updates are approved annually by the Board of Trustees to provide oversight to the colleges in assuring that data definitions are current and consistently applied. College data representatives have recommended the attached Data Dictionary revisions for FY 2019. Upon approval from the Board, changes described herein shall be effective beginning July 1, 2018.

Revisions to the Data Dictionary include

- Elimination and streamlining of student exit statuses (e.g., graduate/non-graduate): These changes will greatly facilitate the automation of student exit statuses in the student information system and will remove inconsistent practices across the colleges;
- Elimination and streamlining of student outcome (i.e., placement) statuses: These changes eliminate ambiguous statuses with overlapping definitions and will make consistent placement collection practices across the campuses;
- Clarification of enrollment objective definitions: These changes will remove ambiguity in how students should be classified upon enrollment at a technical college and will enforce consistent practices across all institutions;
- Addition of greater technical specificity in data field formats;
- Non-substantive grammatical/formatting changes; and
- Addition of several Data Dictionary sections (e.g., data collection calendar, data validity checklist, USTC student classification logic flowchart, etc.) to create a one-stop-shop of resources for college data personnel, providing assistance to the colleges and transparency into system office operations.

<u>RECOMMENDATION</u>

USTC Administration recommends the Board approve and adopt the USTC Data Dictionary for FY 2019 with the revisions described herein.

Attachments: USTC FY 2019 Data Dictionary

Utah System of Technical Colleges
DATA DICTIONARY

July 1, 2018 through June 30, 2019 (FY 2019)

Contents

Introduction

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

File Descriptions

- **Data Submission:** The UTECH Data Submission is designed to assist technical colleges in meeting reporting requirements for most external stakeholders (e.g., the Council on Occupational Education [COE], the Integrated Postsecondary Educational Data System [IPEDS], the Utah State Legislature, etc.). This file is designed to be wholly self-contained, meaning that college staff should not need to view prior or later years' data, nor to keep paper or manual electronic files to successfully fulfill reporting requirements. The UTECH Data Submission contains demographic, enrollment, and course records for all students enrolled during a temporal snapshot (usually the fiscal year or a quarter thereof).
- **Completers File:** The UTECH Completers File lists all certificates issued during a temporal snapshot. Though the Data Submission file should be sufficient to fulfill external reporting requirements, the Completers File provides additional information on technical college graduates and their awards received.
- **Perkins Student Submission:** The Perkins Student Submission lists all students enrolled during a temporal snapshot and is submitted in fulfillment of requirements consequent to the federal grant established under the Carl D. Perkins Career and Technical Education Act of 2006. These data are submitted to the Office of the Commissioner of Technical Education annually, then forwarded to the Utah State Board of Education (USBE) by October 31st of each year for evaluation of Perkins Grant performance indicators (e.g., 3P1 – Retention).
- **Perkins Industry Exams:** Also forwarded to USBE with the Perkins Student Submission is a data file containing industry certification exams taken and recorded in technical college information systems during a temporal snapshot. This information is used to supplement a data match with the Division of Occupational and Professional Licensing, used in the calculation of the Perkins 1P1 – Technical Skill Attainment indicator.
- **Perkins Placement Information:** Also forwarded to USBE with the Perkins Student Submission is a data file containing employment information relative to students enrolled during a temporal snapshot. This information is used to supplement a data match with the Department of Workforce Services (DWS), used in the calculation of the Perkins 4P1 – Placement indicator.
- **Custom Fit Reports #1 and #2:** Lastly, Custom Fit reports #1 and #2 respectively contain information on companies contracting with technical colleges for employee training during a temporal snapshot through the Custom Fit program, and the individuals receiving said training.

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

35A, Chapter 14. Data therein are matched against data collected from the Utah System of Higher Education, Utah State Board of Education, Utah Department of Workforce Services, Utah Department of Health, and other data providers as may be added in the future. Upon collection and matching of individual-level records, data in the UDRC are de-identified and made available to researchers seeking to inform public policy decisions.

FY 2019 Data Collection Schedule

Report	Temporal Snapshot	Collection Opens	Collection Closes
IPEDS Registration o Registration o Report Mapping o Institutional ID o IC Header	(varies; see IPEDS survey instructions)	August 8, 2018	
Quarter 1 Data Submission o Data Submission File o Completers File o Custom Fit Reports #1 & #2	July 1 – September 30, 2018	October 1, 2018	October 15, 2018
Perkins Data Submission o Student Submission o Industry Examinations o Prior Year Placement Info	July 1, 2017 – June 30, 2018 July 1, 2017 – June 30, 2018 July 1, 2016 – June 30, 2017	October 1, 2018	October 15, 2018
IPEDS Fall Surveys o Institutional Characteristics o 12-Month Enrollment o Completions	(varies; see IPEDS survey instructions)	September 5, 2018	October 17, 2018
Final Prior Year Data Submission o Data Submission File o Completers File	July 1, 2017 – June 30, 2018	November 19, 2018	December 3, 2018
Quarter 2 Data Submission o Data Submission File o Completers File o Custom Fit Reports #1 & #2	July 1 – December 31, 2018	January 1, 2019	January 15, 2019
IPEDS Winter Surveys o Student Financial Aid o Graduation Rates o 200% Graduation Rates	(varies; see IPEDS survey instructions)	December 12, 2018	February 13, 2019
IPEDS Spring Surveys o Fall Enrollment o Finance o Human Resources	(varies; see IPEDS survey instructions)	December 12, 2018	April 10, 2019
Quarter 3 Data Submission o Data Submission File o Completers File o Custom Fit Reports #1 & #2	July 1, 2018 – March 31, 2019	April 1, 2019	April 15, 2019
Quarter 4 Data Submission o Data Submission File o Completers File o Custom Fit Reports #1 & #2	July 1, 2018 – June 30, 2019	July 15, 2019	July 31, 2019

Secure File Transfer Protocol

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

1. Download an SFTP client that supports FTPES (Filezilla is recommended).
2. After opening the SFTP client, connect to host ftp.northstarmis.org.
   a. When prompted, you may either specify port 21 or leave the field blank.
   b. Select a server type requiring FTPES – FTP over explicit TLS/SSL.
   c. Select a normal logon type.
   d. Colleges' usernames are as follows: "ftp.northstarmis.org|[username here]". Note that there is a "bar" (|) between the host site and a college's username.
   e. Connect to the SFTP using your unique password.

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

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

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

Pg.	Element Name	Element #	Field Name	Data Submission	Completers File	Perkins Student Submission	Perkins Industry Exams	Perkins Placement Information
7	Technical College Code	U-1	U_INST	Yes	Yes	Yes	Yes	
8	Report Year	U-2	U_YEAR	Yes	Yes	Yes	Yes	
9	Report Number	U-3	U_RPT_NUM	Yes	Yes			
10	Student ID	U-4	U_ID	Yes	Yes	Yes	Yes	Yes
11	Student SSN	U-5	U_SSN	Yes	Yes	Yes	Yes	Yes
12	Statewide Student Identification Number	U-6	U_SSID	Yes		Yes		
13	Last Name	U-7	U_LAST_NAME	Yes	Yes	Yes	Yes	
14	First Name	U-8	U_FIRST_NAME	Yes	Yes	Yes	Yes	
15	Middle Initial	U-9	U_MIDDLE	Yes		Yes		
16	Suffix	U-10	U_SUFFIX	Yes				
17	Maiden Name	U-11	U_MAIDEN	Yes				
18	Birthdate	U-12	U_BIRTH_DT	Yes				
19	Gender	U-13	U_GENDER	Yes	Yes	Yes		
20	Residence Status, Ethnicity, Race	U-14	U_RESIDENCE_N U_ETHNIC_H U_RACE_MULTI	Yes	Yes	Yes		

4

Pg.	Element Name	Element #	Field Name	Data Submission	Completers File	Perkins Student Submission	Perkins Industry Exams	Perkins Placement Information
			U_RACE U_ETH_RACE_U					
23	Student's Age	U-15	U_AGE	Yes				
24	Zip Code	U-16	U_CURR_ZIP	Yes				
25	County Code	U-17	U_COUNTY_ORIGIN	Yes				
27	State	U-18	U_STATE_ORIGIN	Yes				
30	Grade Level	U-19	U_GRADE_LEVEL	Yes		Yes		
31	Secondary School	U-20	U_HS	Yes				
32	Enrollment Objective	U-21	U_ENRL_OBJ	Yes	Yes			
34	Full/Three-quarter/Part/Less than Part-time Status	U-22	U_PT_FT	Yes		Yes		
35	First Time Date	U-23	U_FIRST_DATE	Yes				
36	First Time Type	U-24	U_FIRST_TYPE	Yes				
37	Schedule Start Date	U-25	U_START_DATE	Yes				
38	Schedule Stop Date	U-26	U_STOP_DATE	Yes				
39	Exit Code	U-27	U_EXIT_CODE	Yes				
40	Exit Date	U-28	U_EXIT_DATE	Yes				Yes
41	Licensure Required	U-29	U_LIC_REQ	Yes				
42 42	Licensure Status	U-30	U_LIC_EXAM	Yes				
43	Verified Outcome status	U-31	U_OUTCOME	Yes				Yes
49	Verification Date	U-32	U_OUT_DT	Yes				Yes
50	CIP Code	U-33	U_PRG_CIP U_DEL_CIP U_COMP_CIP	Yes	Yes	Yes		
55	Area of Study	U-34	U_SUBJ	Yes	Yes			
56	Class Number	U-35	U_NUM	Yes				
57	Class Title	U-36	U_TITLE	Yes				
58	Delivery Method	U-37	U_DEL_METH	Yes				
59	Instruction Type	U-38	U_INSTRUCT_TYPE	Yes				
60	Site Type	U-39	U_SITE_TYPE	Yes				
~~63~~	~~Program Location~~	~~U-40~~	~~U_PROG_LOC~~	~~Yes~~				
65	Scheduled Hours	U-41	U_SCHEDULED_HRS	Yes		Yes		
66	Expected Hours	U-42	U_EXPECTED_HRS	Yes		Yes		
67	Program Category Type	U-43	U_CAT_TYPE	Yes	Yes			
68	Program Teach-out	U-44	U_TEACH_OUT	Yes				
70	Hours Required for Certificate	U-45	U_REQ_HRS	Yes	Yes			
71	Hours Enrolled in Certificate	U-46	U_ENRLD_HRS		Yes			
72	Certificate Completion Date	U-47	U_COMP_DATE		Yes			
73	Certificate Conferral Date	U-48	U_ISSUE_DATE		Yes	Yes		
74	CIP Name	U-49	U_CIP_NAME		Yes			
75	Training Start Date	U-50	U_TRAINING_START		Yes			
76	Training Duration	U-51	U_WEEKS_APART		Yes			
77	Age Upon Certificate Conferral	U-52	U_COMP_AGE		Yes			
78	Economically Disadvantaged Status	U-53	U_DISADV			Yes		
79	Student Limited English Proficiency Status	U-54	U_LEP			Yes		
80	Student Disability Status	U-55	U_DISABLED			Yes		
81	Displaced Homemaker	U-56	U_DIS_HOME			Yes		
82	Single Parent	U-57	U_SINGLE_PARENT			Yes		
83	CTE Participant	U-58	Participant			Yes		
84	CTE Concentrator	U-59	Concentrator			Yes		
85	CTE Completer	U-60	Completer			Yes		
86	Pell Grant Recipient	U-61	U_PELL			Yes		
87	BIA Recipient	U-62	U_BIA			Yes		

Commented [ZB1]: Note that this field will not be included in the Data Dictionary in FY 2019. We will continue working to be able to identify the location where students are reported to COE in the data. It is anticipated that after our work is complete, this field will be added to the 2020 Data Dictionary.

Commented [ZB2]: Note that as the colleges move to a 1:1 relationship between programs and certificates (i.e., as the colleges eliminate exit point credentials), we are able to include the program length in the submission file.

5

Pg.	Element Name	Element #	Field Name	Data Submission	Completers File	Perkins Student Submission	Perkins Industry Exams	Perkins Placement Information
88	WIOA/DWS Sponsored Student	U-63	U_WIOADWS			Yes		
89	Industry Certification Exam Name	U-64	ExamAttempted				Yes	
90	Date Attempted	U-65	DateAttempted				Yes	
91	Industry Exam Outcome	U-66	Passed				Yes	

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-01**

ELEMENT NAME: Technical College Code

FIELD NAME: U_INST

FIELD FORMAT: ~~2 digits~~CHAR(2)

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

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

COMMENTS: Last modified June 8, 2016.

REFERENCE: ~~State code numbers were originally generated by the Utah State Board of Education.~~Northstar Campus Detail Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-02**

ELEMENT NAME: Report Year

FIELD NAME: U_YEAR

FIELD FORMAT: 4 digitsCHAR(4); "YYYY"

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

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

COMMENTS: Last modified September 2005.

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

To return to the Table of Contents, please click here.

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-03**

ELEMENT NAME: Report Number

FIELD NAME: U_RPT_NUM

FIELD FORMAT: CHAR(1) digit

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

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

COMMENTS: Last modified September 2005.

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

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-04**

ELEMENT NAME: Student ID

FIELD NAME: U_ID

FIELD FORMAT: CHAR(10) digits

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

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

COMMENTS: Last modified June 8May 17, 20186.

REFERENCE: Northstar Student Demographic Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-05**

ELEMENT NAME: Student SSN

FIELD NAME: U_SSN

FIELD FORMAT: CHAR(9); no hyphens digits

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

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

COMMENTS: Social Security Numbers shall be used to facilitate student tracking except in the rare case that a student does not have an SSN (i.e., international student), in which the institutionally defined identification number (U-04) will be used. The student's SSN is used for data matching between the technical college and the Utah State Board of Education (for Perkins Grant purposes), the Department of Workforce Services (for placement calculations), and the Utah System of Higher Education (for COE reporting purposes). SSNs shall also be used for reporting to the Internal Revenue Service for student financial aid (1098-T) purposes. Without a Social Security Number, Northstar will not list the student for 1098-T reporting to avoid incurring an IRS fine for inaccurate data reporting.

SSNs shall be valid and adhere to the following standards adopted by the Social Security Administration:
- SSNs shall not begin with "000", "666", or "900" through "999".
- SSNs' fourth and fifth digits shall not be "00".
- SSNs shall not end with "0000".

Last modified June 8, 2016.

REFERENCE: Northstar Student Demographic Form

www.socialsecurity.gov

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-06**

ELEMENT NAME: Statewide Student Identification Number

FIELD NAME: U_SSID

FIELD FORMAT: VARCHAR(11)7-11 digits

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

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

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

REFERENCE: Northstar Student Demographic Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-07**

ELEMENT NAME: Last Name

FIELD NAME: U_LAST_NAME

FIELD FORMAT: ~~N characters~~VARCHAR(50)

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

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

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

ELEMENT NAME: First Name

FIELD NAME: U_FIRST_NAME

FIELD FORMAT: ~~N characters~~VARCHAR(50)

DEFINITION: The legal first given name of the student.

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

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-9**

ELEMENT NAME: Middle Initial

FIELD NAME: U_MIDDLE

FIELD FORMAT: CHAR(1)~~1 character~~

DEFINITION: The middle initial of the student.

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

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

REFERECE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-10**

ELEMENT NAME: Suffix

FIELD NAME: U_SUFFIX

FIELD FORMAT: ~~N characters~~CHAR(5)

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

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

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

REFERECE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-11**

ELEMENT NAME: Maiden Name

FIELD NAME: U_MAIDEN

FIELD FORMAT: VARCHAR(50)N characters

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

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

COMMENTS: Last modified March 29, 2012.

REFERECE: Northstar Student Demographics Form

To return to the Table of Contents, please click here.

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-12**

ELEMENT NAME: Birth Date

FIELD NAME: U_BIRTH_DT

FIELD FORMAT: CHAR(8); digits ("YYYYMMDD")

DEFINITION: The student's date of birth.

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

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

REFERENCE: Northstar Student Demographics Form

To return to the Table of Contents, please click here.

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Element: **U-13**

ELEMENT NAME: Gender

FIELD NAME: U_GENDER

FIELD FORMAT: CHAR(1) character

DEFINITION: A code indicating the student's gender.

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

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

REFERENCE: Northstar Student Demographics Form

To return to the Table of Contents, please click here.

Element: **U-14**

ELEMENT NAME: Residence Status, Ethnicity, and Race

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

FIELD FORMAT: CHAR(1) for each~~1 character per~~ column~~category~~

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

U_RESIDENCE_N

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

U_ETHNIC_H

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

U_RACE_MULTI

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

U_RACE

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

U_ETH_RACE_U

Field Value	Field Attributes and Examples	Effective Date

| U | *Unknown*: The student's racial and ethnic identity is unknown. | June 15, 1998 |
| <blank> | The student's racial and ethnic identity is known. | |

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

REFERENCE: IPEDS Glossary– Race/Ethnicity
             Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-15**

ELEMENT NAME: Student's Age

FIELD NAME: U_AGE

FIELD FORMAT: ~~1-3 digits~~INT(3)

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

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

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

REFERENCE: ~~Age is calculated based on birthdate provided in~~ Data Element U-12

To return to the Table of Contents, please click here.

Element: **U-16**

ELEMENT NAME: Zip Code

FIELD NAME: U_CURR_ZIP

FIELD FORMAT: CHAR(5) or 9 digits

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

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

COMMENTS: While colleges may collect the ZIP code extension in the student information system, data submission files shall not include this information. Used to monitor commuter movement at UTECH Colleges. Last modified June 8, 2016May 17, 2018.

REFERENCE: Northstar Student Demographics Form

To return to the Table of Contents, please click here.

Element: **U-17**

ELEMENT NAME: County Code

FIELD NAME: U_COUNTY_~~ORIGIN~~APPRES

FIELD FORMAT: ~~5 characters~~CHAR(5)

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

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

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

COMMENTS: Last modified ~~June 8, 2016~~May 17, 2018.

REFERENCE: Northstar Student Demographics Form

To return to the Table of Contents, please click here.

Element: **U-18**

ELEMENT NAME: State Code

FIELD NAME: U_STATE_ ~~ORIGIN~~APPRES

FIELD FORMAT: CHAR(2)~~2 characters~~

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

Field Value	Field Attributes and Examples	Effective Date
~~AA~~	~~Armed Forces Americas~~	~~July 1, 2006~~
~~AE~~	~~Armed Forces, Africa, Canada, Europe, Middle East~~	~~July 1, 2006~~
AK	Alaska	July 1, 2006
AL	Alabama	July 1, 2006
~~AP~~	~~Armed Forces Pacific~~	~~July 1, 2006~~
AR	Arkansas	July 1, 2006
AS	American Samoa	July 1, 2006
AZ	Arizona	July 1, 2006
CA	California	July 1, 2006
CO	Colorado	July 1, 2006
CT	Connecticut	July 1, 2006
DC	District of Columbia	July 1, 2006
DE	Delaware	July 1, 2006
FL	Florida	July 1, 2006
FM	Federated States of Micronesia	July 1, 2006
GA	Georgia	July 1, 2006
GU	Guam	July 1, 2006

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

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

COMMENTS: Last modified ~~June 8, 2016~~May 17, 2018.

REFERENCE: Northstar Student Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-19**

ELEMENT NAME: Grade Level

FIELD NAME: U_GRADE_LEVEL

FIELD FORMAT: CHAR(2)2 digits

DEFINITION: Student's grade level while enrolled.

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

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar Enrollment Period Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-20**

ELEMENT NAME: Secondary School

FIELD NAME: U_HS

FIELD FORMAT: VARCHAR(6)~~6 characters~~

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

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

*For the full secondary school list, please see **Appendix B**: Secondary School List.*

COMMENTS: Last modified May 1~~8~~7, 201~~7~~8.

REFERENCE: School ACT codes can be found at http://www.act.org/content/act/en/products-and-services/the-act/registration/high-school-codes-lookup.html. District codes used by the Utah State Board of Education can be found at https://schools.utah.gov/educationaldirectory.

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Element: **U-21**

ELEMENT NAME: Enrollment Objective

FIELD NAME: U_ENRL_OBJ

FIELD FORMAT: CHAR(1)~~1 character~~

DEFINITION: The student's objective behind enrolling at a technical college.~~The Utah System of Technical Colleges has been charged with providing career and technical education to individuals within specific training objectives. The training provided to each student is of equal value to that given any other student served by UTECH, regardless of the training objective. Upon enrolling, each student is identified with one of the training objectives outlined below. Upon exiting, the student's performance is evaluated to determine the level of program completion. The technical college will then follow up with the student to determine the outcome of his/her training after leaving the college.~~

Field Value	Field Attributes and Examples	Effective Date
1	**Certificate Seeker:** The student is not a secondary student who is enrolled in an approved program and who has indicated intent to earn a program certificate (205.5.2.1).	July 1, 2013
2	**Occupational Student:** The student is employed and is seeking training with the intent to advance in (Career Advancement) or maintain (Continuing Occupational Education) one's current employment, differentiated by using the program category type (U-42). Those enrolled in courses that are part of COE-approved programs shall be classified as ~~Job Upgrade~~Career Advancement Students under UTECH Policy 205.5.2.2, while those enrolled in stand-alone courses shall be classified as Continuing Occupational Education Students under 205.5.3.	July 1, 2017
3	**Senior Citizen:** The student is a senior citizen enrolled under audit waiver (204.7.1).	July 1, 2013
~~4~~	~~**Campus Credential Seeker**~~	~~July 1, 2013~~
6	**Basic Skills:** The student is enrolled in basic instruction in areas such as reading, language arts, and mathematics that are necessary for student success in a chosen career and technical education or job-related program (200.6.4)	July 1, 2013
7	**Personal Interest Student:** The student is enrolled for personal interest reasons that are unrelated to a career.	July 1, 2012

| J | **Job Re-entry:** The student is unemployed and is seeking short-term training to re-enter the workforce. | July 1, 2013 |
| S | **Secondary:** The student meets the definition of "Secondary student" under R277-419 (205.5.1). | July 1, 2013 |

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

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

COMMENTS: Enrollment objectives are used to classify students for legislative and other stakeholder reporting. Last modified May 18, 2017May 17, 2018.

REFERENCE: Northstar Enrollment Period Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-22**

ELEMENT NAME: Full/Three Quarter/~~Part~~Half/Less than ~~Part~~Half- time Status

FIELD NAME: U_PT_FT

FIELD FORMAT: CHAR(1)~~1 character~~

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

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

COMMENTS: Last modified ~~June 8, 2016~~May 17, 2018.

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

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-23**

ELEMENT NAME: First Time Date

FIELD NAME: U_FIRST_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"~~8 digits (YYYYMMDD)~~

DEFINITION: The date on which the student's status as a first-time postsecondary student is determined by the college.

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

COMMENTS: Last modified May 18, 2017.

REFERENCE: Northstar Demographics Form

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Element: **U-24**

ELEMENT NAME: First Time Type

FIELD NAME: U_FIRST_TYPE

FIELD FORMAT: CHAR(2)2 characters

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

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

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

REFERENCE: Northstar Demographics Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-25**

ELEMENT NAME: Schedule Start Date

FIELD NAME: U_START_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"8 digits (YYYYMMDD)

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

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

COMMENTS: Last modified May 16, 2013.

REFERENCE: Northstar Schedule Detail Start Date

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Element: **U-26**

ELEMENT NAME: Schedule Stop Date

FIELD NAME: U_STOP_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"8 digits (YYYYMMDD)

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

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

COMMENTS: Last modified May 13, 2013.

REFERENCE: Northstar Schedule Detail Stop Date

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-27**

ELEMENT NAME: Exit Code

FIELD NAME: U_EXIT_CODE

FIELD FORMAT: CHAR(1)1 character

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

Field Value	Field Attributes and Examples	Effective Date
P	**Graduate:** A student who has qualified for and been awarded a Program Certificate on his or her transcript by the college registrar.	July 1, 2017
N	**Non-Graduate:** A student who has exited a program of the college prior to completion of a Program Certificate, or who has exited a course that is not part of a COE-approved program prior to successful completion of the course.	July 1, 2017
W	**Withdrawal:** A student who has exited without completing a transcriptable course.	July 1, 2013
C	**Course Completer:** A student who has successfully completed a course that is not part of a COE-approved program, and hencebut who does not meet the definition of "Graduate" above. Secondary Students (UTECH Policy 205.5.1), Job Upgrade Students (205.5.2.2), Continuing Occupational Education Students (205.5.3), and Students Enrolled in Other Training (205.5.4) may receive this exit code.	July 1, 2013
H	**Schedule Change:** A student who has requested a change in his or her schedule, but remains enrolled at the college.	July 1, 2009
<blank>	The student's exit code has is unknown (i.e., not yet been determined).	July 1, 2015

Commented [ZB3]: Note that where colleges previously used exit code W to denote students who dropped out prior to obtaining any competencies (i.e., ineligible to become non-graduate completers), that distinction shall now be made using the outcome code (U-30) A – Unavailable.

Commented [ZB4]: Schedule changes are not indicative of a student's status upon exiting the program. Hence, this code is eliminated. All students for whom an enrollment period is terminated due to changes to the student's schedule shall receive exit code N – Non-graduate, and the subsequent enrollment period shall capture the student's ultimate outcome after either completing or dropping the program altogether.

COMMENTS: Last modified May 18, 2017May 17, 2018.

REFERENCE: Northstar Enrollment Period Form
UTECH Policy 205.6

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

ELEMENT NAME: Exit Date

FIELD NAME: U_EXIT_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"8 digits (YYYYMMDD)

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

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

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

REFERENCE: Northstar Enrollment Period Stop Date

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-29**

ELEMENT NAME: Licensure Required

FIELD NAME: U_LIC_REQ

FIELD FORMAT: CHAR(1)

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

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

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Training Plan Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-3029**

ELEMENT NAME: Licensure Status

FIELD NAME: U_LIC_EXAM

FIELD FORMAT: CHAR(2)1-2 characters

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

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

Commented [ZB5]: All students enrolled in programs requiring licensure (U_LIC_REQ = Y) shall be treated as awaiting licensure (i.e., an allowable subtraction in COE reporting) if this field is blank. Hence, colleges need not enter W's into this field. This will result in saved time for data specialists.

COMMENTS: Last modified May 16, 2013May 17, 2018.

REFERENCE: Northstar Licensure Form Northstar Training Plan Form

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Element: **U-31~~0~~**

ELEMENT NAME: ~~Verified~~ Student Outcome Status

FIELD NAME: U_OUTCOME

FIELD FORMAT: CHAR(1)~~1 character~~

DEFINITION: The outcome ~~verification~~ code for students. ~~Verified o~~Outcome status is evaluated for each instructional program.

~~Certificate Seeker~~Student outcomes may be identified by any means available to the individual college. This may include:
1. Instructor reporting the information via a training outcome form;
2. Student surveys or phone conversations with former students or students' sponsoring organizations;
3. DWS employment records verification;
4. Continued Education may be tracked through a USHE data match completed at the end of the year; etc.

~~Job Upgrade and other student outcomes are tracked when students complete their training.~~ Institutions must retain documentation for audit sampling purposes.

Reporting guidelines for graduates and leavers:
1. Colleges will define the period necessary for verification of student outcome.
2. Student outcomes should be recognized in the fiscal year in which they were identified.

This system recognizes that students attending for different enrollment objectives may have multiple outcomes within the same fiscal year, depending upon their enrollment patterns.

Commented [ZB6]: As everyone begins using the student outcomes form rather than the verified outcome field, the hierarchy of which outcome will appear in data submissions will be revisited and included herein for your information. Note that because we are moving away from the verified outcome field and to the student outcomes form, the word "verified" is being eliminated where applicable on this page.

Commented [ZB7]: Upgrade students (now called "Career Advancement" students) are, by definition, already employed, so they should uniformly be given outcome codes of R and counted to COE as nongraduate completers. Hence, the deletion of this sentence.

Field Value	Field Attributes and Examples	Effective Date
R	**Related, Non-military Employment:** Employment in a field related to instruction.	July 1, 2013
M	**Related Military:** Military service in a field related to instruction.	July 1, 2013
U	**Unrelated, Non-military Employment:** Employment in a field not related to instruction.	July 1, 2013
D	**Unrelated Military:** Military service in a field not related to instruction.	July 1, 2013
E	**Continued Education (External, no Articulation):** Enrollment at another postsecondary educational institution upon leaving a UTECH college, for which there is not a valid articulation agreement.	July 1, 2013
G	**Continued Education (External, with Articulation):** Enrollment at another postsecondary educational institution upon leaving a UTECH college, for which there is a valid articulation agreement.	July 1, 2017
I	**Continued Education (Internal):** Enrollment in another COE-approved program at the UTECH college, or in the same program offered at a different COE-approved site.	July 1, 2013
S	**Seeking Employment:** Seeking employment in any field.	July 1, 2013
V	**Unavailable:** Documented as being unavailable for employment because of situations such as pregnancy, other serious health-related issues, caring for ill family members, death, incarceration, service with a foreign aid service of the federal government, an official church mission, etc.	July 1, 2017
K	**Unknown ~~Employment~~ Status:** After repeated attempts, the college is u~~U~~nable to collect student outcome information.	July 1, 2013
F	**Refused Employment:** Failure to keep interview appointments, enrollment in a program of instruction strictly for personal use, or refusal of an employment offer in the field of instruction.	July 1, 2013
~~W~~	~~**Needs Verification:** Follow-up of outcome data needed.~~	~~July 1, 2013~~
~~C~~	~~**Completed Objective**~~**Carnegie Credit:** (Can be used for enrollment objective~~s~~ of S – Secondary only)~~, 2, 3, 4, 5, 6 and 7. (If secondary,~~ The student was ~~the student recommended~~ recommended or eligible to ~~earn~~ receive Carnegie credit toward high school graduation.~~?)~~	~~July 1, 2013~~
A	**Not Applicable:** No verification is needed due to the student failing to obtain competencies sufficient to obtain related employment, or failing to be eligible or recommended to receive Carnegie credit (secondary students only).~~failing the class or withdrawing.~~	July 1, 2006
B	**Re-enrolled:** Student has re-enrolled in the same program.	July 1, 2013

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Commented [ZB8]: Colleges will have to identify students and the reasons they are counted as allowable subtractions, *along with the reasons for their exclusion from COE reporting*. Because a couple of the reasons for unavailability to complete are counted on separate rows in some COE reports, we will be breaking out and standardizing the unavailable outcome "subcodes" denoting the reasons for students' unavailability. Stay tuned for this standardization and codification.

Commented [ZB9]: Note that whereas before the exit code C was used to identify secondary students who could receive Carnegie credit, now those students will be given exit code C when enrolled in stand-alone courses, and N when enrolled in COE program without graduating (P when they do graduate). Outcome code C will then be used for secondary students who are recommended to receive Carnegie credit.

Commented [ZB10]: Outcome code A will be used for students who did not obtain sufficient competencies to become non-graduate completers if they find employment. Whereas exit code W used to be used to identify these students, colleges may now filter out outcome code A when targeting which students need to be contacted to collect placement information, as outcome A operationally means the same thing that exit code W used to mean.

X	**Refused Follow Up:** Unwillingness to provide outcome information.	July 1, 2013
~~Z~~	~~**Verification Complete:** No outcome.~~	~~July 1, 2011~~
\<blank\>	For students enrolled in COE-approved program a blank outcome code indicates that the ~~The~~ student's outcome has not yet been determined. For students enrolled in non-COE-approved programs (i.e., stand-alone courses), a blank outcome code is expected (though not required) as collection of outcome information is not required by the accrediting body.	July 1, 2015

A table of acceptable enrollment objective, exit code, and outcome code combinations here follows:

Enrollment Objective	Exit Code	Verified Outcome Codes														
		R	M	U	D	E	G	I	S	V	K	F	C	A	B	X
1 - Certificate Seeker	P												n/a	n/a	n/a	
	N												n/a			
2 – Occupational Student	P		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	C		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	N		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a
3 - Senior Citizen	C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 - Basic Skills	C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7 - Personal Interest	C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
J - Job Re-entry†*	C												n/a	n/a	n/a	
	N												n/a			
S - Secondary	P													n/a	n/a	
	C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		†	n/a	n/a
	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a

COMMENTS: Last modified May 178, 201887.   **REFERENCE:** Northstar ~~Enrollment Period~~Student Outcomes Form

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

†This exit and outcome code combination is reserved for secondary students who successfully complete stand-alone courses that are too short or otherwise ineligible for recommendation to receive Carnegie credit.

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COE Classification Logic

Answers to the following questions dictate how students are classified in USTC legislative reporting and internal Tableau dashboards and should exactly match the logic utilized by colleges as they report to the Council on Occupational Education. This document is provided as a reference, so college personnel can understand explicitly how their exit and outcome coding decisions will impact data summaries submitted to external stakeholders.

1. Is the student enrolled in a COE-approved program? (Is U_CAT_TYPE = COE?)
   - If yes, proceed to question 2.
   - If no, the student is enrolled in **continuing occupational education** and is not reported to COE.
2. Is the student a secondary student? (Is U_ENRL_OBJ = S?)
   - If yes, the student is an **allowable subtraction** from COE reporting for being a secondary student.
   - If no, proceed to question 3.
3. Is the student's enrollment objective 3, 7, or J?
   - If yes, the student is ineligible to earn a credential and thus does not meet the accrediting body's definition of "student" ("A person who is formally engaged in learning as demonstrated by a commitment to … earn a credential"). The student is therefore not reported to COE. (Note that these students are not counted as allowable subtractions; they are simply not considered students at all under COE's definitions.)
   - If no, proceed to question 4.
4. Does the student have a schedule detail with a blank exit code or an exit date that is after the end of the fiscal year?
   - If yes, the student is considered **still enrolled**.
   - If no, proceed to question 5.
5. Does the student have a schedule detail with exit code P and an exit date that is within the fiscal year?
   - If yes, the student is a **graduate completer**. Proceed to question 6.
   - If no, proceed to question 9.
6. Does the student have outcome code R, M, D, E, G, or I?
   - If yes, the student is considered **placed**.
   - If no, proceed to question 7.
7. Does the student have outcome code V or F?
   - If yes, the student is an **allowable subtraction** from placement accountability for unavailability or refusal to be placed.
   - If no, proceed to question 8.

8. Was the student enrolled in a program requiring licensure, and does the student have a blank licensure exam field?
    - If yes, the student is an **allowable subtraction** from placement accountability for awaiting licensure.
    - If no, the student is considered **unplaced**.
9. Does the student have outcome code R, M, or G?
    - If yes, the student is a **non-graduate completer** and is considered **placed**.
    - If no, proceed to question 10.
10. Does the student have outcome code I?
    - If yes, the student is an **allowable subtraction** for withdrawal and re-enrollment in a different COE-approved program.
    - If no, proceed to question 11.
11. Does the student have outcome code V?
    - If yes, the student is an **allowable subtraction** for unavailability to complete a program.
    - If no, the student is a **non-completer**.

Element: **U-32~~1~~**

ELEMENT NAME: Verification Date

FIELD NAME: U_OUT_DT

FIELD FORMAT: CHAR(8); "YYYYMMDD"~~8 digits (YYYYMMDD)~~

DEFINITION: The date the documentation was signed by the employer, institution, Workforce Services Office, or the date the college verifies the outcome of a student. If an employer or institution does not include a date with the signature, a "received date" stamped by the institution will be used.

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

COMMENTS: Last modified June 8, 2016.

REFERENCE: Northstar Completion Form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data – Version: 07/01/2018

Element: **U-332**

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

FIELD NAME: U_PRG_CIP, U_DEL_CIP, U_COMP_CIP

FIELD FORMAT: 6 digits per category

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

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

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

CIP	CIP Description	Effective Date	Perkins Approved?
010104	Farm/Farm and Ranch Management	July 1, 2006	Yes
010306	Dairy Husbandry and Production	July 1, 2006	Yes
010605	Landscaping and Groundskeeping	July 1, 2006	Yes
010906	Livestock Management	July 1, 2006	Yes
030199	Natural Resources Conservation and Research, Other	July 1, 2009	Yes
100202	Radio and Television Broadcasting Technology/Technician	July 1, 2006	Yes
100399	Graphic Communications, Other	July 1, 2010	Yes
110101	Computer and Information Sciences, General	July 1, 2006	Yes
110201	Computer Programming/Programmer, General	July 1, 2006	Yes
110801	Web Page, Digital/Multimedia & Information Resources Design	July 1, 2006	Yes
110901	Computer Systems Networking and Telecommunications	July 1, 2006	Yes
111005	Information Technology Project Management	July 1, 2018	
120401	Cosmetology/Cosmetologist, General	July 1, 2006	Yes
120402	Barbering/Barber	July 1, 2008	Yes
120407	Hair Styling/Stylist and Hair Design	July 1, 2018	
120409	Aesthetician/Esthetician and Skin Care Specialist	July 1, 2008	Yes
120410	Nail Technician/Specialist and Manicurist	July 1, 2008	Yes
120413	Cosmetology, Barber/Styling, and Nail Instructor	July 1, 2006	Yes
120501	Baking and Pastry Arts/Bakery/Pastry Chef	July 1, 2015	Yes
120503	Culinary Art/Chef Training	July 1, 2013	Yes
120504	Restaurant, Culinary, and Catering Management/Manager	July 1, 2008	Yes
120505	Food Preparation/Professional Cooking/Kitchen Assistant	July 1, 2006	Yes
120506	Meat Cutting/Meat Cutter	July 1, 2006	Yes

Commented [ZB11]: CIP codes with blank values in the Perkins-approved column will be taken to the Perkins Executive Committee for review this summer.

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CIP	CIP Description	Effective Date	Perkins Approved?
131319	Technical Teacher Education	July 1, 2006	Yes
131501	Teacher Assistant/Aide	July 1, 2006	No
141801	Materials Engineering	July 1, 2006	Yes
150305	Telecommunications Technology/Technician	July 1, 2006	Yes
150401	Biomedical Technology/Technician	July 1, 2010	Yes
150406	Automation Engineer Technology/Technician	July 1, 2015	Yes
150503	Energy Management and Systems Technology/Technician	July 1, 2011	Yes
150505	Solar Energy Technology/Technician	February 1, 2011	Yes
150507	Environmental Engineering Tech/Environmental Technology	July 1, 2006	Yes
150508	Hazardous Materials Management & Waste Tech/Technician	July 1, 2006	Yes
150607	Plastics Engineering Technology	July 1, 2015	Yes
150613	Manufacturing Technology/Technician	July 1, 2009	Yes
150701	Occupational Safety and Health Technology/Technician	July 1, 2015	Yes
150702	Quality Control Technology/Technician	July 1, 2012	Yes
150703	Industrial Safety Technology/Technician	July 1, 2007	Yes
150901	Mining Technology/Technician	July 1, 2006	Yes
150903	Petroleum Technology/Technician	July 1, 2006	Yes
151302	CAD/CADD Drafting and/or Design Technology/Technician	July 1, 2006	Yes
161601	American Sign Language (ASL)	July 1, 2006	No
190709	Child Care Provider/Assistant	July 1, 2006	Yes
220301	Legal Administrative Assistant/Secretary	July 1, 2006	Yes
220302	Legal Assistant/Paralegal	July 1, 2006	Yes
320101	Basic Skills and Development/Remedial Education, General	July 1, 2010	No
320109	Second Language Learning	July 1, 2006	No
320199	Basic Skills and Development/Remedial Education, Other	July 1, 2014	No
430107	Criminal Justice/Police Science	July 1, 2006	Yes
430203	Fire Science/Fire-fighting	July 1, 2006	Yes
430302	Crisis/Emergency/Disaster Management	July 1, 2015	No
460000	Construction Trades, General	April 30, 2018	
460101	Mason/Masonry	July 1, 2006	Yes
460201	Carpentry/Carpenter	July 1, 2006	Yes
460301	Electrical and Power Transmission Installation/Installer, General	July 1, 2008	Yes
460302	Electrician	July 1, 2006	Yes
460403	Building/Home/Construction Inspection/Inspector	July 1, 2006	Yes
460406	Glazier	July 1, 2006	Yes
460408	Painting/Painter and Wall Coverer	July 1, 2006	Yes
460502	Pipefitting/Pipefitter and Sprinkler Fitter	July 1, 2016	Yes
460503	Plumbing Technology/Plumber	July 1, 2006	Yes
470104	Computer Installation and Repair Technology/Technician	July 1, 2006	Yes
470105	Industrial Electronics Technology/Technician	July 1, 2006	Yes

Commented [ZB11]: CIP codes with blank values in the Perkins-approved column will be taken to the Perkins Executive Committee for review this summer.

Commented [ZB12]: Revisit this CIP code next year; BTECH is actively using it but will stop once they are not in "deferred status" with COE. When they are able to make program changes, the one program utilizing this CIP code will be broken into two programs utilizing other codes, and 460000 will no longer be used.

CIP	CIP Description	Effective Date	Perkins Approved?
470201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	July 1, 2006	Yes
470303	Industrial Mechanics and Maintenance Technology	July 1, 2006	Yes
470603	Autobody/Collision and Repair Technology/Technician	July 1, 2006	Yes
470604	Automobile/Automotive Mechanics Technology/Technician	July 1, 2006	Yes
470605	Diesel Mechanics Technology/Technician	July 1, 2006	Yes
470606	Small Engine Mechanics and Repair Technology/Technician	July 1, 2009	Yes
470608	Aircraft Power Plant Technology/Technician	July 1, 2006	Yes
470611	Motorcycle Maintenance and Repair Technology/Technician	July 1, 2009	Yes
470612	Vehicle Emissions Inspection & Maintenance Tech/Technician	July 1, 2009	Yes
470699	Vehicle Maintenance and Repair Technologies, Other	July 1, 2006	Yes
480303	Upholstery/Upholsterer	July 1, 2017	No
480501	Machine Tool Technology/Machinist	July 1, 2006	Yes
480506	Sheet Metal Technology/Sheetworking	July 1, 2006	Yes
480508	Welding Technology/Welder	July 1, 2006	Yes
480511	Metal Fabricator	July 1, 2016	No
480703	Cabinetmaking and Millwork	July 1, 2006	Yes
490101	Aeronautics/Aviation/Aerospace Science & Technology General	July 1, 2007	Yes
490102	Airline/Commercial/Professional Pilot and Flight Crew	July 1, 2007	Yes
490202	Construction/Heavy Equipment/Earthmoving Equipment Operation	July 1, 2010	Yes
490205	Truck & Bus Driver/Commercial Vehicle Operator and Instructor	July 1, 2010	Yes
490207	Flagging and Traffic Control	July 1, 2009	No
499999	Transportation and Materials Moving, Other	July 1, 2006	Yes
500402	Commercial and Advertising Art	July 1, 2006	Yes
500408	Interior Design	July 1, 2006	Yes
500713	Metal and Jewelry Arts	July 1, 2007	Yes
510000	Health Services/Allied Health/Health Sciences, General	July 1, 2006	Yes
510601	Dental Assisting/Assistant	July 1, 2006	Yes
510699	Dental Services and Allied Professions, Other	July 1, 2007	Yes
510703	Health Unit Coordinator/Ward Clerk	July 1, 2007	Yes
510707	Health Information/Medical Records Technology/Technician	October 1, 2013	Yes
510708	Medical Transcription/Transcriptionist	July 1, 2006	Yes
510709	Medical Office Computer Specialist/Assistant	April 16, 2013	Yes
510713	Medical Insurance Coding Specialist/Coder	July 1, 2006	Yes
510716	Medial Administrative/Executive Assistant and Medical Secretary	July 1, 2006	Yes
510801	Medical/Clinical Assistant	July 1, 2006	Yes
510802	Clinical/Medical Laboratory Assistant	July 1, 2006	Yes
510805	Pharmacy Technician/Assistant	July 1, 2006	Yes
510806	Physical Therapy Aide	July 1, 2007	Yes
510808	Veterinary/Animal Health Tech/Technician & Veterinary Asst.	July 1, 2006	Yes
510810	Emergency Care Attendant (EMT Ambulance)	July 1, 2006	Yes

Commented [ZB11]: CIP codes with blank values in the Perkins-approved column will be taken to the Perkins Executive Committee for review this summer.

CIP	CIP Description	Effective Date	Perkins Approved?
510899	Allied Health and Medical Assisting Services, Other [e.g., CPR/first aid/other short term medical]	July 1, 2010	Yes
510902	Electrocardiograph Technology/Technician	July 1, 2007	Yes
510904	Emergency Medical Technology/Technician (EMT Paramedic)	July 1, 2006	Yes
510907	Medical Radiologic Technology/Science - Radiation Therapist	July 1, 2006	Yes
510909	Surgical Technology/Technologist	July 1, 2006	Yes
510913	Athletic Training/Trainer	July 1, 2006	No
510999	Allied Health Diagnostic/Intervention/Treatment Professional/Other	July 1, 2008	Yes
511009	Phlebotomy Technician/Phlebotomist	July 1, 2006	Yes
511012	Sterile Processing Technology/Technician	July 1, 2017	No
511099	Clinical/Medical Laboratory Science & Allied Professions, Other	July 1, 2006	Yes
512602	Home Health Aide/Home Attendant	July 1, 2006	Yes
512603	Mediation Aide	July 1, 2017	Yes
513801	Registered Nursing/Registered Nurse	July 1, 2009	
513901	Licensed Practical/Vocational Nurse Training	July 1, 2009	Yes
513902	Nursing Assistant/Aide and Patient Care Assistant/Aide	July 1, 2009	Yes
520203	Logistics, Materials and Supply Chain Management	July 1, 2010	Yes
520204	Office Management and Supervision	May 2, 2017	No
520205	Operations Management and Supervision	July 1, 2015	Yes
520207	Customer Service Management	July 1, 2007	Yes
520208	E-Commerce/Electronic Commerce	July 1, 2006	Yes
520302	Accounting Technology/Technician and Bookkeeping	July 1, 2006	Yes
520401	Administrative Assistant and Secretarial Science, General	July 1, 2006	Yes
520408	General Office Occupations and Clerical Services	October 1, 2013	Yes
520409	Parts, Warehousing, and Inventory Management Operations	July 1, 2008	Yes
520411	Customer Service Support/Call Center/Teleservice Operation	July 1, 2010	Yes
520701	Entrepreneurship/Entrepreneurial Studies	February 1, 2012	Yes
520703	Small Business Administration/Management	July 1, 2009	Yes
520809	Credit Management	July 1, 2007	Yes
520899	Finance and Financial Management Services, Other	December 1, 2010	Yes
520901	Hospitality Administration/Management, General	July 1, 2007	Yes
521001	Human Resources Management/Personnel Administration, General	July 1, 2006	Yes
521401	Marketing/Marketing Management, General	July 1, 2006	Yes
521501	Real Estate	July 1, 2006	Yes
521601	Taxation	July 1, 2009	No
521801	Sales, Distribution and Marketing Operations, General	July 1, 2007	Yes
521902	Fashion Merchandising	July 1, 2006	Yes
521908	Business and Personal/Financial Services Marketing Operations, Other	July 1, 2008	Yes

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

COMMENTS: This matrix can be found on the UTECH website and is a listing of the current programs which are offered by UTECH colleges. Community interest courses (200.7) shall be entered into information systems for purposes of collecting course fees and other internal college operations, but shall be coded with CIP 33.0103 and shall not be reported in data submission files to UTECH administration. Last modified May 18, 2017May 17, 2018.

REFERENCE: CIP codes are taken from the Classifications of Instructional Program (CIP) codes as published by the National Center for Education Statistics (NCES) 2010.
Northstar Data Dictionary Management CIP Form

To return to the Table of Contents, please click here.

Element: **U-3~~4~~3**

ELEMENT NAME: Area of Study

FIELD NAME: U_SUBJ

FIELD FORMAT: VARCHAR(100)~~N characters~~

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

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

COMMENTS: Last modified April 20, 2012.

REFERENCE: Northstar Training Plan Form ~~(using Program Name)~~

To return to the Table of Contents, please click here.

Element: **U-3~~5~~4**

ELEMENT NAME: Class Number

FIELD NAME: U_NUM

FIELD FORMAT: ~~N characters~~VARCHAR(10)

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

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

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar ~~Curriculum Management~~ Course Form

To return to the Table of Contents, please click here.

Element: **U-3**~~65~~

ELEMENT NAME: Class Title

FIELD NAME: U_TITLE

FIELD FORMAT: <u>VARCHAR(100)</u>~~N characters~~

DEFINITION: An institutionally defined name of the course.

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

COMMENTS: Last modified April 20, 2012.

REFERENCE: Northstar ~~Curriculum Management~~ Course Form

To return to the Table of Contents, please click here.

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-376**

ELEMENT NAME: Delivery Method

FIELD NAME: U_DEL_METH

FIELD FORMAT: CHAR(1)1 character

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

Field Value	Field Attributes and Examples	Effective Date
P	**Face-to-Face:** Course is taught primarily in person - classroom based. This includes workbook courses with instruction, and courses with technology-delivered components such as online syllabi, online lecture notes, slide presentations, or videotapes of live lectures. Technology may be providing administrative or logistical support to the class but does not significantly impact students' learning experience.	July 1, 2006
I	**Online:** Students access a website for course instructions, lectures, assignments and materials, and to communicate with the instructor and with other students. Internet courses may have face-to-face orientation sessions or exam reviews; however, time and place-specific requirements are minimal. Internet classes promote web-based interactivity between students and instructors, students and internet-based communities, and among students.	July 1, 2006
B	**Blended:** 49% or less of the required instructional hours is via distance education. The technology-delivered components in these courses, such as online chat sessions or online video lectures, significantly impact the learning experience and reduce the amount of classroom time.	July 1, 2009
L	**Lockstep:** A course where there is a defined entry and defined exit date (i.e., not open entry/open exit).	July 1, 2009
J	**OJT/Extern:** Student is receiving non-compensated, on-the-job training at the location of the employer.	July 1, 2016

COMMENTS: Last modified June 8, 2016.

REFERENCE: In Northstar if the campus refund policy is percentages deliver defined entry/exit as face to face otherwise deliver these session types as lockstep.

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Commented [ZB13]: Note that nothing is changing in this data element in FY 2019. However, the below questions will be explored in FY 2019, along with any logic used within Northstar that determines how membership hours are accrued using the course's delivery method. Any potential changes will be made in the FY 2020 Data Dictionay.

Commented [ZB14]: Just a question…how is this different than face-to-face instruction? The definition of the delivery method talks of the *preponderance* of instruction. If 49% or less is via distance ed, that means that 51% or more is taught in ways other than distance ed. Where the definition of delivery method is so ambiguous, I would argue that blended and face-to-face are not mutually exclusive. Does the definition need to change to provide clarity? How do we classify 50%-50% courses?

Commented [ZB15]: Lockstep is not necessarily a delivery method, but rather a question of scheduling. Lockstep and face-to-face are not mutually exclusive, for example. How should this be ameliorated?

Commented [ZB16]: Is compensation important here? Why does it have to be non-compensated training? Are there accreditation requirements?

Commented [ZB17]: This sentence could stand to be a little clearer…Also, point to specific location in the software.

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-387**

ELEMENT NAME: Instructional Type

FIELD NAME: U_INSTRUCT_TYPE

FIELD FORMAT: CHAR(3)3 characters

DEFINITION: Course Instruction Type

Field Value	Field Attributes and Examples	Effective Date
LEC	Regular classes without lab – standard, fixed classes where instruction occurs in a traditional classroom setting.	July 1, 2006
LEL	Regular classes with incorporated lab – standard, fixed classes where instruction occurs in a traditional classroom setting as well as in a laboratory setting.	July 1, 2006
SUP	Supervision at remote sites – faculty supervision at remote sites that generate hours (e.g., internships, clinical, student teaching, cooperative education).	July 1, 2006
INV	Individualized instruction – classes with no defined hours (e.g., directed readings, independent study/projects).	July 1, 2006
CON	Conference and workshops – classes that are not part of the regular curriculum.	July 1, 2006
OTH	Other – all other instructional activity that generates hours.	July 1, 2006

COMMENTS: Last modified June 8, 2016.

REFERENCE: Northstar Data Dictionary Management Instruct Type

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Element: **U-3**98

ELEMENT NAME: Site Type

FIELD NAME: U_SITE_TYPE

FIELD FORMAT: VARCHAR(3)1–3 characters

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

Field Value	Field Attributes and Examples	Effective Date
A01	Course taught from the main college campus	July 1, 2006
BXX	Course taught from other COE-approved sites B01 BATC Bridgerland West B02 Bridgerland - BATC Brigham City Campus (BC) B03 Bridgerland - BATC Rich County Campus (RC) B04 Mountainland - MATC American Fork B06 Mountainland - MATC Orem Campus B07 Mountainland - MATC Spanish Fork Campus B08 OWATC Roy Campus B09 Ogden-Weber - OWATC BDO Campus B10 UBATC Buckskin Hills B21 Uintah Basin - UBATC Vernal Campus B25 DATC Davis - Freeport East Bldg (Y16) B26 Davis - DATC Freeport West Bldg (D5) B29 Southwest - SWATC Business and Technology Bldg B30 Southwest - SWATC Extension Campus (Auto) B31 Southwest - SWATC Kanab Campus B32 Southwest - SWATC Circle Four Farms Campus B33 DXATC Diesel Shop B34 DXATC Emergency Response Training Center B35 DXATC Dixie Commons Campus Shuttered Sites: B01 Bridgerland - Bridgerland West B08 Ogden-Weber - Roy Campus B10 Uintah Basin - Buckskin Hills B33 Dixie - Diesel Shop B34 Dixie - Emergency Response Training Center B35 Dixie - Dixie Commons Campus	July 1, 2015

Commented [ZB18]: Note that Dixie's locations will still be used for a while as students finish their programs. But they are being listed under shuttered sites now that Dixie's new campus is complete

Field Value	Field Attributes and Examples	Effective Date
C / CXX	Course taught from a public education Site (i.e., high school)	July 1, 2006
	C50 SWATC Beaver HS Inst. Svc. Ctr.	July 1, 2015
	C51 SWATC Bryce Valley HS Inst. Svc. Ctr.	July 1, 2015
	C52 SWATC Escalante HS Inst. Svc. Ctr.	July 1, 2015
	C53 SWATC Milford HS Inst. Svc. Ctr.	July 1, 2015
	C54 SWATC Panguitch HS Inst. Svc. Ctr.	July 1, 2015
	C55 SWATC Parowan HS Inst. Svc. Ctr.	July 1, 2015
	C56 SWATC Valley HS Inst. Svc. Ctr.	July 1, 2015
	C70 Uintah HS	October 1, 2015
	C71 Manila HS	October 1, 2015
	C72 Uintah River HS	October 1, 2015
	C73 Union HS	October 1, 2015
DXX	Course taught from a USHE campus	July 1, 2006
	D05 CEU	
	D06 Snow College	
	D07 Dixie State College	
	D08 SLCC	
	D09 UVU	
	D10 UofU	
	D11 USU	
	D12 WSU	
	D13 SUU	
EXX	Course taught from correctional facility	
	E01 Draper	July 1, 2006
	E02 Gunnison	July 1, 2006
	E03 Cedar City	July 1, 2006
	E04 Washington County Purgatory	July 1, 2006
	E05 Panguitch	July 1, 2006
	E06 Duchesne County Justice Center	July 1, 2006
	E07 Beaver	July 1, 2006
	~~E08 Daggett County Justice Center~~	~~July 1, 2006~~
	E09 Davis County Jail	July 1, 2015
	E10 Mill Creek Youth Center (YIC)	October 1, 2015
	Shuttered Sites:	
	E08 Daggett County Justice Center	

Field Value	Field Attributes and Examples	Effective Date
FXX	Course taught from another UTECH college	
	F02 Davis	July 1, 2006
	F03 Uintah Basin	July 1, 2006
	F04 Ogden-Weber	July 1, 2006
	F05 Bridgerland	July 1, 2006
	F06 Mountainland	July 1, 2006
	F07 Southwest	July 1, 2006
	F08 Southeast	July 1, 2006
	F09 Tooele	July 1, 2010
	F10 Dixie	July 1, 2006
G	Course taught from another owned site	July 1, 2006
H	Course taught from another leased site	July 1, 2006
Z	Course taught from an out-of-state site	July 1, 2006
O	Course is taught at other site (i.e., independent study)	July 1, 2006

COMMENTS: Last modified ~~June 8, 2016~~May 17, 2018.

REFERENCE: Northstar Campus Management Site Type

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data   Version: 07/01/2018

Element: **U-40**

ELEMENT NAME: Program Location

FIELD NAME: U_PROG_LOC

FIELD FORMAT: VARCHAR(3)

DEFINITION: Code used to identify the technical college campus where a student enrolled in an approved program shall be reported to the Council on Occupational Education.

Field Value	Field Attributes and Examples	Effective Date
A01	The student shall be reported to COE as enrolled in a program taught at a technical college's main campus.	July 1, 2018
BXX	The student shall be reported to COE as enrolled in a program taught at another COE-approved site: B02 Bridgerland – Brigham City Campus (BC) B03 Bridgerland – Rich County Campus (RC) B04 Mountainland – American Fork B06 Mountainland – Orem Campus B07 Mountainland – Spanish Fork Campus B09 Ogden-Weber – BDO Campus B21 Uintah Basin – Vernal Campus B25 Davis – Freeport East Bldg (Y16) B26 Davis – Freeport West Bldg (D5) B29 Southwest – Business and Technology Bldg B30 Southwest – Extension Campus (Auto) B31 Southwest – Kanab Campus B32 Southwest – Circle Four Farms Campus Shuttered Sites: B01 Bridgerland – Bridgerland West B08 Ogden-Weber – Roy Campus B10 Uintah Basin – Buckskin Hills B33 Dixie – Diesel Shop B34 Dixie – Emergency Response Training Center B35 Dixie – Dixie Commons Campus	July 1, 2018

COMMENTS: Last modified May 17, 2018.

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REFERENCE: Northstar Training Plan form

Commented [ZB20]: Check this reference…

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U- ~~39~~41**

ELEMENT NAME: Scheduled Hours

FIELD NAME: U_SCHEDULED_HRS

FIELD FORMAT: FLOAT~~Number~~

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

Field Value	Field Attributes and Examples	Effective Date
150.00	***Scheduled hours of participation:*** Student was enrolled in a schedule in which students are provided verified periods of time to receive instruction without a fixed course or program completion time~~an open-entry open-exit class, or in a lock-step class with a verifiable schedule~~, and was scheduled to attend 150 hours of instruction during the reporting period.	July 1, 2011
0.00	Students who accrue membership hours for defined-length courses in U-41. Zero hours are also reported for classes for which membership hours were counted up-front in a previous reporting period.	July 1, 2011

COMMENTS: Last modified ~~May 18, 2017~~May 17, 2018.

REFERENCE: Northstar reporting determines the scheduled hours from the session type and the delivery type. Scheduled hours are tied to open entry/exit, and coop sessions but can also be given when either lock-step or extern sessions are delivered face-to-face.

UTECH Policy 201, Membership Hour Reporting

To return to the Table of Contents, please click here.

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-42~~0~~**

ELEMENT NAME: Expected Hours

FIELD NAME: U_EXPECTED_HRS

FIELD FORMAT: ~~Number~~FLOAT

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

Field Value	Field Attributes and Examples	Effective Date
150.00	***Expected hours of participation:*** Student began an online, blended, or other class during the reporting period that fits the definition found in 201-06.2 and has an approved course length of 150 hours.	July 1, 2011
0.00	Students who accrue membership hours for ~~courses that were provided on a verifiable schedule are not reported in U-40, but as~~ verifiable schedules in U-40. Zero hours are also reported for classes for which membership hours were counted up-front in a previous reporting period.	July 1, 2011

COMMENTS: Last modified ~~May 18, 2017~~May 17, 2018.

REFERENCE: Northstar reporting determines expected hours for lock-step and extern session types when the delivery method is B-Blended and I-Online.

UTECH Policy 201, Membership Hour Reporting

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-4~~31~~**

ELEMENT NAME: Program Category Type

FIELD NAME: U_CAT_TYPE

FIELD FORMAT: ~~2-6 Characters~~CHAR(3)

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

Field Value	Field Attributes and Examples	Effective Date
COE	***COE-approved Program***: The student is enrolled in a program (as defined in UTECH Policy 200.4.1) ~~leading to a certificate (200.4.3)~~ accredited by the Council on Occupational Education.	July 1, 2015
JOB	***COE-approved Job Upgrade Program***: The student is enrolled in a program (as defined in UTECH Policy 200.4.1) accredited and classified as a Job Upgrade program by the Council on Occupational Education.	July 1, 2018
EXE	***COE-approved Program with CPL Exemptions***: The student is enrolled in a program (as defined in UTECH Policy 200.4.1) that is accredited by the Council on Occupational Education but that has received Exemptions from COE's minimum completion, placement, or licensure standards.	July 1, 2018
NON	***Stand Alone Courses***: The student is enrolled in a stand-alone course that is not part of a COE-approved program (i.e., Continued Occupational Education~~.g., community education, SCEP, etc.~~).	July 1, 2017

COMMENTS: Last modified ~~May 18, 2017~~May 17, 2018.

REFERENCE: Northstar Training Plan Form

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Element: **U-44**

ELEMENT NAME: Program Teach-out

FIELD NAME: U_TEACH_OUT

FIELD FORMAT: CHAR(1)

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

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

COMMENTS: Last modified May 17, 2018.

REFERENCE: Northstar Training Plan Form

To return to the Table of Contents, please click here.

Commented [ZB22]: The retirement date at the program level will be the date upon which the program is designated in teach out, not the date upon which the program ends (i.e., no more students and no more instruction occurs). The retirement date will be renamed "Teach-out start date".

This field will then be automated; if a teach-out start date is entered, the field populates with a Y.

Element: **U-42**

ELEMENT NAME: Award Type

FIELD NAME: U_DEG_TYPE

FIELD FORMAT: 3 Characters

DEFINITION: The type of award issued to a student for the completion of a program as defined in UTECH Policy 200.4.1. A program certificate is defined in UTECH policy 200.4.3.

Field Value	Field Attributes and Examples	Effective Date
CER	**Certificate:** Program length of fewer than 900 hours (< 900)	July 1, 2011
C1Y	**Certificate 1 Year:** Program length of greater than or equal to 900 and fewer than 1,800 hours (≥ 900 and < 1800)	July 1, 2011
C2Y	**Certificate 2 Year:** Program length of 1800 hours or greater ($\geq 1,800$)	July 1, 2011

COMMENTS: Last modified June 8, 2016.

REFERENCE: Northstar Data Dictionary Management Outcome type. This record is tied to the program under Curriculum Management View Program Outcome and the two together create the student's Training Plan.

Element: **U-4~~3~~5**

ELEMENT NAME: Required Hours for Certificate

FIELD NAME: U_REQ_HRS

FIELD FORMAT: ~~Number~~ INT(4)

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

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

COMMENTS: Last modified May 13, 2010.

REFERENCE: Northstar Curriculum Management View Program Outcome

Commented [ZB23]: Isn't this on the training plan form? Could this reference be clarified?

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-446**

ELEMENT NAME: Hours Enrolled for Certificate

FIELD NAME: U_ENRLD_HRS

FIELD FORMAT: ~~Number~~ INT(4)

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

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

COMMENTS: Last modified May 18, 2017.

REFERENCE: (Add reference location here…)

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-457**

ELEMENT NAME: Certificate Completion Date

FIELD NAME: U_COMP_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"8 digits (YYYYMMDD)

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

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

COMMENTS: Last modified May 18, 2017.

REFERENCE: Northstar Training Plan form

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-468**

ELEMENT NAME: Certificate Conferral Date

FIELD NAME: U_ISSUE_DATE

FIELD FORMAT: CHAR(8); "YYYYMMDD"8 digits (YYYYMMDD)

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

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

COMMENTS: Last modified May 18, 2017.

REFERENCE: Northstar Training Plan form

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Element: **U-479**

ELEMENT NAME: CIP Name

FIELD NAME: U_CIP_NAME

FIELD FORMAT: N CharactersVARCHAR(150)

DEFINITION: The official name of the CIP code as maintained by NCES.

Field Value	Field Attributes and Examples	Effective Date
	Example: Web Page, Digital/Multimedia and Information Resources Design	July 1, 2012

COMMENTS: Last modified March 29, 2012.

REFERENCE: Northstar Curriculum Management Course or Program Form

CIP code names can be found at https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

To return to the Table of Contents, please click here.

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

ELEMENT NAME: Training Start Date

FIELD NAME: U_TRAINING_START

FIELD FORMAT: CHAR(8); "YYYYMMDD"8 digits (YYYYMMDD)

DEFINITION: The date on which coursework required for the specified program certificate was begun.

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

COMMENTS: Last modified June 8, 2016.

REFERENCE: (Add reference here…)

To return to the Table of Contents, please click here.

Element: **U-~~49~~51**

ELEMENT NAME: Training Duration

FIELD NAME: U_WEEKS_APART

FIELD FORMAT: ~~Number~~INT(3)

DEFINITION: The number of weeks between the training start date (U-49) and the date on which the certificate was completed (U-46).

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

COMMENTS: Last modified June 11, 2015.

REFERENCE: (Add reference here…)

To return to the Table of Contents, please click here.

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-52~~0~~**

ELEMENT NAME: Age Upon Certificate Conferral

FIELD NAME: U_COMP_AGE

FIELD FORMAT: ~~1-2 digits~~INT(3)

DEFINITION: The student's age upon receiving the specified certificate (i.e., the student's age as of the date specified in U-47).

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

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

REFERENCE: (Add reference here…)

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-5~~1~~3**

ELEMENT NAME: Economically Disadvantaged Status

FIELD NAME: U_DISADV

FIELD FORMAT: CHAR(1 ~~character~~)

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

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

COMMENTS: Last modified November 10, 2004.

REFERENCE: <u>State ATC/ATCSR SIS Reporting Procedures</u> - Updated September 3, 1999; page 3, paragraph 5 and page 4, paragraph 6.

(Add Northstar location reference here…)

To return to the Table of Contents, please click <u>here</u>.

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-524**

ELEMENT NAME: Student Limited English Proficiency Status

FIELD NAME: U_LEP

FIELD FORMAT: CHAR(1 character)

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

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

COMMENTS: Last modified November 10, 2004.

REFERENCE: State ATC/ATCSR SIS Reporting Procedures - Updated September 3, 1999; page 4, paragraph 7.

(Add Northstar location reference here…)

To return to the Table of Contents, please click here.

Element: **U-535**

ELEMENT NAME: Student Disability Status

FIELD NAME: U_DISABLED

FIELD FORMAT: CHAR(1 character)

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

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

COMMENTS: Last modified November 10, 2004.

REFERENCE: State ATC/ATCSR SIS Reporting Procedures - Updated September 3, 1999; page 4, paragraph 8.

(Add Northstar location reference here…)

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-546**

ELEMENT NAME: Displaced Homemaker

FIELD NAME: U_DIS_HOME

FIELD FORMAT: CHAR(1 character)

DEFINITION: Any individual who A) is an adult; and B) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills, has been dependent on public assistance or on the income of a relative but is no longer supported by such income, is a parent whose youngest dependent child will become ineligible to receive assistance under Aid to Families with Dependent Children within the next two years, or is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or C) is described in A or B above and is a criminal offender.

Field Value	Field Attributes and Examples	Effective Date
Y	Yes, the student is a displaced homemaker.	November 10, 2004
N	No, the student is not a displaced homemaker.	November 10, 2004

COMMENTS: Last modified November 10, 2004.

REFERENCE: State ATC/ATCSR SIS Reporting Procedures - Updated September 3, 1999; page 3, paragraphs 5 and page 4, paragraphs 9 – 13.

(Add Northstar location reference here…)

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-557**

ELEMENT NAME: Single Parent

FIELD NAME: U_SINGLE_PARENT

FIELD FORMAT: CHAR(1 Character)

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

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

COMMENTS: Last modified November 10, 2004.

REFERENCE: State ATC/ATCSR SIS Reporting Procedures - Updated September 3, 1999; page 3, paragraphs 5 and page 4, paragraphs 9 – 13.

(Add Northstar location reference here…)

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-568**

ELEMENT NAME: CTE Participant

FIELD NAME: Participant

FIELD FORMAT: CHAR(1 Character)

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

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

COMMENTS: Last modified May 18, 2017.

REFERENCE: USBE Postsecondary Perkins IV Data Dictionary - Updated July 31, 2016. Page 38.

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

ELEMENT NAME: CTE Concentrator

FIELD NAME: Concentrator

FIELD FORMAT: CHAR(1 Character)

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

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

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

REFERENCE: USBE Postsecondary Perkins IV Data Dictionary - Updated July 31, 2016. Page 39.

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

ELEMENT NAME: CTE Completer

FIELD NAME: Completer

FIELD FORMAT: CHAR(1 Character)

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

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

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

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

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-5961**

ELEMENT NAME: Pell Grant Recipient

FIELD NAME: U_PELL

FIELD FORMAT: CHAR(1 character)

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

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

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

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

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

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

COMMENTS: Last modified June 8, 2016.

REFERENCE: Northstar pulls this data from the Financial Aid Form.

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Commented [ZB24]: Be sure Pell dates entered in Northstar don't overlap any enrollment periods in which the student is labeled secondary, or the Perkins submission will show secondary Pell recipients.

UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-62~~0~~**

ELEMENT NAME: BIA Recipient

FIELD NAME: U_BIA

FIELD FORMAT: CHAR(1 ~~character~~)

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

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

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

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

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

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

COMMENTS: Last modified June 8, 2016.

REFERENCE: Northstar pulls this data from the Financial Aid Form.

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-6**~~3~~**1**

ELEMENT NAME: WIOA/DWS Sponsored Student

FIELD NAME: U_WIOADWS

FIELD FORMAT: CHAR(1 ~~character~~)

DEFINITION: WIOA/DWS service recipients include all postsecondary/adult students receiving WIOA/DWS services. Students must be enrolled in applied technology education training. ***Colleges should not count secondary students or those who are assessed only!***
***NOTE: if students are multiple recipients of Pell, BIA, or WIOA/DWS they must only be listed once in the following order: Pell, BIA, WIOA/DWS.

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

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

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

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

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

COMMENTS: Last modified June 6, 2016.

REFERENCE: Northstar pulls this data from the Financial Aid Form.

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-64**

ELEMENT NAME: Industry Certification Exam Name

FIELD NAME: ExamAttempted

FIELD FORMAT: VARCHAR(100)

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

Field Value	Field Attributes and Examples	Effective Date
<Exam Specific>	CompTIA A+ Essentials	July 1, 2018

For the Industry Certification Exam list, please see Appendix A: Perkins-approved Industry Certification List.

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

REFERENCE: (Add Northstar reference here…)

Commented [ZB25]: Don't forget!

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

Element: **U-65**

ELEMENT NAME: Industry Certification Exam Date

FIELD NAME: DateAttempted

FIELD FORMAT: CHAR(8); "YYYYMMDD"

DEFINITION: The date upon which the Perkins-approved industry certification exam (U-63) was attempted by the specified student.

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

COMMENTS: Last modified May 17, 2018.

REFERENCE: (Add Northstar reference here…)

> **Commented [ZB26]:** Don't forget!

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UTAH SYSTEM OF TECHNICAL COLLEGES
Data Element Dictionary
UTECH Data -- Version: 07/01/2018

<div align="right">

Element: **U-66**

</div>

ELEMENT NAME: Industry Certification Exam Outcome

FIELD NAME: Passed

FIELD FORMAT: CHAR(1)

DEFINITION: Results of the specified Perkins-approved industry certification exam (U-63) attempt.

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

COMMENTS: Last modified May 17, 2018.

REFERENCE: (Add Northstar reference here…)

Commented [ZB27]: Don't forget!

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Appendix A: Perkins-approved Industry Certifications List

Industry Certification	Exam Code
CompTIA A+ Essentials	201001
CompTIA A+ Practical Application	201002
CompTIA Network+	201003
CompTIA Security+	201004
ASE Auto Suspension and Steering	201005
ASE Auto Brakes	201006
ASE Auto Electrical/Electronic Systems	201007
ASE Auto Engine Performance	201008
ASE Auto Engine Repair	201009
ASE Auto Automatic Transmission/Transaxle	201010
ASE Auto Manual Drive Train and Axles	201011
ASE Auto Heating and Air Conditioning	201012
ASE Collision Painting and Refinishing	201013
ASE Collision Structural Analysis and Damage Repair	201014
ASE Collision Non-Structural Analysis and Damage Repair	201015
ASE Collision Mechanical and Electrical	201016
ASE Diesel Medium	201017
ASE Diesel Heavy	201018
ASE T2 M/H Truck: Diesel Engines	
ASE T3 M/H Truck: Drive Train	
ASE T4 M/H Truck: Brakes	
ASE T5 M/H Truck: Suspension & Steering	
ASE T6 M/H Truck: Electrical/Electronic Systems	
ASE T7 M/H Truck: Heating, Ventilation, & A/C	
ASE T8 M/H Truck: Preventive Maintenance & Inspection	
AWS Welding Level I	201019
AWS Welding Level II	201020
AWS Welding Level III	201021
AWS Certified Welder	201022
Certified Medical Assistant-CMA	201023
Certified Surgical Technologist-CST	201024
Certified Dental Assistant-CDA	201025
Certified Profession Coder-CPC	201026
Certified Electronic Heath Records Specialist-CEHRS	201027
Certified Medical Administrative Assistant -CMAA	201028
NCCT - Certified Phlebotomy Technician	
American Dental Coders- CDC-A Certification	201029
Cisco - Certified Network Associate	
Cisco - Interconnecting Cisco Networking Devises, Part 1	

Industry Certification	Exam Code
Cisco - Interconnecting Cisco Networking Devises, Part 2	
CompTia Project +	201030
CompTia Linux+ LX0-101	
CompTia Linux+ LX0-102	
CIW Web Foundations Associate	201031
CompTia Strata IT Fundamentals	201032
Adobe Certified Expert (ACE) Dreamweaver	201033
CPC-A Certified Professional Coder -Apprentice	201034

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Appendix B: Secondary School List

HIGH SCHOOLS

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

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

District Code	ACT Code	High School Names	School District	School Type	Effective Date
37-703	450245	Ben Lomond High School – Ogden	Ogden	Regular	7/1/2003
	450460	Benchmark School – Woods Cross		Private	7/1/2003
	450044	Benjamin Franklin Academy – Midway		Private	7/1/2003
	450246	Berean Baptist Christian Academy – Ogden		Private	7/1/2003
16-712	450018	Big Water School – Big Water	Kane	Regular	7/1/2003
14-704	450020	Bingham High School – South Jordan	Jordan	Regular	7/1/2003
19-740		Birdseye Group Home – Spanish Fork		Alternative	7/1/2006
FC-912		Blessed Sacrament School – Sandy		Private	7/1/2007
30-740	991060	Blue Peak High School – Tooele	Tooele	Alternative	7/1/2010
35-701	450247	Bonneville High School – Ogden	Weber	Regular	7/1/2003
07-704	450030	Bountiful High School – Bountiful	Davis	Regular	7/1/2003
03-708	450035	Box Elder High School – Brigham City	Box Elder	Regular	7/1/2003
	450312	Brigham Young University Independent Study – Provo		Private	7/1/2003
42-705	450362	Brighton High School – Salt Lake City	Canyons	Regular	7/1/2003
	450166	Browning Academy / Cross Creek Camp – La Verkin		Private	7/1/2003
10-704	450435	Bryce Valley High School – Tropic	Garfield	Regular	7/1/2003
	450023	Bureau of Indian Affairs		Private	7/1/2003
04-710		Cache Alternative High – Logan	Cache	Alternative	7/1/2015
04-710	450168	Cache High School – Logan		Alternative	7/1/2003
	450407	Cache Instructional Workshop – Logan		Private	7/1/2003
MR-901		Cache Valley Learning Center – Logan		Private	7/1/2008
	450358	Calvary Chapel Christian School – St. George		Private	7/1/2008
07-735	450157	Canyon Heights – Kaysville		Alternative	7/1/2003
9D-100		Canyon Rim Academy – Salt Lake City	Granite	Charter	7/1/2008
13-712	450046	Canyon View High School – Cedar City	Iron	Regular	7/1/2003
35-810	991747	Canyon View School – Ogden	Weber	Alternative	3/15/2005
25-775		Canyonlands Youth Home – Blanding		Alternative	7/1/2006
42-740		Canyons Technical Education Center – Sandy	Canyons	Regular	7/1/2015
	969999	Capitol Hill Academy – Salt Lake City (also used for Provo eSchool)		Private	7/1/2017
05-704	450310	Carbon High School – Price	Carbon	Regular	7/1/2003
	450313	Carden-Lee School, The – Salt Lake City		Private	7/1/2003
05-550		Castle County Youth Center – Price		Alternative	7/1/2005
05-801		Castle Valley Center – Price	Carbon	Alternative	7/1/2005

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District Code	ACT Code	High School Names	School District	School Type	Effective Date
	450059	CBA Center – Delta		Charter	7/1/2003
13-704	450045	Cedar City High School – Cedar City	Iron	Regular	7/1/2003
	450343	Cedar Ridge Academy – Roosevelt		Regular	11/4/2005
26-716	450333	Cedar Ridge High – Richfield	Sevier	Alternative	7/1/2015
87-700		Center City Charter School – Salt Lake City		Alternative	7/1/2004
38-610		Central Utah Enterprises – Provo		Alternative	7/1/2006
26-730		Central Utah Youth Home – Richfield		Alternative	7/1/2005
2D-100		Channing Hall – Draper	Canyons	Charter	7/1/2008
36-826		Children Behavior Therapy – Salt Lake City	Salt Lake	Alternative	7/1/2008
FL-904		Christ Lutheran – Murray		Private	7/1/2008
	450340	Christian Heritage School – Riverdale		Private	7/1/2003
12-581		Christmas Box House – Salt Lake City		Alternative	7/1/2008
	450357	Cinnamon Hills School – St. George		Private	11/4/2005
87-700	450364	City Academy – Salt Lake City	Salt Lake	Charter	11/4/2005
07-706	450053	Clearfield High School – Clearfield	Davis	Regular	7/1/2003
NJ-770		Clearfield Job Corps Center – Clearfield	Other	Alternative	7/1/2015
MV-901		Colby School – Park City		Private	7/1/2008
36-821		Columbus Community Center – Salt Lake City	Salt Lake	Alternative	7/1/2007
08-802		Con Amore Training Center – Myton	Duchesne	Alternative	7/1/2005
	450392	Concordia Preparatory School – Riverton		Private	7/1/2003
KE-672		Copper Hills Youth Center – West Jordan		Private	7/1/2008
14-703	450450	Copper Hills High School – West Jordan	Jordan	Regular	7/1/2003
42-711	450073	Corner Canyon High School – Draper	Canyons	Regular	7/1/2015
19-730		Cornerstone Evening – Spanish Fork		Alternative	7/1/2006
12-702	450363	Cottonwood High School – Salt Lake City	Granite	Regular	7/1/2003
KH-955		Cottonwood Treatment Center – Salt Lake City		Private	7/1/2008
	450232	Creekside High School – Murray		Regular	7/1/2003
	450166	Cross Creek Academy – La Verkin		Private	7/1/2008
222222*		Crossroads Academy – Ogden		Alternative	7/1/2015
3E-100		CS Lewis Academy – Payson	Nebo	Charter	7/1/2008
12-704	450175	Cyprus High School – Magna	Granite	Regular	7/1/2003
03-778	450034	Dale Young Community HS – Brigham City	Box Elder	Alternative	7/1/2003
01-840		Dan W. Peterson – American Fork	Alpine	Alternative	7/1/2007
DM-951		Dancing Moose Montessori School – West Valley City		Private	7/1/2008

District Code	ACT Code	High School Names	School District	School Type	Effective Date
A3-700	450249	Davinci Academy of Science & the Arts – Ogden	Ogden	Charter	7/1/2004
07-032		Davis Adult Education – Kaysville		Alternative	7/1/2009
DA-951		Davis Arrow Academy (YIC) – Clearfield	Davis	Alternative	7/1/2009
07-708	450155	Davis High School – Kaysville	Davis	Regular	7/1/2003
		Day Treatment (See OWATC Day Treatment) – Ogden		Alternative	7/1/2006
	450201	Daystar Adventist Academy – Castle Valley		Private	7/1/2003
91-914		Deamude Adventist Christian School – Ogden		Private	7/1/2008
12-580		Decker Lake Youth Center – West Valley City		Alternative	7/1/2005
17-704	450060	Delta High School – Delta	Millard	Regular	7/1/2003
17-715		Delta Technical Center – Delta	Millard	Alternative	7/1/2006
	450233	Deseret Academy – Murray		Private	7/1/2003
33-703	450359	Desert Hills High School – St. George	Washington	Regular	7/1/2008
	450132	Diamond Ranch Academy – Hurricane		Private	7/1/2007
81-300	450314	Discovery Academy – Provo		Private	7/1/2003
33-760		Dixie Area Detention Center – Hurricane		Alternative	7/1/2006
33-704	450350	Dixie High School – St. George	Washington	Regular	7/1/2003
	450427	Dominquez Hills Academy – Spanish Fork		Private	7/1/2007
	450189	Dorius Academy – Layton		Private	7/1/2008
14-021		Draper Group Home (See Youth Health Associates-Draper) – Draper		Alternative	7/1/2006
12-812		Dream Charter School – Salt Lake City		Charter	7/1/2004
1X-100		Dual Immersion Academy – Salt Lake City	Salt Lake	Charter	7/1/2008
08-750		Duchesne Adult High School – Roosevelt		Alternative	7/1/2005
08-708	450065	Duchesne High School – Duchesne	Duchesne	Regular	7/1/2003
30-704	450070	Dugway High School – Dugway	Tooele	Regular	7/1/2003
MA-968		Eagle Ranch Academy – Gunlock		Private	7/1/2008
38-610		East Bay Post High School – Provo	Provo	Alternative	7/1/2015
	450417	East Carbon High School – Sunnyside		Regular	7/1/2003
36-704	450365	East High School – Salt Lake City	Salt Lake	Regular	7/1/2003
A8-700	450475	East Hollywood High School – West Valley City	Granite	Charter	7/1/2006
01-790		East Shore Electronic High – Orem	Alpine	Alternative	7/1/2015

District Code	ACT Code	High School Names	School District	School Type	Effective Date
1Y-100		Edith Bowen Laboratory School – Logan	Logan	Charter	7/1/2008
99-700		Electronic High School – Salt Lake City		State	7/1/2008
	450419	Elevations School (RTC) – Syracuse		Alternative	7/1/2015
1Z-100		Emerson Alcott Academy – Roosevelt		Charter	7/1/2008
09-706	450043	Emery High School – Castle Dale	Emery	Regular	7/1/2003
33-712	450075	Enterprise High School – Enterprise	Washington	Regular	7/1/2003
3C-100		Entheos Academy – Kearns	Granite	Charter	7/1/2008
42-950	991054	Entrada – Sandy	Canyons	Alternative	7/1/2015
10-708	450090	Escalante High School – Escalante	Garfield	Regular	7/1/2003
38-510		Eschool at Provo District – Provo	Provo	Regular	7/1/2016
17-712	450092	Eskdale High School – Eskdale	Millard	Regular	7/1/2003
33-750		Excel Directed Studies YIC – St. George		Alternative	7/1/2006
	450174	Faith Baptist Academy – Layton		Private	7/1/2010
	450412	Faith Christian School – Spanish Fork		Private	7/1/2003
MA-951		Falcon Ridge Academy – Virgin		Private	7/1/2008
07-802		Family Enrichment Center – Kaysville	Davis	Alternative	7/1/2005
07-566	450100	Farmington Bay Youth Center – Farmington		Alternative	7/1/2003
98-700	450173	Fast Forward Charter High School – Logan	Logan	Charter	11/4/2005
33-740		Focus Center – St. George		Alternative	7/1/2006
13-550		Foothill High – Cedar City		Alternative	7/1/2005
82-100	450339	Freedom Preparatory Academy – Provo	Provo	Charter	7/1/2007
35-706	450248	Fremont High School – Plain City	Weber	Regular	7/1/2003
	450366	Garfield School – Salt Lake City		Alternative	7/1/2003
	450238	Gateway Academy – Draper		Alternative	7/1/2015
MB-951		Gateway Academy – Salt Lake City		Private	7/1/2008
7E-100		Gateway Preparatory Academy – Enoch	Iron	Charter	7/1/2008
	459400	GED (outside of Utah)		State	7/1/2003
	459300	GED (inside Utah)		State	7/1/2003
14-091	991602	Genesis YIC – Draper		Alternative	7/1/2006
5D-100		George Washington Academy – St. George	Washington	Charter	7/1/2008
37-729	450268	George Washington High School (see Project Surpass-Washington High School [YIC]) – Ogden	Ogden	Alternative	7/1/2003
	450013	Grace Christian Academy – West Valley City		Private	7/1/2003
11-704	450200	Grand County High School – Moab	Grand	Regular	7/1/2003
12-708	450368	Granger High School – West Valley City	Granite	Regular	7/1/2003

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District Code	ACT Code	High School Names	School District	School Type	Effective Date
12-687	450371	Granite Alternative High School – Salt Lake City		Alternative	1/1/2007
12-712	450370	Granite High School – Salt Lake City		Regular	7/1/2003
12-760		Granite Peaks Adult High – Salt Lake City		Alternative	7/1/2008
12-740	450371	Granite Connection – Salt Lake City	Granite	Alternative	7/1/2008
12-775		Granite Technical Institute (GTI) – Salt Lake City		Alternative	7/1/2006
12-640		Granite Transitional Services (Hilda B. Jones Center) – Salt Lake City	Granite	Alternative	7/1/2003
30-708	450110	Grantsville High School – Grantsville	Tooele	Regular	7/1/2003
30-750		Grantsville Home Study – Grantsville		Alternative	7/1/2006
	450054	Great Basin High School – Clearfield		Alternative	7/1/2003
04-703	450017	Green Canyon High School – North Logan	Cache	Regular	7/1/2017
09-704	450115	Green River High School – Green River	Emery	Regular	7/1/2003
03-710		Grouse Creek School – Grouse Creek	Box Elder	Alternative	7/1/2006
1E-100		Guadalupe School – Salt Lake City	Salt Lake	Charter	7/1/2008
27-704	450120	Gunnison Valley High School – Gunnison	South Sanpete	Regular	7/1/2003
12-810		Hartvigsen School – Salt Lake City	Granite	Alternative	7/1/2005
8F-100	450372	Hawthorne Academy – West Jordan	Jordan	Private	7/1/2003
	450123	Heber Valley Christian School – Heber City		Private	7/1/2003
	450323	Heritage Schools, Inc. – Provo		Private	7/1/2003
14-707	450126	Herriman High School – Herriman	Jordan	Regular	7/1/2011
	450344	High Point Academy – Roosevelt			11/4/2005
HT-951		High Top Ranch School – Koosharem		Private	7/1/2008
36-708	450373	Highland High School – Salt Lake City	Salt Lake	Regular	7/1/2003
42-706	450193	Hillcrest High School – Midvale	Canyons	Regular	7/1/2003
07-631		Home Instruction – Farmington		Alternative	7/1/2006
	459500	Home Schooling		State	7/1/2003
	459600	Home Schooling (outside of Utah)		State	7/1/2007
12-608		Homebound & Hospitalized – Salt Lake City	Granite	Alternative	7/1/2006
33-810		Homeless – St. George		Alternative	7/1/2007
91-908		Horizon Educational System – Ogden		Private	7/1/2008
01-808		Horizon School – Saratoga Springs	Alpine	Alternative	7/1/2015
36-750	450389	Horizonte Instruction & Training Center – Salt Lake City	Salt Lake	Alternative	7/1/2003

District Code	ACT Code	High School Names	School District	School Type	Effective Date
36-613		Hospital – Salt Lake City		Alternative	7/1/2006
12-710	450449	Hunter High School – West Valley City	Granite	Regular	7/1/2003
33-716	450135	Hurricane High School – Hurricane	Washington	Regular	7/1/2003
12-801		ID Group – Self-Contained – Salt Lake City		Alternative	7/1/2007
38-730	450316	Independence High School – Provo	Provo	Alternative	7/1/2003
36-748	450393	Innovations High School – Salt Lake City	Salt Lake	Regular	7/1/2015
2C-600	450288	Intech Collegiate High School – Logan	Cache	Charter	7/1/2006
	450049	Integrity School – Cedar City		Private	11/4/2005
	450162	Intermountain Christian Academy – Salt Lake City		Private	7/1/2003
	450374	Intermountain Christian School – Salt Lake City		Private	7/1/2003
	450040	Intermountain Intertribal School – Brigham City		Alternative	7/1/2003
MC-901		Iqra Academy of Utah – West Valley City		Private	7/1/2008
13-751		Iron County Adult – Cedar City		Alternative	1/1/2007
A5-700	450452	Itineris Early College High – West Jordan	Jordan	Charter	7/1/2004
IV-951		Ivy Hall Academy – Provo		Private	7/1/2008
FC-907		JE Cosgriff Memorial – Salt Lake City		Private	7/1/2007
85-100	450394	Jean Massieu Academy – Salt Lake City		Private	7/1/2004
93-105		John Hancock Charter School – Pleasant Grove	Alpine	Charter	7/1/2004
42-708	450405	Jordan High School – Sandy	Canyons	Regular	7/1/2003
14-620		Jordan Resource Center – Midvale		Alternative	7/1/2003
14-740		Jordan Technical Center Sandy – Sandy		Regular	7/1/2006
14-741		Jordan Applied Technology Center – West Jordan	Jordan	Regular	7/1/2006
42-810	450448	Jordan Valley School – Midvale	Canyons	Alternative	7/1/2003
15-704	450240	Juab High School – Nephi	Juab	Regular	7/1/2003
	450064	Juan Diego Catholic High School – Draper		Private	7/1/2003
	450375	Judge Memorial High School – Salt Lake City		Private	7/1/2003
		Juvenile Receiving Center (see Salt Lake Valley Detention Center) – Salt Lake City		Alternative	7/1/2006
4J-700	991782	Kairos Academy – West Valley City		Charter	7/1/2015
16-704	450150	Kanab High School – Kanab	Kane	Regular	7/1/2003
2E-700	450278	Karl G. Maeser Preparatory Academy – Lindon	Alpine	Charter	7/1/2008

District Code	ACT Code	High School Names	School District	School Type	Effective Date
14-830		Kauri Sue Hamilton School – Riverton	Jordan	Alternative	7/1/2015
12-714	450158	Kearns High School – Kearns	Granite	Regular	7/1/2003
FC-908		Kearns St. Ann – Kearns		Private	7/1/2007
	450306	Kimber Academy – Pleasant View		Private	2/14/2006
222225*		Kimber Academy – St. George		Private	5/12/2017
	450317	Kirkbridge Academy – Provo		Private	7/1/2003
	450244	Kolob Canyon School – New Harmony		Private	7/1/2007
	450222	La Europa Academy – Salt Lake City		Private	7/1/2007
16-714	450422	Lake Powell High School – Lake Powell	Kane	Regular	7/1/2003
4C-100	450396	Lakeview Academy – Saratoga Springs	Alpine	Charter	7/1/2008
19-720	450409	Landmark High School – Spanish Fork	Nebo	Alternative	7/1/2003
	450169	Layton Christian Academy – Layton		Private	7/1/2003
07-710	450163	Layton High School – Layton	Davis	Regular	7/1/2003
5C-100	450369	Legacy Preparatory Academy – North Salt Lake	Davis	Charter	7/1/2008
19-750		Legacy High School – Springville	Nebo	Alternative	7/1/2008
01-708	450165	Lehi High School – Lehi	Alpine	Regular	7/1/2003
	450156	Liahona Academy – Kaysville		Alternative	7/1/2003
	450307	Liahona Academy – Pleasant Grove		Private	7/1/2007
	450172	Liahona Academy – Virgin		Private	7/1/2003
6C-100		Liberty Academy – Salem	Granite	Charter	7/1/2008
	450386	Life Christian Academy – West Valley City		Private	7/1/2003
07-745		Lifeline – North Salt Lake		Private	7/1/2006
	450177	Lighthouse Christian Academy – Magna		Private	11/4/2005
05-760	450294	Lighthouse High School – Price	Carbon	Alternative	7/1/2005
2B-100		Lincoln Academy – Pleasant Grove	Alpine	Charter	7/1/2008
03-630		Lincoln Center – Brigham City		Alternative	7/1/2006
39-704	450170	Logan High School – Logan	Logan	Regular	7/1/2003
39-708		Logan North Campus – Logan		Alternative	7/1/2006
	450171	Logan River Academy – Logan		Private	7/1/2003
39-710		Logan South Campus – Logan		Alternative	7/1/2006
01-709	450129	Lone Peak High School – Highland	Alpine	Regular	7/1/2003
MD-951		Lott's Legacy Boarding School – Escalante		Private	7/1/2008
	450434	Lumen Scholar Institute – Orem		Charter	1/12/2016
FC-922		Madeleine Choir School – Salt Lake City		Private	7/1/2008
4I-700	991880	Mana Academy Charter School – West Valley City	Granite	Charter	7/1/2015

District Code	ACT Code	High School Names	School District	School Type	Effective Date
	450179	Manila High Adult Program – Manila		Alternative	7/1/2003
06-704	450180	Manila High School – Manila	Daggett	Regular	7/1/2003
27-708	450185	Manti High School – Manti	South Sanpete	Regular	7/1/2003
	450428	Maple Lake Academy – Spanish Fork		Private	7/1/2008
19-702	450423	Maple Mountain High School – Spanish Fork	Nebo	Regular	7/1/2015
	450377	Master Academy – Salt Lake City		Private	7/1/2003
	450321	Master Academy of Arts & Science – Provo		Private	3/15/2005
MC-951		McGillis School – Salt Lake City		Private	7/1/2008
KM-OKM		McKay-Dee Psych Resources – Ogden		Private	7/1/2007
	450319	Meridian School – Orem		Private	7/1/2003
8E-700	450426	Merit College Preparatory Academy – Springville	Nebo	Charter	7/1/2008
02-708	450195	Milford High School – Milford	Beaver	Regular	7/1/2003
	450260	Mill Creek Youth Center – Ogden		Alternative	7/1/2003
17-708	450105	Millard High School – Fillmore	Millard	Regular	7/1/2003
33-718	450444	Millcreek High School – St. George	Washington	Regular	7/1/2003
	450048	Millennial Quest Cntr Family Learning – Layton		Private	7/1/2003
91-927		Moab Christian Academy – Moab		Private	7/1/2007
A7-100		Moab Charter School – Moab	Grand	Charter	7/1/2008
		Mona Group Home (see Ascent, Inc.) – Mona		Alternative	7/1/2006
	450061	Montana National Guard Youth – Dillon		Private	11/4/2005
7C-100		Monticello Academy – West Valley City	Granite	Charter	7/1/2008
25-704	450210	Monticello High School – Monticello	San Juan	Regular	7/1/2003
25-706	450213	Monument Valley High School – Monument Valley	San Juan	Regular	7/1/2003
	450069	Moonridge Academy – Cedar City		Private	7/1/2007
18-704	450215	Morgan High School – Morgan	Morgan	Regular	7/1/2003
07-732		Mount High Shoupp (10-12) – Kaysville		Alternative	7/1/2008
15-806		Mount Nebo Training Center – Nephi		Alternative	7/1/2007
	450378	Mount Vernon Academy – Murray		Private	7/1/2003
12-500		Mount View Learning Center – Salt Lake City		Alternative	7/1/2005
04-702	450138	Mountain Crest High School – Hyrum	Cache	Regular	7/1/2003

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

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

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

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

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

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

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

District Code	ACT Code	High School Names	School District	School Type	Effective Date
2H-101	450640	Utah Connections Academy – Woods Cross	Statewide	Charter	7/1/2015
1B-700	450286	Utah County Academy of Sciences – Orem	Alpine	Charter	11/4/2005
1I-700		Utah International Charter School – Salt Lake City	Granite	Charter	7/1/2015
2K-710		Utah Military Academy – Lehi		Charter	7/1/2018
2K-700	450338	Utah Military Academy – Riverdale		Charter	7/1/2015
27-701		Utah Preparatory Academy – Manti		Alternative	7/1/2008
41-111	450265	Utah School for The Deaf and Blind – Ogden		Alternative	7/1/2003
01-874		Utah State Development – American Fork		Alternative	7/1/2007
5F-700	450481	Utah Virtual Academy – Murray	Statewide	Charter	7/1/2007
8H-100		Valley Academy – Hurricane	Washington	Charter	7/1/2015
	450386	Valley Christian Schools – Kearns		Private	7/1/2003
16-708	450275	Valley High School – Orderville	Kane	Regular	7/1/2003
14-716	450192	Valley High School – Sandy	Jordan	Regular	7/1/2003
04-790		Valley View (YIC) – River Heights		Alternative	7/1/2005
3F-100	450190	Venture Academy – Ogden	Weber	Charter	7/1/2008
	450443	Vernal Christian School – Vernal		Private	7/1/2003
07-712	450032	Viewmont High School – Bountiful	Davis	Regular	7/1/2003
81-300	450322	Walden School of Liberal Arts – Provo	Provo	Charter	7/1/2007
	450230	Wasatch Academy – Mt. Pleasant		Private	7/1/2003
32-708		Wasatch Alternative High – Heber City		Alternative	7/1/2006
32-704	450125	Wasatch High School – Heber City	Wasatch	Regular	7/1/2003
MJ-951		Wasatch Intermountain Academy – Orem		Private	7/1/2009
4B-100		Wasatch Peak Academy – North Salt Lake	Davis	Charter	7/1/2008
12-583		Wasatch Youth Center – Salt Lake City		Alternative	7/1/2005
		Washington County Adult High School (see Southwest Behavioral Health Center) – St. George		Alternative	7/1/2007
33-200		Utah Online School – St. George	Washington	Regular	7/1/2008
33-318		Water Canyon School – Hilldale	Washington	Alternative	7/1/2015
	450328	Waterford School – Sandy		Private	7/1/2003
34-704	450015	Wayne High School – Bicknell	Wayne	Regular	7/1/2003
	450271	Weber Basin High School – Ogden		Alternative	7/1/2003
35-760		Weber Basin Job Corps Center – Ogden	Weber	Alternative	7/1/2015
35-704	450270	Weber High School – Ogden	Weber	Regular	7/1/2003

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District Code	ACT Code	High School Names	School District	School Type	Effective Date
	450272	Weber Innovation – Ogden	Weber	Alternative	7/1/2016
35-550		Weber Valley Detention Center – Roy		Alternative	7/1/2005
30-714	450445	Wendover High School – Wendover	Tooele	Regular	7/1/2003
29-708	450437	West Desert High School – Trout Creek	Tintic	Regular	7/1/2003
36-716	450400	West High School – Salt Lake City	Salt Lake	Regular	7/1/2003
14-718	450446	West Jordan High School – West Jordan	Jordan	Regular	7/1/2003
	450458	West Ridge Academy – West Jordan		Private	7/1/2003
01-789	450004	Westlake High School – Saratoga Springs	Alpine	Regular	7/1/2008
25-710	450207	Whitehorse High School – Montezuma Creek	San Juan	Regular	7/1/2003
MK-951		White River Academy – Delta		Private	7/1/2008
	450067	Williamsburg Academy Online High School – Cedar City		Private	7/1/2008
	450324	Willow Creek School – Provo		Private	7/1/2007
0JR-JR		Wind River Academy – Provo		Private	7/1/2009
	450291	Winter Sports School in Park City – Park City		Private	7/1/2003
07-714	450447	Woods Cross High School – Woods Cross	Davis	Regular	7/1/2003
04-760		Young Mothers Program – Logan		Alternative	7/1/2005
12-616		Young Parent Program – West Valley City	Granite	Alternative	6/6/2006
19-750		Young Parents School – Spanish Fork		Alternative	7/1/2003
YP-901		Young Parents School – Kaysville		Alternative	7/1/2008
27-703		Young Women's Empowerment Center YWEC-L (YIC) – Ephraim		Alternative	7/1/2006
27-710		Young Women's Empowerment Center YWEC-S (YIC) – Ephraim		Alternative	7/1/2006
91-988		Youth Care, Inc. – Draper		Private	7/1/2007
	450327	Youth Center School – West Jordan		Private	7/1/2003
33-790		Youth Crisis Intervention Center – St. George		Alternative	7/1/2005
12-501	974522	Youth Education Support School – Salt Lake City	Granite	Alternative	7/1/2008
13-590		Youth Health Associates–Cedar Ranch – Cedar City		Private	7/1/2008
07-593		Youth Health Associates–Clearfield – Clearfield		Alternative	7/1/2008

District Code	ACT Code	High School Names	School District	School Type	Effective Date
14-021		Youth Health Associates–Draper Home – Draper		Alternative	7/1/2008
12-569		Youth Services (see Salt Lake County Division of Youth Services) – Salt Lake City		Alternative	7/1/2007
03-550		Youth Track - Youth in Custody – Brigham City		Alternative	7/1/2006
04-550		Youth Track Youth in Custody – Logan		Alternative	7/1/2006
<blank>	<blank>	The student is not a secondary student as defined in Policy 205.5.1.			7/1/2015

* Indicates that the district code was assigned by USTC for the sole purpose of tracking students from the specified schools in college information systems. If/when these schools' district or ACT codes are known, the USTC-specific codes will be replaced.

MIDDLE & JR. HIGH SCHOOLS

District Code	Middle & Jr. High School Names	School District	Effective Date
91-906	Accelerated Learning Center – Murray		7/1/2003
01-299	Alpine Online School – American Fork	Alpine	7/1/2015
01-404	American Fork Jr. High – American Fork	Alpine	7/1/2003
74-100	American Preparatory Academy – Draper	Granite	7/1/2004
91-910	Anchor Christian Academy – Salt Lake City		7/1/2003
03-404	Bear River Middle School – Garland	Box Elder	7/1/2015
12-400	Bennion Jr. High – Taylorsville	Granite	7/1/2003
91-907	Berean Baptist Christian Academy – Ogden		7/1/2003
12-402	Bonneville Jr. High – Salt Lake City	Granite	7/1/2003
07-404	Bountiful Jr. High – Bountiful	Davis	7/1/2003
03-408	Box Elder Middle School – Brigham City	Box Elder	7/1/2015
12-404	Brockbank Jr. High – Magna	Granite	7/1/2003
5G-100	Canyon Grove Academy – Pleasant Grove	Alpine	7/1/2015
01-405	Canyon View Jr. High – Orem	Alpine	7/1/2003
09-404	Canyon View Jr. High – Huntington	Emery	7/1/2003
13-308	Canyon View Middle School – Cedar City	Iron	7/1/2016
JC-971	Carden Christian Academy – Park City		7/1/2003
13-304	Cedar Middle School – Cedar City	Iron	7/1/2017
07-426	Centennial Jr. High – Kaysville	Davis	7/1/2015
07-406	Centerville Jr. High – Centerville	Davis	7/1/2003
07-408	Central Davis Jr. High – Layton	Davis	7/1/2003
JD-0JD	Christian Heritage – Riverdale		7/1/2003
12-410	Churchill Jr. High – Salt Lake City	Granite	7/1/2003
14-419	Copper Mountain Middle School – Herriman	Jordan	7/1/2015
JP-977	Deseret Academy – Murray		7/1/2003

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

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District Code	Middle & Jr. High School Names	School District	Effective Date
MI-001	Millennial Quest Center – Layton		7/1/2003
02-112	Minersville School – Minersville	Beaver	7/1/2015
05-412	Mont Harmon Middle School – Price	Carbon	7/1/2003
7C-100	Monticello Academy – West Valley City	Granite	7/1/2015
37-411	Mound Fort Jr. High School – Ogden	Ogden	7/1/2015
37-415	Mount Ogden Jr. High – Ogden	Ogden	7/1/2015
JG-915	Mount Vernon Academy – Murray	Alpine	7/1/2003
01-410	Mountain Ridge Jr. High – Highland	Alpine	7/1/2003
8C-100	Mountainville Academy – Alpine	Alpine	7/1/2015
19-406	Mt. Nebo Jr. High – Payson	Nebo	7/1/2003
07-413	Mueller Park Jr. High – Bountiful	Davis	7/1/2003
9B-100	Navigator Pointe Academy – West Jordan	Jordan	7/1/2015
JI-917	New Tyme School – Midvale		7/1/2003
04-406	North Cache Center – Richmond	Cache	7/1/2015
07-412	North Davis Jr. High – Clearfield	Davis	7/1/2003
A6-100	North Davis Preparatory Academy – Layton	Davis	7/1/2015
07-414	North Layton Jr. High – Layton	Davis	7/1/2003
35-402	North Ogden Jr. High – Ogden	Weber	7/1/2003
5B-100	North Star Academy – Bluffdale	Jordan	7/1/2015
LA-0LA	Northridge Instruction – Layton		7/1/2003
01-412	Oak Canyon Jr. High – Lindon	Alpine	7/1/2003
68-100	Ogden Preparatory Academy – Ogden	Ogden	7/1/2015
12-424	Olympus Jr. High – Salt Lake City	Granite	7/1/2003
14-409	Oquirrh Hills Middle School – Riverton	Jordan	7/1/2015
01-414	Orem Jr. High – Orem	Alpine	7/1/2003
35-405	Orion Jr. High – Harrisville	Weber	7/1/2015
FO-0FO	Oxford Learning Source – Draper		7/1/2003
03-168	Park Valley School – Park Valley	Box Elder	7/1/2015
91-970	Parowan Christian – Parowan		7/1/2003
19-408	Payson Jr. High – Payson	Nebo	7/1/2003
33-420	Pine View Middle School – St. George	Washington	7/1/2015
86-100	Pinnacle Canyon Academy – Price	Carbon	7/1/2004
01-416	Pleasant Grove Jr. High – Pleasant Grove	Alpine	7/1/2003
91-619	Primary Children's Hospital – Salt Lake City		7/1/2003
91-620	Primary Children's School at Wasatch Canyons – Salt Lake City		7/1/2003
JK-0JK	Realms of Inquiry – Salt Lake City		7/1/2003
40-412	Riverview Jr. High – Murray	Murray	7/1/2003
35-403	Rocky Mountain Jr. High – West Haven	Weber	7/1/2003
08-404	Roosevelt Jr. High – Roosevelt	Duchesne	7/1/2003
FR-0FR	Rowland Hall-St Marks Schools – Salt Lake City		7/1/2003
35-404	Roy Jr. High – Roy	Weber	7/1/2003
19-416	Salem Jr. High – Salem	Nebo	7/1/2015
97-300	Salt Lake Arts Academy – Salt Lake City	Salt Lake	7/1/2004
91-925	Salt Lake Christian Academy – Sandy		7/1/2003

District Code	Middle & Jr. High School Names	School District	Effective Date
09-408	San Rafael Jr. High – Ferron	Emery	7/1/2003
35-406	Sand Ridge Jr. High – Roy	Weber	7/1/2003
12-423	Scott M. Matheson Jr. High – Magna	Granite	7/1/2015
91-922	Shiloah Valley Christian School – Eskdale		7/1/2003
33-425	Snow Canyon Middle School – St. George	Washington	7/1/2015
35-412	Snowcrest Jr. High – Eden	Weber	7/1/2003
89-100	Soldier Hollow Charter School – Midway	Wasatch	7/1/2004
04-410	South Cache Center – Hyrum	Cache	7/1/2015
07-416	South Davis Jr. High – Bountiful	Davis	7/1/2003
14-415	South Hills Middle School – Riverton	Jordan	7/1/2015
14-411	South Jordan Middle School – South Jordan	Jordan	7/1/2015
35-408	South Ogden Jr. High – Ogden	Weber	7/1/2003
14-712	South Park Academy – Draper	Canyons	7/1/2003
19-420	Spanish Fork Jr. High – Spanish Fork	Nebo	7/1/2003
19-424	Springville Jr. High – Springville	Nebo	7/1/2003
A4-100	Summit Academy – Draper	Canyons	7/1/2015
33-303	Sunrise Ridge Intermediate School – St. George	Washington	2/1/2016
07-418	Sunset Jr. High – Sunset	Davis	7/1/2003
14-416	Sunset Ridge Middle School – West Jordan	Jordan	7/1/2015
07-420	Syracuse Jr. High – Syracuse	Davis	7/1/2003
35-410	T. H. Bell Jr. High – Ogden	Weber	7/1/2003
6F-300	The Early Light Academy at Daybreak – South Jordan	Jordan	7/1/2015
12-419	Thomas Jefferson Jr. High – Kearns	Granite	7/1/2003
01-420	Timberline Middle School – Alpine	Alpine	7/1/2015
33-304	Tonaquint Intermediate School – St. George	Washington	7/1/2014
30-404	Tooele Jr. High – Tooele	Tooele	7/1/2003
22-304	Treasure Mountain Jr. High – Park City	Park City	7/1/2015
JA-0JA	University for Children – Springville		7/1/2003
91-618	University Academy at University Neuropsychiatric Institute – Salt Lake City		7/1/2003
FC-0FC	Utah Catholic Schools – Salt Lake City		7/1/2003
FL-0FL	Utah Lutheran Schools – Murray		7/1/2003
12-428	Valley Jr. High – West Valley City	Granite	7/1/2003
31-408	Vernal Jr. High – Vernal	Uintah	7/1/2003
01-490	Vista Heights Middle School – Saratoga Springs	Alpine	7/1/2015
35-416	Wahlquist Jr. High – Ogden	Weber	7/1/2003
12-432	Wasatch Jr. High – Salt Lake City	Granite	7/1/2003
32-412	Wasatch Mountain Jr. High – Heber City		7/1/2003
JM-970	Waterford School – Sandy		7/1/2003
14-414	West Hills Middle School – West Jordan	Jordan	7/1/2015
14-412	West Jordan Middle School – West Jordan	Jordan	7/1/2015
12-434	West Lake Jr. High – West Valley City	Granite	7/1/2003
12-490	West Lake Jr. High Extended Day – West Valley City	Granite	7/1/2003
31-312	West Middle School – Roosevelt		7/1/2003
07-422	West Point Jr. High – West Point	Davis	7/1/2015

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

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

Appendix C: Data Validity Checks

The following table describes all data validity checks that will be performed on each technical college's end-of-year data submission, due to UTECH by July 31, 2019.

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

Should users have questions/concerns with any of the following items, please email or call the UTECH data team to discuss.

#	Concerned Field	Subject of Inquiry	How to Validate
1*	U_ID	Must be 10 digits long.	=LEN(A2)
2*	U_SSN	SSNs will be checked against the following metrics: • Must be 9 digits long. • First three digits cannot start with "000", "666", or "900-999". (Whereas Individual Taxpayer Identification Numbers [given to international students] are allowed to start with "9", SSNs are not.) • Middle two digits cannot be "00". • Last four digits cannot be "0000".	• =LEN(A2) • =LEFT(A2,3) • =RIGHT(LEFT(A2,5),2) • =RIGHT(A2,4)
3	U_SSID	Must be 7 digits long.	=LEN(A2)
4*	U_SSN U_ID U_SSID U_LAST_NAME U_FIRST_NAME U_BIRTH_DT	Check to ensure that each student has only one U_ID number and that SSNs are not identical across different students. Students can change surnames after marriage, can have nicknames (e.g. Jonathan and John), etc. that can result in two U_ID numbers for one student. Additionally, check to ensure that students do not have multiple student profiles due to different birthdates or other identifying information.	Use "Remove Duplicates" function, selecting all 6 fields. Once complete, sort by SSN and use "IF" function to find cells with U_SSN values that are identical to the preceding cell [=IF(A2=A1,"ERROR","")]. Sort on U_SSID and repeat using the "IF" function.
5*	U_LAST_NAME U_FRIST_NAME U_MIDDLE	Check to ensure that names are inputted correctly with regard to middle initials and suffixes. Middle initials should not appear in the first name column, nor should suffixes appear in the surname column. Professional judgment and appropriate deference to what students enter in the online portal should be used when determining how to input/edit students' names in Northstar.	Examine the final character of all first and last names [=RIGHT(A2,1)] to find any periods or commas. These are often indications of initials or suffixes that should be moved to the appropriate column. Also use [=LEFT(A2,1)] to find inappropriate beginnings to cell values.
6*	U_LAST_NAME U_FIRST_NAME U_MAIDEN	Check to ensure that no inappropriate characters are entered as names. In previous data submissions we've noticed question marks and even full email addresses entered in the name fields, especially in the maiden name column.	Use Excel filtering options and the methodology shown in item 5.
7	U_BIRTH_DT	Check to ensure that U_BIRTH_DT values are correct and complete.	Tabulate distinct students by DOB (using "Remove Duplicates" and "PivotTable" functions) to find anomalies that are indicative of errors (e.g. 11/14/26 - 1 student

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			1/1/27 - 28 students 4/14/29 - 1 student).
8*	U_ETH~~NIC~~_RACE_U	Should be blank if U_ETHNIC_A, B, I, P, or W columns have a value or if U_ETHNIC_H or U_RESIDENCE_N has a value therein.	Looking only at the U_ETHNIC_A, B, I, P, and W columns (reorder them if necessary, but remember to move them back to their appropriate places) =IF(COUNTA(A2:E2)=0,"U","")
9*	U_RACE_MULTI	Check to ensure that students with multiple races have a "1" in this column (though the field is called ETHNIC_MULTI, here we are looking at *race*, not ethnicity. Look at U_ETHNIC_A, B, I, P, and W columns to determine multiracial students.	Looking only at the U_ETHNIC_A, B, I, P, and W columns (reorder them if necessary, but remember to move them back to their appropriate places) =IF(COUNTA(A2:E2)>1,1,"")
10	U_CURR_ZIP	ZIP codes should be existent within USPS ZIP code databases. If not existent, Google the ZIP code and see if it is valid (i.e. if the ZIP codes file is out of date).	=VLOOKUP(LEFT(A2,5),'ZIP Codes '!A2:B42524,2,FALSE)
11	U_COUNTY_ORIGIN U_STATE_ORIGIN	County and state of origin must be compatible (see Data Dictionary for definitions): • If county is "UT001-UT057", state must be "UT". • If county is "UT097", state must be "XX". • If county is "UT099", state cannot be "UT" or "XX".	Use Excel filtering options.
12	U_GRADE_LEVEL U_ENRL_OBJ U_ENTRY_ACTION	Grade level, enrollment objective, and entry action must be compatible (see Data Dictionary for definitions): • If enrollment objective is "S", grade level must be <13 • If enrollment objective is "S", entry action must be "HS" unless the student recently graduated and now has entry action of "FH". There should be no records with enrollment objective "S" and entry action "FF" or "CS". • If enrollment objective is *not* "S", grade level must be 13 and entry action cannot be "HS".	Use Excel filtering options.
13*	U_HS	• High school codes must be in the data dictionary. If not, please email the UTECH data team. Codes come from the USOE Educational Directory (https://schools.utah.gov/educationaldirectory) • Post-secondary students should not have a U_HS value. • All secondary students must have a U_HS value.	=VLOOKUP(A2,'High Schools'!A1:E547,3,FALSE) Use Excel filtering options
14	U_START_DATE U_STOP_DATE	The start date must be before the stop date.	Insert a new column and subtract the start date from the stop date [=B2-A2]. Even though the dates are formatted as text in yyyymmdd, subtraction is still possible and helpful in identifying errors. If the value produced by the formula is negative, the stop date is before the start date.
15	U_~~ENTRY~~FIRST_DATE U_START_DATE U_STOP_DATE U_EXIT_DATE	All other date fields must be after the entry date if the student's entry action is "HS". While it is possible for post-secondary students to have their entry dates and actions updated upon graduating high school, the entry	=B2-A2 (see #12 above)

Commented [AM31]: USOE's directory is out of date (most recent is 16-17 school year). I'm not sure how to fix this, but is may affect students from new schools.

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		date for secondary students (if any) should be before any other date listed here.	
16	U_~~ENTRY~~FIRST_TYP~~E~~ ~~ACTION~~ U_~~ENTRY~~FIRST_DA TE U_BIRTH_DT	~~Though the Data Dictionary is not explicit, p~~Post-secondary students who never graduated from high school should have entry action "FF" if they *should have* graduated more than 12 months before the entry date. Because Policy 205.5.1 states that a secondary student shall not be more than 19 years old on 9/1 of the fiscal year (unless the student is disabled), and because the data submission is not due for another 11 months, students may turn 20 during the year and still be considered secondary. Giving these students a 12-month window after graduation, all students age 22 or older by their entry dates must have an entry action of "FF" or "CS"; "FH" and "HS" are not allowed.	Change date from yyyymmdd format to mm/dd/yyyy =DATE(LEFT(A2,4),MID(A2,5,2) ,RIGHT(A2,2)), then execute =INT((U_ENTRY_DATE-U_BIRTH_DT)/365) to find age at entry date.
17	U_EXIT_DATE U_EXIT_CODE	Exit dates are defined as the dates that students exit from programs or the campus. Because campuses pre-fill exit codes and dates for students intending to complete a program (i.e. exit dates are in the future), those dates must be changed to the actual date of exit if a student leaves early. Hence, if a student already has an exit code of "W" or "H" (indicating he/she has already left the enrollment period), exit dates in the future are invalid and must be corrected.	Use Excel filtering options.
18	U_EXIT_CODE U_EXIT_DATE	Because exit date is defined as the date on which a student's exit code is determined, a student cannot have one without the other. If exit code is filled, exit date must necessarily be filled also, and vice versa.	Use Excel filtering options.
19	U_OUTCOME U_OUT_DT	Because outcome date is defined as the date on which a student's outcome is verified, a student cannot have one without the other. If verified outcome is filled, outcome date must necessarily be filled also, and vice versa.	Use Excel filtering options.
20	U_ENRL_OBJ U_EXIT_CODE U_OUTCOME	Enrollment objectives, exit codes, and verified outcomes must follow the rubric presented on page 64 of the data dictionary (data field U-31).	Use Excel filtering options.
21	U_OUT_DT	Outcome dates are defined as the dates upon which students' outcomes are verified. Hence, it is impossible to have outcome dates in the future.	Use Excel filtering options.
22	UC_COMP_DATE UC_ISSUE_DATE	The issue date cannot be before the completion date.	=B2-A2 (see #12 above)
23	UC_COMP_DATE TRAINING_START	The completion date cannot be before the training start date.	=B2-A2 (see #12 above)
24 *	(all fields)	Where the Data Dictionary specifies that cells may contain only certain values (e.g., exit codes, outcome codes, site type codes, etc.), please ensure that no other values are used (e.g., we've seen U_DEG_TYPE values of "CERT" and "IC" instead of "CER" or "C1Y").	Use Excel filtering options.
25	(all fields)	Check to ensure that students with exit codes of P in the state data submission are appearing in the completers file. Policy states that the exit code of P is given to students who have completed their programs *and been awarded a certificate*. Hence, they shouldn't have exit codes of P without appearing in the completers file.	Filter out all students except those with exit codes of P. Copy their ID numbers then use a VLOOKUP command to see if those ID numbers appear in the completers file.

Commented [JC32]: We'll have to revisit or delete depending on how the dictionary changes after the recommendations are debated.

Commented [JC33]: According to my notes, we have determined that we allow exit dates in the future with no exit codes. So the first part of the last sentence is true, but not the second.

*Note that numbers 1, 2, 4, 5, 6, 8, 9, 13, and 24 apply to the completions report as well. Any errors found therein must be corrected before submission.

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UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES
17 January 2019

ITEM F

TOPIC: 2019 Legislative Planning Discussion

<u>BACKGROUND</u>

The General Session of the 2017 Utah Legislature convenes on Monday, January 28th, and adjourns at midnight on Thursday, March 14th.

Interim Commissioner Haines will brief the Board on issues and expectations for UTech during the legislative session, based on preliminary discussions with leadership of the Higher Education Appropriations Subcommittee and other legislators in preparation for the session. Discussion will include the UTech budget request, which was approved by the Board in September, as well as capital facilities, initiatives, and legislation.

<u>RECOMMENDATIONS</u>
Information/discussion only

ATTACHMENT:
        USTC Legislative Budget Request Summary – FY2020

Utah System of Technical Colleges

Legislative Budget Request Summary

For the Fiscal Year Ending June 30, 2020

Approved by the Board of Trustees 12/16/201

Anticipated FY 2020 Base Budget (State Tax Funds Only)		**$**	**97,405,600**
Ongoing Budget Increase Requested		**$**	**12,900,000**
1. Compensation		**$**	**2,000,000**
* **Merit-Based Salary Increases (Estimated)**	2,000,000		
* **Health Insurance Premium Increases**	-		
2. Employer-Driven Program Expansion/Student Support		**$**	**7,000,000**
Bridgerland Technical College	740,000		
Davis Technical College	1,700,000		
Dixie Technical College	700,000		
Mountainland Technical College	1,630,000		
Ogden-Weber Technical College	900,000		
Southwest Technical College	355,000		
Tooele Technical College	275,000		
Uintah Basin Technical College	700,000		
3. Equipment Funds		**$**	**3,000,000**
4. Custom Fit		**$**	**650,000**
Davis Technical College	200,000		
Mountainland Technical College	200,000		
Ogden-Weber Technical College	200,000		
USU - Eastern	25,000		
Snow College	25,000		
5. System Requests		**$**	**250,000**
Data Analyst	125,000		
Software Developer	125,000		

* Place holder only - will refine as more information becomes available

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

May 17, 2018

ITEM: G

TOPIC: SB 1 – 1.5% Base Budget Reallocation

BACKGROUND

The Higher Education Appropriations Subcommittee, acting on direction from the Executive Appropriations Committee to look for internal efficiencies, passed a motion to reallocate 1.5% of each college's base budget to the Board of Trustees for critical needs. Consequently, college budgets were reduced by the sum of $1,187,700, and the same amount was moved to the Commissioner's Office appropriations line item.

Ultimately, the colleges were funded an additional $3,765,000 for program expansion and student support. Each college has made a case demonstrating that the best distribution of these funds is to return them to the respective colleges. A justification form from each college is attached detailing the disposition of the reallocated funds if they are returned.

RECOMMENDATION

UTECH Administration recommends that the Board of Trustees the return of the funding reallocated to the Commissioner's Office to each college per the attached justification reports to meet the critical needs of each service region.

Attachments:

Spreadsheet detailing the action of the Higher Education Appropriations Subcommittee
Justification reports from each technical college

Utah System of Technical Colleges

GS 2018 - 1.5% Budget Reallocation

Amount Requested: $ 199,900

College: Bridgerland Technical College

1) Briefly describe what the college intends to do with the funding if restored.

The restoration of this funding will enable Bridgerland to keep an exisiting program from being closed down. The program is operated with two full-time, benefits-eligible employees and two hourly employees. All across the Bear River region and across the Wasatch front, there is an extremely high employment demand in this industry. According to DWS labor market data, there are 1,334 current openings and more than 5,200 annual projected openings. The Governor's Office of Economic Development (GOED) is so concerned about the shortage of workers, they have held meetings with employers across the Wasatch front and throughout the state in an effort to increase the pipeline of qualified workers; and we have been invited to those meetings. One challenge we have faced in this program has been cultivating the pipeline of students. We are making substantial headway as a result of working with the Bear River Region CTE Directors, principals, and counselors. However, closing this program now would immediately stop all the progress and excitement being generated and would leave this profession significantly underserved.

2) How does this align with the college mission, and how will the funding enhance the college's ability to accomplish its mission?

The mission of Bridgerland Technical College can be summarized in two words from the employer point of view; "Workforce Supply." That is, our mission is to provide the employers with the workforce whenever needed, with the skill set required. This program actually falls into one of the four initiatives identified for workforce supply in the region. Retaining this program (as opposed to closing it) will help Bridgerland accomplish its mission by providing Northern Utah with the workforce in such high demand.

3) What goals/objectives is the college planning to achieve with this funding?

The College has worked very hard during the last 18-24 months to cultivate a pipeline of new students in both the certificate seeking category and with high school students. This program is starting to increase at a rate above 50% and our goal would be to continue increasing at that rate or better. We have been successful in reducing the cost and increasing the enrollment. Now that things are moving in the right direction, we are reticent to do anything that would slow the current momentum.

4) Budget

   a. Detail of proposed expenditures

	Expenditure	Amount
i.	Salaries/Wages (2.0 FTE)	114,700
ii.	Benefits/supplies/materials	85,200
iii.		
iv.		
	Total:	199,900

   b. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

During FY17-18, Bridgerland has already cut more than $50,000 (approximately 20%) from the overall program budget through the process of natural attrition and internal efficiencies. Three full-time, benefits-eligible employees were reduced to two and have been supplemented with two part-time, hourly employees as needed in an effort to achieve cost savings. Replacing full-time, benefits-eligible employees with significantly less expensive part-time, hourly employees does save money in the short run, but leaves us with less qualified lab assistants instead of more experienced and highly qualified instructors that industry demands. However, it does work in the short run while we restructure how we recruit and retain students in the program.

5) Briefly describe any previous improvement strategies implemented within this program.

From the employer point of view, including, but not limited to, the advisory committee members, this program has an extremely high demand. There are many more jobs than students. Bridgerland has worked hard to completely restructure this program by updating and modernizing some of the equipment, along with significant staffing changes. In addition, we have worked with our student success advisors and our local high school counselors to better communicate the employer demand to prospective students, which has resulted in a substantial increase of secondary and even post-secondary students.

6) To what extent is this request scalable? If a lower amount of funding is restored, please articulate whether this would be effective.

Unfortunately, this request is not very scalable. This is pretty close to an all or nothing proposition. This particular program has a licensing requirement with DOPL and our instructors have the appropriate licenses. The loss of these instructors would require program closure. While the equipment and facilities to offer some very limited short-term courses might continue to exist, no post-secondary, credential/certificate would be possible.

7) Briefly describe the impact to the service region if this program or department is not funded.

The shortage in this particular industry is not just limited to the Bear River Region. There is also a significant workforce shortage across the Wasatch Front and throughout the state. In addition, many other parts of the country are also struggling. We are being somewhat silent about the specific program. Not because we are afraid our instructors will find out, but because we can't afford to have any interruption of our efforts to cultivate a pipeline of new students into this profession. We don't want the region CTE Directors or counselors, or any of our employers to get any indication about a program closure. We can't take a chance of stopping the momentum we are building in the right direction.

Utah System of Technical Colleges

GS 2018 - 1.5% Budget Reallocation

Amount Requested:	$ 115,400
College:	Davis Tech

1) Briefly describe what the college intends to do with the funding if restored.

The Davis Technical College would like to hire an additional Automation and Robotics faculty member to increase capacity and better meet industry demand.

2) How does this align with the college mission, and how will the funding enhance the college's ability to accomplish its mission?

The College mission states, "We are a trusted learning community embracing technical education to promote student development and economic growth." The Automation and Robotics program objectives are congruent with the mission of the College and the occupational needs of industries served. Despite a 98% student placement rate in this program, the College struggles to meet industry demand. Davis County is experiencing growth in the manufacturing sector. Additional funding provided will allow for increased capacity and improved quality of instruction.

3) What goals/objectives is the college planning to achieve with this funding?

Increase enrollment and completion to better meet industry demand and improve instructional quality and consistency with a dedicated full-time faculty member. The college recently agreed to provide training for 280 Kroeger employees. The college has worked with Davis School District to provide Automation and Robotics training at three high school locations.

4) Budget

a. Detail of proposed expenditures

	Expenditure	Amount
i.	Faculty Salary	$63,000
ii.	Benefits	$32,400
iii.	Materials and Supplies	$20,000
iv.		
	Total:	115,400

b. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

Two full-time faculty members are employed in this program with assistance from part-time adjunct faculty whose schedules are limited and who are unable to perform the same tasks as a full-time faculty member. One additional full-time faculty member will provide a consistent, commited faculty member with greater responsibility for program and student success.

5) Briefly describe any previous improvement strategies implemented within this program.

The Davis Tech College received funding and is in the process of implementing a Robotics training program. The program will provide an introduction to students, with hope some will continue training in the Automation and Robotics Program. Marketing has been increased to the general public and to industry employers to provide upgrade training to the existing workforce.

6) To what extent is this request scalable? If a lower amount of funding is restored, please articulate whether this would be effective.

Primary expense is for the sustainable wage for a skilled faculty member.

7) Briefly describe the impact to the service region if this program or department is not funded.

Delays and potential unskilled labor for manufacturing companies. Industries considering locating in Davis and Morgan Counties may consider areas with a higher population of a trained workforce. Existing industries may have limited growth capability if they are unable to deliver goods and services. Unrealized potential for family-sustaining jobs that support our economy.

Utah System of Technical Colleges

GS 2018 - 1.5% Budget Reallocation

Amount Requested:	$	112,800
College:		Davis Tech

1) Briefly describe what the college intends to do with the funding if restored.

Enrollment in the Davis Tech Automotive Technology program has grown 35% in FY17 and 27% in the last year. Major automotive dealership recruiters have approached the College, struggling to fill open positions. In FY17, 38,591 training hours were delivered with a 100% placement rate in with one full-time faculty member (one faculty member generates 20,000 hours per year). In FY18, the college is anticipated to deliver 55,000 hours with two instructors. Reliance on adjuct faculty has been necessary to fill-the-gap. This impacts program quality and limits capacity. One additional full-time faculty member will provide the consistency and stability needed to ensure quality instruction and partnership with industry.

2) How does this align with the college mission, and how will the funding enhance the college's ability to accomplish its mission?

The College mission states, "We are a trusted learning community embracing technical education to promote student development and economic growth." The Automotive Technology program objectives are congruent with the mission of the College and the occupational needs of industries served. Despite a 100% student placement rate in this program, it is challenging to meet industry demand. In fact, at least two major automotive dealers in our region have hired recruitment specialists due to the shortage of workers. Additional funding provided will allow for increased capacity and improved quality of instruction.

3) What goals/objectives is the college planning to achieve with this funding?

Increase enrollment and completion to better meet industry demand and improve instructional quality and consistency with an additional dedicated full-time faculty member. Expand partnerships with Hyundai, Volkswagon, and Murdock Automotive Group, providing donations and employment to the program and job opportunities for students.

4) Budget

a. Detail of proposed expenditures

	Expenditure	Amount
i.	Faculty Salary	$59,000
ii.	Benefits	$31,400
iii.	Materials and Supplies	$22,400
iv.		
	Total:	112,800

b. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

The College is discontinuing the Motor Sports Technician program due to low enrollment, low industry engagement, and difficulty meeting the COE benchmark for completion and placement over multiple

years. The instructor was moved to the Automotive Technology program and the program continues to be dependent on both instructors and adjunct faculty to meet the increase in enrollment. Adjunct faculty have limited schedules and are unable to perform the same tasks as a full-time faculty member. One additional full-time faculty member is needed and will provide a consistent, commited faculty member with greater responsibility for program and student success.

5) Briefly describe any previous improvement strategies implemented within this program.

Program facilities have been updated, inventory has been organized and reduced, and Davis Tech is currently searching for industry partners who may provide facility, equipment, and training resources. Expansion plans are being developed to accommodate more students.

6) To what extent is this request scalable? If a lower amount of funding is restored, please articulate whether this would be effective.

Primary expense is for the sustainable wage for a skilled faculty member.

7) Briefly describe the impact to the service region if this program or department is not funded.

Dealerships and automotive repair companies will continue to struggle to meet the growing demand for services, leaving consumers with longer wait times and fewer choices for automotive service. Equally important is the unrealized potential for family-sustaining jobs that support our economy. Businesses considering location to Davis and Morgan Counties may consider areas with a higher population of a trained workforce. Existing businesses may have limited growth capability if they are unable to deliver services.

Utah System of Technical Colleges

GS 2018 - 1.5% Budget Reallocation

Amount Requested: $ 105,500

College: Dixie Technical College

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1) Briefly describe what the college intends to do with the funding if restored.

If restored, this allocation would continue to fund a full time instructor in one of our high-wage high-demand COE accredited programs. The allocation would also continue to support the ongoing expense budget for this program.

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2) How does this align with the college mission, and how will the funding enhance the college's ability to accomplish its mission?

One of our primary priorities as an institution is to meet the needs of our local industry partners. Without the restoration of this funding, the needs of this industry will be severely neglected. We are currently not fully meeting the needs of this growing industry and this would put us even further

---

3) What goals/objectives is the college planning to achieve with this funding?

These goals and objectives are to provide this industry with a highly skilled workforce. Those goals and objectives are not fully being met and not reallocating these funds would further impede the needs of an active Occupational Advisory Committee (OAC). If funding is restored we will continue to work with our active OAC to meet industry demand.

---

4) Budget

a. Detail of proposed expenditures

	Expenditure	Amount
i.	Salary/Benefits	95,000
ii.	Ongoing Expense Budget	10,500
iii.		
iv.		
	Total:	105,500

b. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

Over the last 5 years, Dixie Tech has experienced large growth in both programs and student headcount. In order to keep up with industry demand, numerous internal efficiencies have been utilized. Any more internal efficiencies will begin to compromise the quality of training.

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5) Briefly describe any previous improvement strategies implemented within this program.

In this program, we have implemented the help of an adjunct instructor in order to avoid the financial burden of a full time benefited employee. We have invested money into a state-of-the-art hands-on lab to better the quality of instruction. Coursework has recently been updated and standardized in a learning management system to better meet the needs of students. An evening program was implemented to keep the student to instructor ratios in check and accommodate varying student schedules.

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6) To what extent is this request scalable? If a lower amount of funding is restored, please articulate whether this would be effective.

The project is not scalable, losing a full time employee will require us to close our daytime program.

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7) Briefly describe the impact to the service region if this program or department is not funded.

In addition to not fully meeting the industry demand, the College would lose the ability to serve 40 students per year and lose 48,000 membership hours annually.

Utah System of Technical Colleges

GS 2018 - 1.5% Budget Reallocation

Amount Requested:	$ 171,900
College:	MTECH

1) Briefly describe what the college intends to do with the funding if restored.

Continue to offer the Commercial Driver's License(CDL) Program. MTECH would also be able to maintain the 2:30 to 5:30 sections of Welding at the Orem Campus and Medical Assistant at the Thanksgiving Point Campus.

2) How does this align with the college mission, and how will the funding enhance the college's ability to accomplish its mission?

Employers are clamoring for students in all three of these areas of instruction and the restoration of this funding will allow MTECH to produce more graduates in these needed areas.

3) What goals/objectives is the college planning to achieve with this funding?

As with all programs, MTECH's objective is to place 80% or more of these students in related occupations.

4) Budget

   a. Detail of proposed expenditures

	Expenditure	Amount
i.	Commercial Truck Driving Progr	98,525
ii.	Welding Technology - Afternoo	41,500
iii.	Medical Assistant - Afternoon S	31,875
iv.		
	Total:	171,900

   b. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

MTECH has utilized internal efficiencies by finding time in the day that these labs are under utilized and added these sections to allow more students to get through a program without the need to the capital investment of an additional lab.

5) Briefly describe any previous improvement strategies implemented within this program.

All three of the affected programs are reviewed bi-annually to ensure that any curriculum changes being requested by industry partners are being implemented.

6) To what extent is this request scalable? If a lower amount of funding is restored, please articulate whether this would be effective.

If a lower amount of funding was restored, the College would then prioritize the programs being reinstated based on the employer demand for the program's graduates.

7) Briefly describe the impact to the service region if this program or department is not funded.

The service region would continue to have Medical Assistant and Welding Students as only sections are being cut with the loss of funding, but the entire CDL Program would be eliminated if the funding is not restored. The College would obviously continue to operate all the programs it can, but the employers

Utah System of Technical Colleges

GS 2018 - 1.5% Budget Reallocation

Amount Requested: $ 228,500

College: Ogden-Weber

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1) Briefly describe what the college intends to do with the funding if restored.

Ogden-Weber Technical College requested $390,000 in new funding to meet critical needs in three high demand, high wage programs. $304,400 was appropriated. A loss of $228,500 would significantly impact the ability of the college to implement the program expansions. The college has already reallocated funds through internal efficiencies to support other program expansion and essential student support functions. Restoring the $228,500 would ensure that college could implement the program expansions, provide ongoing support to current programs and maintain student support needed for student retention, completion and placement. In terms of student support, the college did not receive any new funding in this area. The need for ongoing student support to meet necessary programmatic and institutional outcomes requires additional ongoing funding beyond the restoration of $228,500.

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2) How does this align with the college mission, and how will the funding enhance the college's ability to accomplish its mission?

The mission of Ogden-Weber Technical College is to "…build a prosperous community by creating a technically-skilled workforce one student at a time." Restoration of the complete $228,500 is fundamental to meeting the needs of our employers and students. These funds are used for direct instruction in high-wage programs and provides the necessary student support to ensure outcomes meet the needs of area employers.

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3) What goals/objectives is the college planning to achieve with this funding?

1. Implementation of Industrial Automation AM Robotics partnership with area school districts. This is part of an integrated project supported by Ogden School District and area employers to increase the pipeline of students enrolled in the college's automation program. 2. Implementation of expanded Dental Assisting program with evening delivery and development of apprenticeship model for individuals already working in the field. 3. Implementation of Software Development and Software Technology programs to increase throughput to meet regional demands.
4. Strategic plan goals to increase high school student headcount by 10 percent and high school student completion by 15 percent. 5. Strategic plan goal to increase minority student enrollment to match community demographics.
6. Increase student retention, completion, and job placement to exceed all COE benchmarks and previous year outcomes.

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4) Budget
   a. Detail of proposed expenditures

	Expenditure	Amount
i.	additional funding needed to implement FY19 program expansion.	90,000

ii.	Student Support	138,500
iii.		
iv.		
	Total:	228,500

b. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

The college has already utilized internal efficiencies to fund indispensable student support positions that have direct impact on recruitment, retention to completion, and job placement. Loss of funding will eliminate these gains made by previous efficiencies and sound budgeting practices. These internal efficiencies have been gained over the course of three years despite receiving no new funding in FY16. Additional efficiencies cannot be realized without impacting necessary instruction or services needed to meet the mission of the college.

5) Briefly describe any previous improvement strategies implemented within this program.

The funding requests for program expansion were conservative. This is a result of using best practices derived from other programs, or other technical colleges. The college is also leveraging resources as a result of partnerships with school districts and area employers. Student support services to meet strategic plan goals have been funded out of internal efficiencies.

6) To what extent is this request scalable? If a lower amount of funding is restored, please articulate whether this would be effective.

This request for restoration of funds is not scalable. Any reduction would result in either elimination of services or inability to fully implement program expansions.

7) Briefly describe the impact to the service region if this program or department is not funded.

Loss of funding would negatively impact students, employment partners, educational partners, and community partners. Program expansion and ongoing support rely upon commitments that have already been given by our employer and district partners. Loss of programs or program expansion would limit the ability to forge future partnerships. Loss of programs or program expansion would eliminate the ability of the college to meet high wage, high demand needs of area employers. Student support of strategic plan goals for increasing high school student enrollment and completion are fundamental to college and system goals to meet pipeline deficiencies. Student support to increase the recruitment, retention to completion, and job placement students is paramount to the meaningful outcomes related to the mission of the college. Student support to increase access of minority students in technical education is integral to multiple community-wide efforts that include business leaders, school districts, economic development offices, city, county and state government leaders.

Utah System of Technical Colleges

GS 2018 - 1.5% Budget Reallocation

Amount Requested: $ 74,700

College: Southwest Tech

1) Briefly describe what the college intends to do with the funding if restored.

Restored funds will drive an exciting Dual Enrollment program between Southwest Tech and Southern Utah University (SUU). The State has helped kick off the program with funds to hire an SUU liasion and a full time recruiter. However, while working with President Wyatt and his team, consultants and STECH staff, the College has determined that there a couple of positions that will require changes in responsiblity, hours, pay, etc. to fully move the dual enrollment program forward. Additional students will require our Student Services Department to increase its ability to counsel students and to provide a seamless pathway between the two organizations. Student Services will be required to work closely with SUU on financial aid, enrollment, scheduling, data input and output and tracking between the two institutions. All of this will require additional funding and support.

2) How does this align with the college mission, and how will the funding enhance the college's ability to accomplish its mission?

From SUU / STECH MOU: This MOU is entered into by and between SUU, a selective, comprehensive master's university and part of the Utah System of Higher Education, and STECH, a technology college and part of the Utah System of Technical Colleges, for the purpose of providing enhanced opportunities for the students of both institutions. Southwest Tech recognizes and understands the importance of a changing education environment and is working towards an innovative and collaborative approach that will improve student outcomes. In addition, the College per its mission is responding to the changing needs coming from Industry, students and the community at large.

3) What goals/objectives is the college planning to achieve with this funding?

Both Southwest Tech and SUU have aligned this project and this funding requests with each of the institutions long term strategic plan. Also from MOU and pulled directly from SUU and STECH strategic plans: Developing this collaboration is consistent with SUU's strategic plan, including: 1) Core Theme 1: Explore: SUU explores diverse ideas, disciplines, skills, cultures, and places. 2) Strategy 1 - Increase opportunities for the SUU learning community to explore complex problems and sense of purpose in the region, nation, and world. 3) Goal 1.1 Support student learning experiences beyond tradional classroom setting. 4) Objective 1.3.1: Create, expand and support colligation between SUU and its larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Developing this collaboration is consistent with STECH's strategic plan, including: 1) Objective 1: Build STECH value to both the community and our partners. 2) Objective 2, strategy 1: Identify and establish new articulation agreements with SUU and to clearly identify articulation agreements 3) Objective 2, strategy 5: Research and determine methods to reach out to diverse populations.   Reallocation funding is vital to hire and or enhance the additional positions required for the success of the program.

4) Budget
   a. Detail of proposed expenditures

	Expenditure	Amount
i.	Additional Student Estimate: SUU Dual Enrollment: Increase in Adjunct Time/Substitues and HR Oversite (Increased Part time HR by 9 Hours)	$11,291.74
ii.	Student Services, fund changes to responsibilities, changing roles and job descriptions: Changes to Financial Aid Specialist, Registrar and Enrollment Specialist	$12,000.00
iii.	Student Services, Increase front desk from Part time to full time:	$51,419.60
iv.		$ -
	Total: $ 74,711.34	

   b. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

   Southwest Tech looks at internal efficiencies every budget cycle. The College recently discontinued the construction programs with plans to revamp it in a couple years once a remodel project is complete. These funds were used to expand our CDL partnership with Snow College at it's Richfield campus. Internal efficiencies of nearly $40,000 were used to expand this exciting and unique partnership. It would very challenging to find additional internal efficiencies with the demands of our current programs and budgetary needs.

5) Briefly describe any previous improvement strategies implemented within this program.

   The dual enrollment program is a new program and is currently being fully developed. Both President Wood and President Wyatt see efficiencies being created once program is fully implemented.

6) To what extent is this request scalable? If a lower amount of funding is restored, please articulate whether this would be effective.

   Very little. Student services will need these additional funds to ensure a high quality response to student needs. A dual enrollment program of this type has never been done before in Utah. Ensuring a smooth transition between the two institutions is vital.

7) Briefly describe the impact to the service region if this program or department is not funded.

   The Governor, legislators, other higher education institutions, industry and the community are very interested in this program. Developing the program correctly from day one is important to this and future relationships. Offerings options for students is key and both the Tech College and University agree that this program will improve student retention rates. Program will offer students the ability to take advantage of both the tech college and university and improve the types of students graduating from the region.

Utah System of Technical Colleges

GS 2018 - 1.5% Budget Reallocation

Amount Requested: $ 60,600

College: Tooele Tech

1) Briefly describe what the college intends to do with the funding if restored.

The College will continue to fund a support staff position for financial aid.

2) How does this align with the college mission, and how will the funding enhance the college's ability to accomplish its mission?

A component of the mission is to provide affordable career preparation for youth and adults. By participating in and offering financial aid services, students are able to utilize federal funds to help pay for college. Federal Financial Aid is a technical and complex endevor. Having a qualified individual administering this program is critical not only to the success of our students but for our fuduciary responsibility to administer tax payer funds in an appropriate manner.

3) What goals/objectives is the college planning to achieve with this funding?

The institutions strategic plan includes a goal area to implement Federal Financial Aid Program, policies and processes. Without this funding and a qulaified staff person to carelfuly administer it we would not be able to achieve this goal and the benefits it provides our students.

4) Budget

a. Detail of proposed expenditures

	Expenditure	Amount
i.	Salaries and benefits	60,600
ii.		
iii.		
iv.		
	Total:	60,600

b. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

When our College first implemented financial aid last year, additional duties were assigned to several positions. It quickly became evident that a dedicated full-time position was needed to comply with the Federal Financial Aid requirements. By having one person assigned to these duties, we are now able to also increase our efficiencies and quality of all of the servicies to students which suffered by spliting the financial aid duties among several different positions.

5) Briefly describe any previous improvement strategies implemented within this program.

In order to help establish financial aid services we raised tuition by $0.20 per hour, the largest raise ever. With the tuition increase and these funds, we are able to staff a financial aid position.

6) To what extent is this request scalable? If a lower amount of funding is restored, please articulate whether this would be effective.

It is not scalable. We would by putting our students and the insitution in posible jepardy by realocating all of the tasks of financial aid back to several different possitions.

7) Briefly describe the impact to the service region if this program or department is not funded.

The first year we had $98,000 in Federal Financial Aid. This year we are at $264,000. This is money that goes directly to the College and the community for student support.

Utah System of Technical Colleges

GS 2018 - 1.5% Budget Reallocation

Amount Requested: $ 118,400

College: UB Tech

1) Briefly describe what the college intends to do with the funding if restored.

Enhance automation certificate training through hiring a needed full time faculty member.

2) How does this align with the college mission, and how will the funding enhance the college's ability to accomplish its mission?

Serves the local economy and fulfills high pay/high demand local labor market needs in the oil and gas industry.

3) What goals/objectives is the college planning to achieve with this funding?

Improve quality of training by increasing consistency and availability with a full time instructor. Also increases knowledge base within the program.

4) Budget

a. Detail of proposed expenditures

	Expenditure	Amount
i.	Salary	65,000
ii.	Benefits	39,098
iii.	Current Expense	14,302
iv.		
	Total:	118,400

b. Describe any internal efficiencies that have been utilized or could be utilized to augment this funding.

Utilization of volunteer & adjunct instructors from industry and occupation advisory committees. This practice has not had the desired impact.

5) Briefly describe any previous improvement strategies implemented within this program.

UBTech has implemented a cross training program of current employees in an effort to utilize existing faculty and staff members to fulfill this need.

6) To what extent is this request scalable? If a lower amount of funding is restored, please articulate whether this would be effective.

Lesser level of funding would have minimal impact. Current need is to increase program stability, continuity, and consistency that a full time instructor would bring.

7) Briefly describe the impact to the service region if this program or department is not funded.

This is a dynamic need in our local energy sector. Should this funding be forfeited we will continue to struggle to provide the level instruction desired by our local industry.

ITEM: H

TOPIC: Capital Facilities Committee Report/ Prioritization of Dedicated Projects

BACKGROUND

The Council of Presidents were assigned by the Capital Facilities Committee to prioritize and rank dedicated projects. The presidents met on February 12 and recommended that Mountainland Technical College's Provo Campus project and Tooele Technical College's Building Expansion emerge as joint number 1 priorities.

The Capital Facilities Committee met via teleconference on March 6 to discuss the projects and consider the presidents' recommendation. The committee wishes to express appreciation to the Council of Presidents for their work on the prioritization but decided that based on a statutory requirement that the Board create a prioritized list that it would be preferable to assign rankings. After discussing both projects and regional and college issues, the committee unanimously decided to recommend Mountainland Tech's project as number 1 and Tooele Tech's project as number 2.

Mountainland Technical College's Provo Campus project is a complete remodel of the Fourth District Court Building in downtown Provo. The project adds nearly 58,000 square feet for 9 critical programs in an underserved area of the Utah County. The cost to complete is $7,975,000, and approval of this project will give the college the opportunity to request over $480,000 in O&M funding from the state. The Mountainland Region is experiencing tremendous growth. This building coming online will help MTECH better serve its students, communities, and employers. The college is working with DFCM and the contractor to ensure affordability and efficiency in the construction process.

Tooele Technical College's Building Expansion project represents two concurrent remodels and additions to its existing campus building. The project will add over 42,000 square feet of instructional space and allow the college to request over $352,000 in O&M funding from the state. The cost to complete the project is $14,112,886. This project will allow the college to expand its capacity in key programs in high demand in a very rapidly growing region of the state. The college worked hard to maximize the number of programs that could be offered in the building when originally constructed resulting in smaller lab and classroom sizes in some cases. This project will allow Tooele Tech to better serve its region as the college continues to grow and expand.

Attachments:
Project request and feasibility statements for Mountainland Tech and Tooele Tech

FY 2021 Capital Development Project Request & Feasibility Statement

All sections of this application request must be filled out in detail or it may be returned for completion
Note: In order to facilitate brevity, instructions in italics should be deleted in the submitted document.

Type of Request: ☒State Funded ☐Non-State Funded
☐Non-State Funded with O&M Request ☐Land Bank
☐Dedicated State Funded ☐Non-Dedicated State Funded

Agency/Institution: _Mountainland Technical College_

Project Name: **Provo Campus**

Agency/Institution Priority: __#1__

Project Scope:

Total Project Space (Gross Square Feet) __57,797__

New Space Requirement (Gross Square Feet) __0__
Remodeled Space (GSF) __38,514__
Space to be Demolished (GSF) __0__

Types of Space - Describe the types and amounts of space proposed to meet the programmatic requirements.

This request is for the funding to complete the remodeling of the Fourth District Court Building in Provo and converting the space into state-of-the-art classrooms and labs. Approximately 58,000 square feet of total space will be used for classrooms, labs, offices, and study areas. Approximately 18,000 square feet of space has already been remodeled or is scheduled for remodeling and upgrading through the capital improvement process.

Capital Funding:

Preliminary Cost Estimate: **$ 7,975,000**

Costs are based on the recent cost estimate for completion of the remodel of Mountainland Technical College Provo Campus.

Previous State Funding $_____
Identify state funding previously provided for this project; i.e., planning, land purchase, etc.
Prior State Funding through the capital improvement process has allowed for the remodel or scheduled remodel of approximately 18,000 square feet.

Other Sources of Funding $_____

Some of the space being upgraded will be done through the capital improvement process.

FY 2021 Requested Funding $ **7,975,000**_____

Ongoing Operating Budget Funding:

Increase in State Funded O&M: $__480,871_____**100** % of total O&M

New Program Costs: $____0_____

No new program funds are being requested through the capital development process. All program development and/or expansion will be addressed through the Legislative process in the Higher Education Appropriations Subcommittee

New FTEs Required for O&M and Programs   O&M __4.0_ Programs 13.0_____

It is projected that 4.0 new FTE will be required for increased capacity in facilities and building maintenance. It is projected that 13.0 new FTE will be necessary to deliver the new and/or expanded instructional programs. Programs and O&M FTE will be phased in as programs grow and are under development. These new FTE will not be paid from O & M or New Programs costs as listed above.

Existing Facility:

The new Provo campus is located in downtown Provo. The building was formerly used as the Fourth District Court Building. The state transferred the building to MTECH in 2019. All of the programs to be located in the building will be either new programs or expansion/replication of existing programs located elsewhere in the region that are insufficient to meet industry demand. All program offerings will be held to strict standards and national completion/placement/licensure accreditation requirements. The areas of focus will be healthcare and technology programs.

Existing Space (square feet) Currently Occupied   **4,500**_____

Project Executive Summary:

MTECH is proposing the remodel and retrofit of the Fourth District Court Building in Provo. The building is 57,797 square feet and will house a variety of programs offered by MTECH. The land for the campus and the building was transferred to the College for the purpose of retrofitting the building into the MTECH Provo Campus.

The building is located in downtown Provo, which is an underserved area of Utah County. This new campus will help the College better serve the students in the Provo area.

Programs to be taught in the building include Information Technology, Web Programming and Development, Medical Assistant, Nurse Assistant, Medical Billing and Coding, Dental Assistant, Surgical Technology, and Mobile Development. The program capacity will increase in all programs that currently have insufficient capacity to meet the demands of business and industry.

The building will be programmed utilizing functional but affordable materials. The facility will incorporate sealed concrete floors as well as dual use classrooms for maximum efficiency at a lower cost per square foot. It is anticipated that the number of students to be taught in the facilities will increase substantially as will program and occupational certificates.

Growth:

The Mountainland region is experiencing a tremendous amount of growth. It is estimated that the three-county region will grow to over 826,000 residents by the end of this year. The Mountainland Association of Governments project that Utah County alone will have a population of over one (1) million residents by the year 2040. The MTECH Provo Campus will help meet the needs of a growing workforce.

In order to meet the growing demand for MTECH programs we have implemented multiple program offerings in the late afternoon in between the daytime and evening programs. Also, we have been forced to lease additional building space in order to expand program offerings. Funds used for leases takes funding away from new programs or program expansion. It is imperative to secure additional space to meet the needs of an exploding population and industry.

Photographs and Maps*:*

Mountainland Technical College Provo Campus

LEVEL 1

DENTAL ENTRY

COMPOUND LAB

DENTAL LAB

TESTING

OFFICES

CLASSROOM

MAIN LOBBY

BOOKSTORE

LEVEL 2

PHARMACY TECH

LAB

LAB

MEDICAL OFFICE ADMIN

SURGICAL TECH

NURSING LAB

SURGICAL LAB

SURGICAL TECH

OFFICES

MEDICAL LAB

NURSING

STUDY

STUDY

MEDICAL

LEVEL 3

IT BUSINESS INCUBATOR

COPY

COPY

MEETING

MOBILE DEVELOPMENT

IT LAB

IT

WEB DEVELOPMENT

STUDY

STUDY

LEVEL 4

OFFICES

MULTIPURPOSE

COMPUTER LAB/ CLASSROOM

ADMINISTRATION

STUDY

STUDY

Utah System of Technical Colleges

FY2021 - Request of Dedicated Capital Project Funds & Feasibility Statement

Tooele Technical College
Building Expansion

Board of Trustees – March 19, 2020

FY 2021 Technical Colleges Capital Projects Funding Request
& Feasibility Statement

Type of Request: Dedicated Project Funds

Agency/Institution: Tooele Technical College

Building Project: **Tooele Technical College Building Expansion**

Project Scope:

Total Project Space (Gross Square Feet)	56,484
New Space Requirement (GSP)	30,911
Remodeled Space (GSP)	13,648 Existing Building
	11,925 Warehouse
Space to be Demolished (GSP)	0

Capital Funding:

Preliminary Cost Estimate – (Total CBE Cost):	**$14,112,886**
Previous State Funding (Original Building):	**$12,825,000**
Other Sources of Funding:	**$10,000**
FY2022 UTech Dedicated Fund Request:	**$14,102,886**

Other Sources of Funding:

Kenworth Sales Company has generously donated $10,000 towards the construction of this expansion project. They have challenged other businesses to do likewise. So far, no additional donations have been collected.

Ongoing Operating Budget Funding:

Increase in State Operating Budget Funding: **$352,112 (@8.32 a square foot)**
Obtaining new O&M funding from the legislature for this building expansion is vitally important for College to fulfill its mission when this new space is operational. The College does not have the means to operate this new space without new O&M funding.

Project Executive Summary:

The Tooele Technical College's Board of Directors at its January Board Meeting, officially approved this proposal. The purpose of this expansion is to increase enrollment and the scope of our services and position the college to offer its services in a professional and effective manner for many years to come. The college has grown to the point that it will soon be unable to serve additional students, or add additional programs without a solution to its space limitations. The Board believes the feasibility study created by the College with the assistance

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of Method Studio, presents the most practical and cost-effective manner for the College to continue growing and be positioned to continue to meet its mission for the benefit of its students and the businesses the college serve.

In 2013, the Tooele Technical College's first and only building was finished with State Legislative funding of $12.3 million. Because of the community's passion and commitment to technical education, the project also received $5,000,000 from Tooele City, and 8.5 acres was unconditionally to the College from Utah State University; which entered into a 99-year unconditional lease with the College. During the construction of the building, the College focused, within the tight construction budget, on maximizing the number of programs it could offer in this first building. Consequently, many labs and classrooms were reduced in size to maximize program offerings. Every space designated for programs is now being used for that purpose. Even the bookstore has been remolded to become a new nursing assistant classroom.

Feasibility and Planning Study:
Recognizing current growth patterns and increasing employer demands for a trained worker, Tooele Tech initiated a feasibility study to develop the best plan to address these realities. This process carefully and responsibly considered the most efficient and pragmatic plan to expand its capital facilities to meet current enrollment pressures and the economic growth pressures. The College has coordinated this project with DFCM leadership and engaged Method Studio, who are the principle architects on its existing building to determine a concept of how to efficiently plan for growth, associated costs, square footage requirements, which meet state building standards. The seven-month feasibility process is now complete and this document is the result of these efforts.

Unprecedented Growth of Tooele Technical College:
The College, within the last few years, has solidified a new partnership with Tooele County School District. Juniors and seniors are now allowed, as part of their normal high school schedules, to take advantage of educational opportunities alongside of the adult students already enrolled in the programs. This new partnership, along with the growth that is occurring in our county, has led to unprecedented growth in most of our instructional areas. The programs affected by this building expansion are all up significantly, and the College's membership hours overall were up 32% last year and continue to rise this year. If space requirements are not addressed soon, the growth the college is experiencing will soon cease as space in the core hours of the day are now beyond the optimal capacities. To illustrate this point, 2nd quarter enrollments compared to the last two fiscal years are:

- Up 43% in Diesel from FY19 ……………………………..up 67% over FY18.
- Up 33% in Industrial Maintenance……………………up 75% over FY18.
- Up 61% in Welding from FY19…………………………..up 123% over FY18.

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The Board of Directors, the administration and local stake holders firmly believe it is time for the College to expand its available program space for it to continue to play a significant role of developing the workforce, not only in Tooele County but along the Wasatch Front.

Sharing Space with other Educational Entities is Not an Option:
The Tooele School District nor Utah State University Tooele are not an option for Tooele Tech to expand its program offerings, as attested to in letters attached to this document. Tooele School District is also lacking appropriate building space for its students, with all three of its largest high schools over 130% of compacity. The District projects to have 3,000 more students in the next 5 years, a 16% growth by 2024. USU does have some scientific laboratories open during the day, but these laboratories cannot be used for the programs needed by Tooele Tech. Both Tooele School District and USU have written letters of support for this project and have also expressed the realities that they do not have any space which can be used to address the programs which are affected by this proposal.

Economic Snapshot of Tooele County:
The US Census listed Tooele County as the second fastest-growing county in the state and the seventh in the country. Tooele Technical College not only educates students for jobs within Tooele County, but for jobs along the Wasatch Front. Over 50% of Tooele's working population is employed outside the County. Therefore, the College must be in a position to efficiently train secondary students and adults, who live mostly in Tooele County, for opportunities available in not only Tooele County, but in the western and northwestern quadrants of Salt Lake valley, and other areas of along the Wasatch Front.

This project is a critical component in helping to address Utah's workforce needs, especially as forecasts for Utah's unemployment rate is at 3.0% or lower which shows further tightening of the labor market and little relief for employers seeking skilled workers. According to DWS, the hardest hit occupations of construction, logistics, manufacturing, energy production and IT industries, have a heavy presence in Tooele County and are supported by Tooele Tech's programs. This workforce shortage will continue to tighten on the Western Wasatch Front as more businesses choose to locate in Tooele County.

Tooele County is ideally positioned for business logistics. Being that Denver and Las Vegas are a one day's drive, and Los Angeles and San Francisco in direct line of the I-15 and I-80 corridors, Tooele County and West Salt Lake are prime spots for the proposed Inland Port, along with most west coast cities a being, one-hour flight from Salt Lake City's international airport. Speaking of Tooele's proximity for business, Craig Anderson, general manager of Syracuse Castings West said of Tooele County, "Tooele is a great place geographically because it puts you out of the traffic of the Wasatch Front, but keeps you within 25 minutes of Salt Lake. We could have chosen anywhere in the western United States, but we chose Tooele."

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Feasibility/Planning:

The feasibility plan has identified the most pressing needs as follows:

TOOELE TECHNICAL COLLEGE EXPANSION AND REMODEL FEASIBILITY STUDY

OVERALL SUMMARY

EXISTING CAMPUS BUILDING

	SQUARE FEET	COST/SF	TOTAL COST
DIESEL EXPANSION	12,094	$273.22	$3,304,375
COSMETOLOGY	5,666	$262.90	$1,489,600
HEALTH SCIENCES	8,795	$120.62	$1,060,860
WELDING	3,170	$105.99	$336,000
INDUSTRIAL MAINTENANCE	5,150	$138.74	$714,500
POST	1,823	$261.98	$477,590
ADDITIONAL PROGRAM SPACE	3,454	$250.00	$863,500
SUPPORT SPACES	4,407	$215.65	$950,360
SITE DEVELOPMENT	45,000	$8.44	$380,000
SUB TOTAL 44,559		$214.92	$8,076,785

TCSD BUILDING AND SITE

	SQUARE FEET	COST/SF	TOTAL COST
SITE DEVELOPMENT COSTS	106,900	$5.85	$625,800
CORE & SHELL & SEISMIC UPGRADE	NA	$19.56	$806,000
CONSTRUCTION TRADES FITOUT	11,925	$83.06	$990,500
CDL DRIVING RANGE	43,250	$10.82	$468,000
TOTAL CONSTRUCTION COST 11,925		$150.65	$1,796,500
TOTAL SITE COST 150,150		$7.28	$1,093,800
SUBTOTAL			$2,890,300

TOTALS

	SQUARE FEET	COST/SF	TOTAL COST
EXISTING CAMPUS BUILDING	44,559	$214.92	$8,076,785
TCSD BUILDING	11,925	$242.37	$2,890,300
CONSTRUCTION COST 56,484		$194.16	$11,017,085
Design Contingency 5%		$9.71	$550,854
TOTAL CONSTRUCTION COST 56,484		$203.87	$11,567,939
SOFT COST 22%		$44.85	$2,544,947
TOTAL PROJECT COST		$248.72	$14,112,886

Justification for the program and support space and other costs associated with the College's expansion feasibility study:

- **Expand the Diesel Technology Lab**

  The Heavy-Duty Diesel Program, is at or above its established enrollment capacity most hours of the day. The size of the Diesel Lab was the most affected when the original building budget required tough budgetary choices when the current building was designed. The Diesel faculty have done a masterful job organizing the space to give students the best experience possible, but the lab has always been smaller than what is truly needed to operate an effective program safely and efficiently. Tooele Tech was recently been added to the Governor's Northern Utah Tech Pathway program, which has led to increased notoriety, student growth, and equipment donations, and articulation agreements. At the recommendation of its Occupational Advisory Committee, the program

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applied for Associated Equipment Distributors (AED) accreditation and earned provisional accreditation. AED requires that the College to add heavy construction equipment to the program to be in good standing. As the program expands and incorporates more hydraulics and construction equipment, there is simply no space to put it. Indeed, currently we put several training stations on a mezzanine which is not ADA compatible, nor an effect space to teach these competencies. It is now time this lab be right-sized to meet not only current needs, but the student needs for the next ten or more years.

Diesel membership hours grew by 42% last fiscal year and is up an additional 39% year-to-date. Because this program is not available at any high schools, and there is increased industry demand and job forecasts, we see this program tripling in size once we satisfy the need for adequate instructional space and equipment, and add additional instructors over the next few years.

- **Relocation of the Cosmetology, Barbering, and Nail Technician Programs**
  The Cosmetology Program is one of our largest programs with 3.5 faculty members and has flourished the last few years at Tooele Tech. The college is proud of this program and the many graduates who are now working and supporting their families in this industry.

The program is the right size for our community in terms of enrollment, but is not being taught in a space that is appropriate. By necessity, it is being operated in a space designed for an industrial program. The instructors have made the program work, but it has not been optimal. This space is located in an area of the building which is desperately needed by two other program areas; Welding Technology, and Industrial Maintenance which includes Automation and Composites. In order for these two programs to increase the size of their labs, it is necessary to relocate the Cosmetology Program to a new space on the south end of the building, which will have the significant benefit of being designed and built for its specific needs.

The Cosmetology Program is at capacity and grew by 15% last year. The college projects that it will maintain its enrollment size for the foreseeable future as it is meeting industry demands. Although we don't expect enrollment growth with the relocation of this program, it will significantly raise the efficiency and quality of the program by operating it in a space designed for its purpose. But the real benefit is that the current space will be used to provide our industrial programs with the additional space they need to meet industry and student demands.

March 10, 2020

In addition, our Nail Technician Program, which is up 177% this past year, will be added to the cosmetology program area where there will be a lot of synergy. We will use the current nail classroom/lab for a new Robotics program.

- **Expansion of the Welding Lab**
  The Welding Program is also at capacity most hours of the day. The College has recently entered into a partnership with Norco, the world's largest supplier of welding equipment. This partnership will increase our status in the welding industry, ensure we have the latest equipment for our students to learn on, and will lead to increased student demand.

  The Welding Program's membership hours grew by 66% last year, and with new secondary enrollments, membership hours are up 64% year-to-date. Industry demand for this occupation is expected to remain strong and is one of the fastest growing professions in America. The welding industry offers higher than average starting pay, good benefits and many career options.

- **Expansion of the Industrial Maintenance, Automation and Composites Lab**
  Last year we added a Composites Program to our College. We are proud partners in the Governor's Office of Economic Development's Utah Aerospace Pathways pathway. This program has proven to be very beneficial to students and has strengthened our partnership with the school district and industry partners such as Hexcel, ATK, Boeing, Janicki, and Lockheed Martin.

  Without additional instructional space options, it was wise to begin this program in the Industrial Maintenance and Automation classroom/lab area. This arrangement works in a limited fashion, with much praise and credit given to faculty who have the college's mission and their student's best interest in mind, but it is not sustainable. This lab is already very busy with Industrial Maintenance and Automation students. Expanding this program's space will provide an instructional area specifically designed for Composites and allow the other program to have more space to handle the growth it is also experiencing.

  Industrial Maintenance and Automation membership hours were up 38% last year and with the addition of Composites, membership hours continue to be up 45% year-to-date. The demand for the several competencies taught in this program will be in demand for several years to come, especially as more manufacturing facilities are expanded or built in our service area.

- **Remodel Warehouse for Building Trades and CDL Classroom and Driving Range**
  The College has agreed to terms to purchase land from the school district directly

west of the current building. This property has a 12,000 sq. ft. warehouse on it that can be remolded and upgraded for code requirements which are necessary for an educational facility. The architects have determined that remodeling this warehouse is more

efficiently than building new space. We will relocate our Electrician Apprenticeship classroom (currently being taught in the RN classroom at night), the CDL classroom, and move our Building Trades classroom and lab to this new space. Because the CDL range will be eliminated by the Diesel Lab expansion, the College will be required to build a new driving range on the new property and add the new classroom next to the range for safety and efficiency. This effort is not an additional project, but a critical part of the overall plan which could not happen without this building.

The CDL Program was up 87% last year and the demand for this program will be steady for many years to come. The Electrician Apprentice Program will also be taught in this space and was up by 262% last year and 100% this year with 45 apprentices.

- **Increase Space for Medical Assisting and Practical Nursing**
  The Medical Assisting and Practical Nursing (PN) Programs need more space to meet current and future demands. The PN classroom needs to expanded to hold 24 students. Medical Assisting Programs continue to grow and need more room in both the classroom and lab spaces to meet growth demands.

  Medical Assisting grew by 29% last year. PN was up 42% last year. Demand for both of these programs is also expected to increase in the future.

- **Build out Second Floor left Unfinished During the Original Construction**
  When the building was first built, a second floor was left unfinished due to budget constraints. During this expansion project, we plan to build out this second floor. This space will allow us to:
    - Relocate faculty and administrative offices disturbed by the medical expansion
    - Relocate POST Academy from shared-space in our Multipurpose room to a classroom and physical training space with showers
    - Add Robotics classroom and lab
    - Add Pharmacy Technician classroom and lab
    - Add classroom for Custom Fit training with a multi-use computer lab

Space Utilization and Life Safety Considerations:
The college has applied the current space utilization formulas to the primary programs affected by this expansion. In every case, the programs are currently over compacity and the space utilization formula shows a need for additional space to meet current and future demands.

The Space Utilization Rate is determined by using the space utilization formula to determine the what the total membership hours should be for a given program and then dividing that number by the actual membership hours. The Space Utilization Rate is depicted below for the three main programs. For each program listed, the College is putting through about twice as many more students than what was designed for that space.
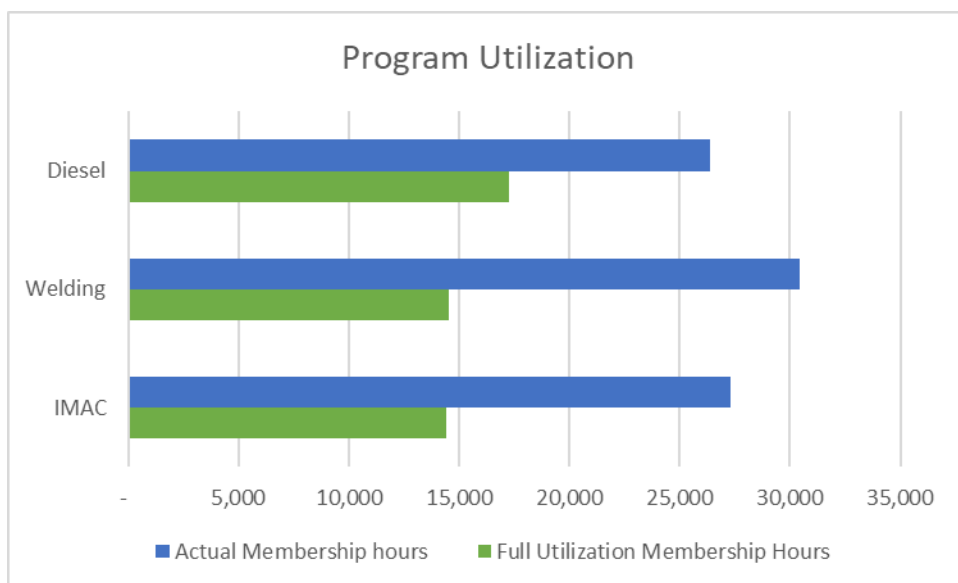
For Diesel, Welding, and Industrial Maintenance and Composites (IMAC) using current membership hour rates, applying the space allocations standards, there is a space gap of 12,731 Sq. Ft. For these programs, the total new space will be 18,215 Sq. Ft. The space we have requested is believed to satisfy our current needs and projected growth over the next several years.

Program	Current Actual Sq. Ft.	Current Need Sq. Ft.	Space Gap Sq. Ft.
IMAC	4,508	8,546	(4,038)
Welding	5,105	10,671	(5,566)
Diesel	5,912	9,039	(3,127)
Total Sq. Ft.	15,525	28,256	(12,731)

March 10, 2020

Potential Membership and FTE Growth with Expansion:

As noted previously in many of our programs we are currently serving more students than the space is generally allotted for. We have been able to complete these efficiencies through skilled organization and by hiring additional staff for safety and instructional purposes. The current classrooms have a capacity setting based on safety and efficiencies accomplished. With the building expansion, our capacity would essentially double. This would take care of the building needs in Tooele for several years to come. It is estimated that it will take 4-5 years to reach capacity in most of these expanded program areas. Of course, some of the growth potential is contingent upon obtaining additional funding over the next few years to hire new faculty.

Program Area	Current Capacity per hr.	New Capacity per hr.	Membership Hr. FY20 Est.	Maximum Membership Hrs. With Expansion	FTE FY20 Est.	Maximum New FTE With Expansion
Building Trades‡	---	16	---	22,861	---	25.40
*Business	24	24	19,804	34,292	22.00	38.10
*Certified Nursing Assist.	20	20	9,335	9,335	10.37	10.37
Commercial Drivers Lic.‡	8	12	6,828	17,146	7.59	19.05
Composites‡	16	24	2,578	34,292	2.86	38.10
*Cosmetology	25	25	41,950	43,740	46.61	48.60
*Cybersecurity	20	20	20,959	28,577	23.29	31.75
Diesel‡	20	45	29,847	64,298	33.16	71.44
Electrician Apprenticeship‡	20	30	6,723	42,865	7.47	47.63
IMAT‡	15	34	31,123	48,581	34.58	53.98
MA‡	18	40	28,527	57,154	31.70	63.50
*Nail Technician	10	10	9,406	11,664	10.45	12.96
Nursing‡	20	24	10,800	18,896	12.00	21.00
Pharmacy Tech‡	---	25	---	35,721	---	39.69
*POST	12	12	3,240	8,748	3.60	9.72
Robotics‡	---	16	---	22,861	---	25.40
*Software Development	20	20	13,291	28,577	14.77	31.75
Welding‡	15	30	35,534	42,865	39.48	47.63
TOTALS:			**269,945**	**572,473**	**299.94**	**636.08**

*Program will maintain current capacity rates
‡ = Growth estimates based on the ability to hire additional faculty

The Expansion would allow us to almost double current program compacity.

March 10, 2020

Economic outlook for occupations affected by this expansion project:

Using JobsEQ, we were able to identify the job demand for the programtic areas affected by our building expansion. Because over 50% of our population are employed outside of Tooele County, we have also included the job demand for Salt Lake County, as well as Tooele County.

Job Demand by Program Area in the next Five (5) Years			
Program Area	**Tooele County**	**SL County**	**Total Demand**
CDL	177	7,820	7,997
Composite Techs.	10	512	522
Diesel Techs.	20	822	842
Industrial Maint.	14	770	784
Medical Assistants	51	2,109	2,160
*Nursing	97	5,559	5,656
POST	32	805	837
Welding/Fabricators	96	5,723	5,819
Job Demand within Service Region:			**24,617**

*Job Demand Data based on postings for both RN & PN licensed nurses.

Appendix

March 10, 2020

EXISTING MAIN CAMPUS BUILDING

Existing Name	Area
LEVEL 01	
DIESEL LAB	6321 SF
COSMETOLOGY	2376 SF
COSMETOLOGY	1602 SF
EXAM ROOMS	379 SF
MEDICAL ASSISTING LAB	2972 SF
MEDICAL ASSISTING LAB AND CLASSROOM	2906 SF
NURSING CLASSROOM	824 SF
NURSING CLASSROOM	829 SF
NURSING LAB	1715 SF
NURSING STORAGE	261 SF
WELDING CLASSROOM	693 SF
WELDING CLASSROOM	702 SF
WELDING LAB	5284 SF
INDUSTRIAL MAINTENANCE	1775 SF
INDUSTRIAL MAINTENANCE	3077 SF
MULTIPURPOSE / CUSTOM FIT	3012 SF
CAFE AND DINING	3361 SF
CIRCULATION	7743 SF
LOCKER ROOM / BATHROOM	422 SF
NURSING CLASSROOM	818 SF
RESTROOMS	909 SF
STUDENT SERVICES / COUNCILING	3517 SF
LEVEL 01	51497 SF
LEVEL 02	
STORAGE	1186 SF
NAILS CLASSROOM	757 SF
CIRCULATION	5308 SF
MECHANICAL	2709 SF
MECHANICAL CHASE	74 SF
RESTROOMS	683 SF
BUSINESS	1584 SF
IT LAB	3422 SF
ADMINISTRATION SUITE	4484 SF
OFFICE	235 SF
FACULTY SUPPORT	3447 SF
LEVEL 02	23899 SF
Grand Total	75396 SF

PROPOSED MAIN CAMPUS BUILDING TOTALS

LEVEL 01		
EXISTING TO REMAIN	EXISTING DIESEL LAB	6321 SF
NEW	DIESEL LAB	11235 SF
NEW	DIESEL CLASSROOM	735 SF
NEW	DIESEL OFFICE	124 SF
NEW	COSMETOLOGY LAB	3622 SF
NEW	COSMETOLOGY CLASSROOM	561 SF
NEW	COSMETOLOGY CLASSROOM	623 SF
NEW	COSMETOLOGY OFFICE	278 SF
NEW	COSMETOLOGY STORAGE	61 SF
NEW	COSMETOLOGY STORAGE	72 SF
NEW	COSMETOLOGY RECEPTION	452 SF
EXISTING TO REMAIN	MEDICAL ASSISTING REMAINING	2972 SF
EXISTING TO REMAIN	EXISTING NURSING STORAGE	261 SF
NEW	NURSING STOR. NEW	54 SF
NEW	NURSING LAB NEW	951 SF
NEW	MEDICAL ASSISTING EXAM ROOMS NEW	380 SF
REMODEL	NURSING CLASSROOM	824 SF
REMODEL	NURSING CLASSROOM	829 SF
REMODEL	NURSING LAB REMODEL	1715 SF
REMODEL	MEDICAL ASSISTING LAB AND CLASSROOM REMODEL	2906 SF
REMODEL	MEDICAL ASSISTING OFFICES	379 SF
EXISTING TO REMAIN	WELDING LAB EXISTING	5284 SF
REMODEL	WELDING EXPANSION	1775 SF
REMODEL	WELDING CLASSROOM	693 SF
REMODEL	WELDING CLASSROOM	702 SF
EXISTING TO REMAIN	INDUSTRIAL MAINTENANCE LAB	1602 SF
EXISTING TO REMAIN	EXISTING COMPOSITES LAB	3077 SF
NEW	INDUSTRIAL MAINTENANCE LAB	1410 SF
REMODEL	INDUSTRIAL MAINTENANCE LAB	2376 SF
EXISTING TO REMAIN	EXISTING CIRCULATION	7743 SF
EXISTING TO REMAIN	LOCKER ROOM / BATHROOM	422 SF
EXISTING TO REMAIN	RESTROOMS	909 SF
EXISTING TO REMAIN	MULTIPURPOSE	3012 SF
EXISTING TO REMAIN	CAFE AND DINING	3361 SF
EXISTING TO REMAIN	BOOKSTORE	818 SF
NEW	RESTROOMS	362 SF
NEW	FIRE RISER	78 SF
NEW	CIRCULATION	151 SF
EXISTING TO REMAIN	STUDENT SERVICES / COUNCILING	3517 SF
LEVEL 01		75114 SF

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

PROPOSED MAIN CAMPUS BUILDING TOTALS

LEVEL 02		
EXISTING TO REMAIN	EXISTING DIESEL STORAGE	1186 SF
REMODEL	ROBOTICS LAB	757 SF
NEW	POST LAB	538 SF
NEW	POST CLASSROOM	881 SF
NEW	POST STORAGE	107 SF
NEW	POST LOCKER ROOMS	323 SF
NEW	OFFICE SUITE	1757 SF
NEW	PHARMACY TECH	1679 SF
EXISTING TO REMAIN	MECHANICAL	2709 SF
EXISTING TO REMAIN	EXISTING RESTROOMS	683 SF
EXISTING TO REMAIN	EXISTING CIRCULATION	5308 SF
REMODEL	CIRCULATION	1884 SF
REMODEL	CIRCULATION	235 SF
REMODEL	CIRCULATION	74 SF
EXISTING TO REMAIN	IT SUITE	3422 SF
EXISTING TO REMAIN	BUSINESS TECH	1584 SF
EXISTING TO REMAIN	EXISTING ADMIN SUITE	4484 SF
EXISTING TO REMAIN	FACULTY SUPPORT	3447 SF
LEVEL 02		31068 SF
Grand Total		106182 SF

TCSD BUILDING TOTALS

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

TOTAL PROJECT SF COMPARISON

LEVEL 01	
EXISTING TO REMAIN	39298 SF
NEW	23617 SF
REMODEL	12199 SF
TCSD	12000 SF
	57114 SF
LEVEL 02	
EXISTING TO REMAIN	22833 SF
NEW	7166 SF
REMODEL	1067 SF
	31068 SF
Grand total	118182 SF

PROPOSED LEVEL 1 EXPANSION

NEW	DIESEL LAB	11235 SF
NEW	DIESEL CLASSROOM	735 SF
NEW	DIESEL OFFICE	124 SF
		12095 SF
NEW	COSMETOLOGY LAB	3622 SF
NEW	COSMETOLOGY CLASSROOM	561 SF
NEW	COSMETOLOGY CLASSROOM	623 SF
NEW	COSMETOLOGY OFFICE	278 SF
NEW	COSMETOLOGY STORAGE	61 SF
NEW	COSMETOLOGY STORAGE	72 SF
NEW	COSMETOLOGY RECEPTION	452 SF
		5669 SF
REMODEL	NURSING CLASSROOM	824 SF
REMODEL	NURSING CLASSROOM	829 SF
REMODEL	NURSING LAB REMODEL	1715 SF
NEW	MEDICAL ASSISTING CLASSROOM NEW	755 SF
REMODEL	MEDICAL ASSISTING LAB AND CLASSROOM REMODEL	2906 SF
NEW	NURSING STOR. NEW	54 SF
NEW	NURSING LAB NEW	951 SF
NEW	MEDICAL ASSISTING EXAM ROOMS NEW	380 SF
REMODEL	MEDICAL ASSISTING OFFICES	379 SF
		8794 SF
REMODEL	WELDING EXPANSION	1775 SF
REMODEL	WELDING CLASSROOM	693 SF
REMODEL	WELDING CLASSROOM	702 SF
		3169 SF
REMODEL	INDUSTRIAL MAINTENANCE LAB	2376 SF
NEW	INDUSTRIAL MAINTENANCE LAB	1410 SF
		3786 SF
NEW	RESTROOMS	362 SF
NEW	CIRCULATION	1711 SF
NEW	FIRE RISER	78 SF
NEW	CIRCULATION	151 SF
		2302 SF
		35816 SF

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

March 10, 2020

PROPOSED LEVEL 2 EXPANSION

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

PHARMACY TECH
LAB / CLASS

STORAGE
ELEV

POST LAB

POST
CLASSROOM

SHOWER
LOCKER

OPEN
MEETING

INDUSTRIAL
MAINTENANCE

POST LOCKDOWN
DOORS

NEW STAIR ROOF
ACCESS DOGHOUSE

ROBOTICS LAB

A1 Level 2 Concept - Full Build-Out
1" = 20'-0"
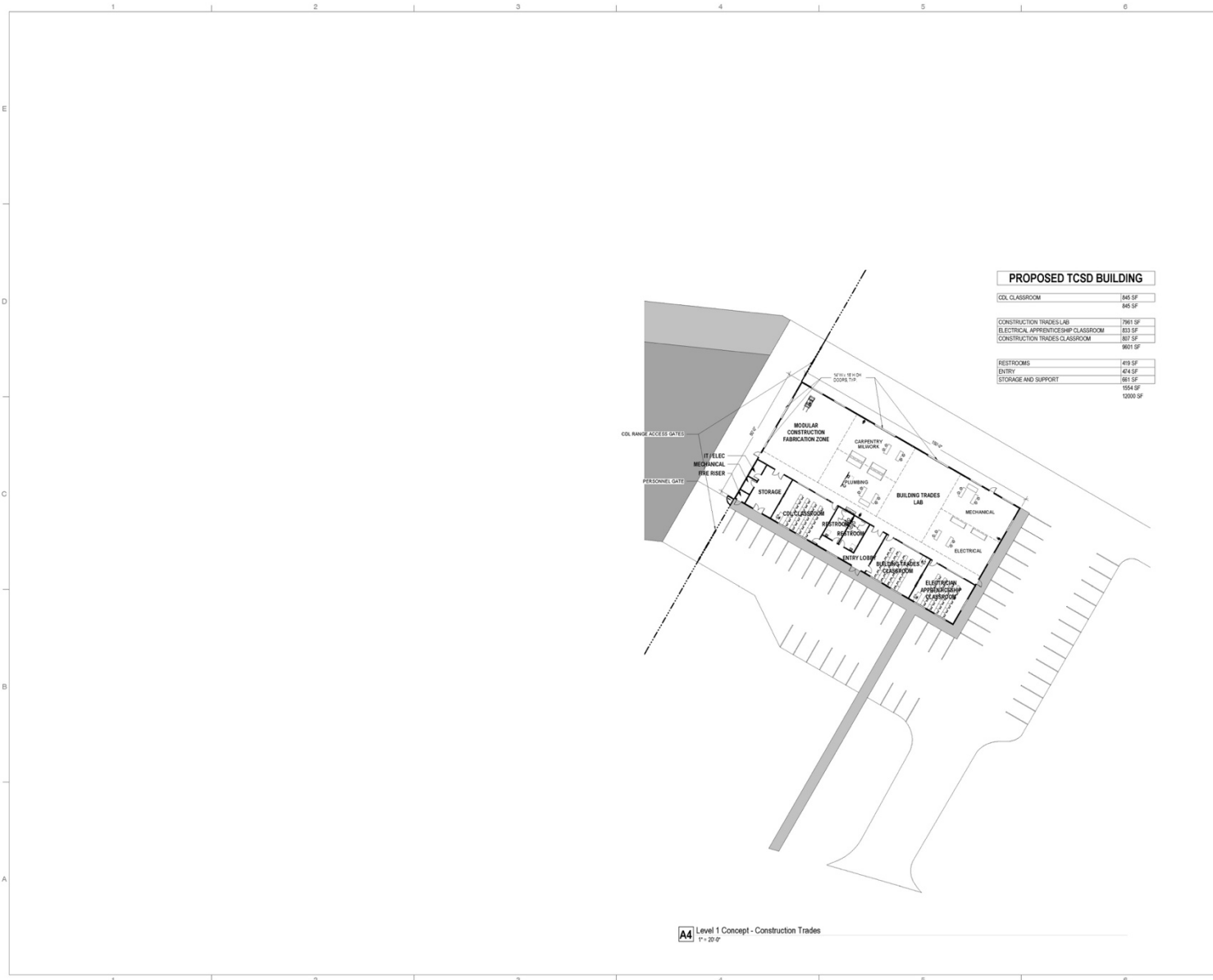
A4 Roof Access Doghouse
SCALE: 1" = 20'-0"

March 10, 2020

PROPOSED TCSD BUILDING

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

Labels within plan:
- CDL RANGE ACCESS GATES
- PERSONNEL GATE
- IT / ELEC
- MECHANICAL
- FIRE RISER
- MODULAR CONSTRUCTION FABRICATION ZONE
- CARPENTRY MILLWORK
- STORAGE
- PLUMBING
- BUILDING TRADES LAB
- MECHANICAL
- CDL CLASSROOM
- RESTROOMS
- RESTROOM
- ENTRY LOBBY
- BUILDING TRADES CLASSROOM
- ELECTRICAL
- ELECTRICIAN APPRENTICESHIP CLASSROOM
- NEW 14' 16' H OH DOORS, TYP.

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

March 10, 2020

March 10, 2020

March 10, 2020

March 10, 2020

March 10, 2020

March 10, 2020
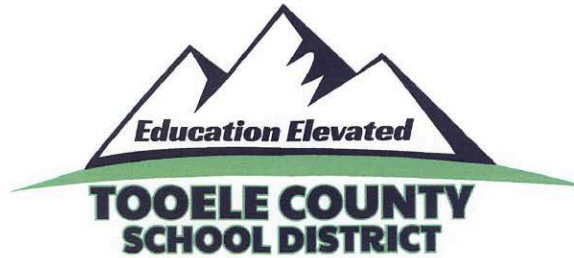
March 4th, 2020

Mr. Jim Russell
Executive Director
DFCM – State of Utah
350 N. State St., Suite 30
Salt Lake City, UT 84114

Dear Mr. Jim Russell:

I am pleased to write this letter to express the enthusiastic support Tooele School District has for Tooele Technical College's plans to expand its current facilities to meet student demands. We are proud of the relationship we have built with our Technical College. Currently, we transport students during our regular school day, from our three larger high schools to Tooele Tech. Also, as a K-16 alliance, we meet frequently with our high school counselors to help then understand the many opportunities the Tech provides our students. In the past two years as the direct result of our collective efforts, we have seen a dramatic increase in the number of high school students participating in Tooele Tech programs. However, without new space, we will soon be limited from sending any additional students who could benefit from these technical training programs.

Our school district is one of the fastest-growing districts in the state. Our three largest high schools are all over 130% of compacity. Although we would consider sharing space with the technical college, given our severe space constraints, this is not a possibility.

A significant part of Tooele Tech's building expansion project includes the remodel of a warehouse located next to its current building. Our district has committed to sell this property to the Technical College as soon as we can sell another school district property so that we will have the funds to consolidate all of our warehouse operations into a new central location we have recently purchased. We are committed to being out of the building by July 1st, 2021, which we understand is the earliest any remodeling can begin. The timing of this property sale will not impact the construction process.

Thank you again for your support of this worthy project. If I can provide any further information, please do not hesitate to reach out to me.

Sincerely,

Scott Rogers, Ph.D.
Superintendent of Schools

Kenworth Sales Co, Inc.
2125 S. Constitution Blvd.
West Valley City, UT 84119
(801) 487-4161
KenworthSalesCo.com

March 10, 2020

Re: Letter of support for Tooele Technical College
        Diesel Technician Training Program expansion

To Whom It May Concern:

As Dealer Principal for Kenworth Sales Company, I enthusiastically support Tooele Technical College's plan to expand its facility housing the Diesel Technology program. This professional training program is critical to the College's drive to add additional students, and increase the effectiveness and safety of technical training programs.

More than 70% of commodities in the American economy are conveyed on commercial trucks. Virtually everything the public consumes, wears, rides, reads, plays, builds, finishes, furnishes or otherwise enjoys reaches the end user on at least 1 truck. The growing digital economy is only increasing the need for more commercial vehicles, and the skilled labor necessary to service these increasingly complex machines. Our aging workforce combined with an insufficient training pipeline means our nation is not keeping pace. Tooele Tech can play a key role in addressing this growing employment crisis.

We are a fervent supporter of the Diesel Tech program at Tooele Tech, providing tools and equipment, curriculum support, internships and employment options. As a leader in Utah's Diesel-powered industry, and a supporter of the Utah Diesel Tech Pathways Program, we experience the quality and importance of this educational program every day. I encourage the State Building Board and Legislature to fund the proposal to fund an expansion of the Diesel Tech Program as an important part of our economic development infrastructure.

Our commitment to this effort includes a pledge of $10,000 towards the construction of Tooele Tech's critical expansion. We are challenging other industry leaders to match our contribution, and believe the public-private partnership of funds, facilities and expertise can help maintain Utah's lead in the economic race. We appreciate the strides Tooele Tech has made in meeting our workforce needs thus far. We look forward to continuing our partnership with the College and offer our best wishes for its continued success.

Sincerely,

Kyle Treadway

Kyle Treadway

IDAHO   MONTANA   NEVADA   OREGON   UTAH   WASHINGTON   WYOMING

March 4, 2020

Mr. Jim Russell
Executive Director
DFCM – State of Utah
350 N. State St., Suite 30
Salt Lake City, UT 84114

Dear Mr. Jim Russell:

I am pleased to write this letter to express my support, as the Associate Vice President responsible for Utah State University's campus in Tooele, for Tooele Technical College's plans to expand its current facilities to meet student demands. We have an excellent relationship with our Technical College partners and seek every opportunity we can to work collaboratively to enhance higher education opportunities for our citizens. As a K-16 alliance, we frequently meet with our School District partners and discuss every possibility to maximize scarce educational funding available to our communities. These meetings have led to the elimination of any duplication or competition between our institutions. For example, the USU RN program is taught inside Tooele Technical College's building next to their Practical Nursing Program, which allows both programs to use one clinical laboratory for student demonstrations.

Let me assure you anyone connected with this project, that Utah State University would gladly share space with the technical college if we had space that could be used for the programs affected by this expansion request. However, Utah State University Tooele does not possess any empty classrooms or laboratories which could be used for the programs being started or expanded.

Thank you again for your support of this critical project for our community. If I can provide any further information, please do not hesitate to reach out to me.

Sincerely,

Jenn Cowburn
Associate Vice President
Utah State University

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES
17 January 2019

ITEM I

TOPIC: Technical Education Campaign

BACKGROUND

As part of the Governor's Year of Technical Education, UTech has been working with partners and stakeholders under Talent Ready Utah to develop a paid advertising campaign supporting engagement and awareness of Utah's statewide technical education opportunities. With up to $200,000 of available one-time UTech funds authorized by the Board in May 2018, and a $245,000 Talent Ready Utah Grant, the project engaged a marketing firm, Penna Powers, to develop a campaign.

A web landing page has been developed at https://teched.talentreadyutah.com/, which will serve as a gateway to guide individuals to technical education programs at Utah's educational institutions that prepare for the jobs in highest demand across the regions of the state. A media campaign that will begin this month will be introduced to the Board.

RECOMMENDATIONS
Information/discussion only

Attachment: UTech Media Plan

UTECH Media Plan
Dec. '18- Jun. '19

Updated: 12/11/18

	December	January 2019	February	March	April	May	June	Budget
	26 3 10 17 24	31 7 14 21	28 4 11 18	25 4 11 18 25	1 8 15 22	29 6 13 20	29 6 13 20	

Target Audiences
Primary Demo: M/F 26-35 with 39k income or lower. May hold two jobs.

Christmas (25th) · New Year's (1st) · Valentine's Day (14th) · Easter (21st) · Easter (21st) · Easter (21st)

Legislature in session

Item	Budget
Audio	
Radio	$ 100,000.00
Streaming (Pandora/Spotify)	$ 50,000.00
Content Marketing	
Online video (Facebook/Instagram/YouTube) - Dayparts -	$ 55,000.00
Facebook/Instagram Promoted Posts	$ 10,000.00
Reddit	$ 10,000.00
Search	$ 30,000.00
Display	$ 25,000.00
Retargeting	$ 20,000.00
KSL - Content Promotion	

Notes
January is largest month for enrollment

	$300,000.00

PENNA POWERS

UTECH Creative Concepts

A BETTER YOU

"A Better You - Breakfast"
Video/Social :15

"A Better You - Breakfast"

Video/Social :15

VO: The difference between a job and a career, is loving what you do.

VO: Over 29 high-demand careers await you. Get tech-ready at TechEd.TalentReadyUtah.com

SUPER: TechEd.TalentReadyUtah.com

"A Better You - Bus Stop"

Video/Social :15

"A Better You - Bus Stop"

Video/Social :15

VO: The difference between a job and a career, is loving what you do.

VO: Over 29 high-demand careers await you. Get tech-ready at TechEd.TalentReadyUtah.com

SUPER: TechEd.TalentReadyUtah.com

"A Better You - Getting Ready"

Video/Social :15

"A Better You - Getting Ready"

Video/Social :15

VO: The difference between a job and a career, is loving what you do.

VO: Over 29 high-demand careers await you. Get tech-ready at TechEd.TalentReadyUtah.com

SUPER: TechEd.TalentReadyUtah.com

"A Better You"

Social Post
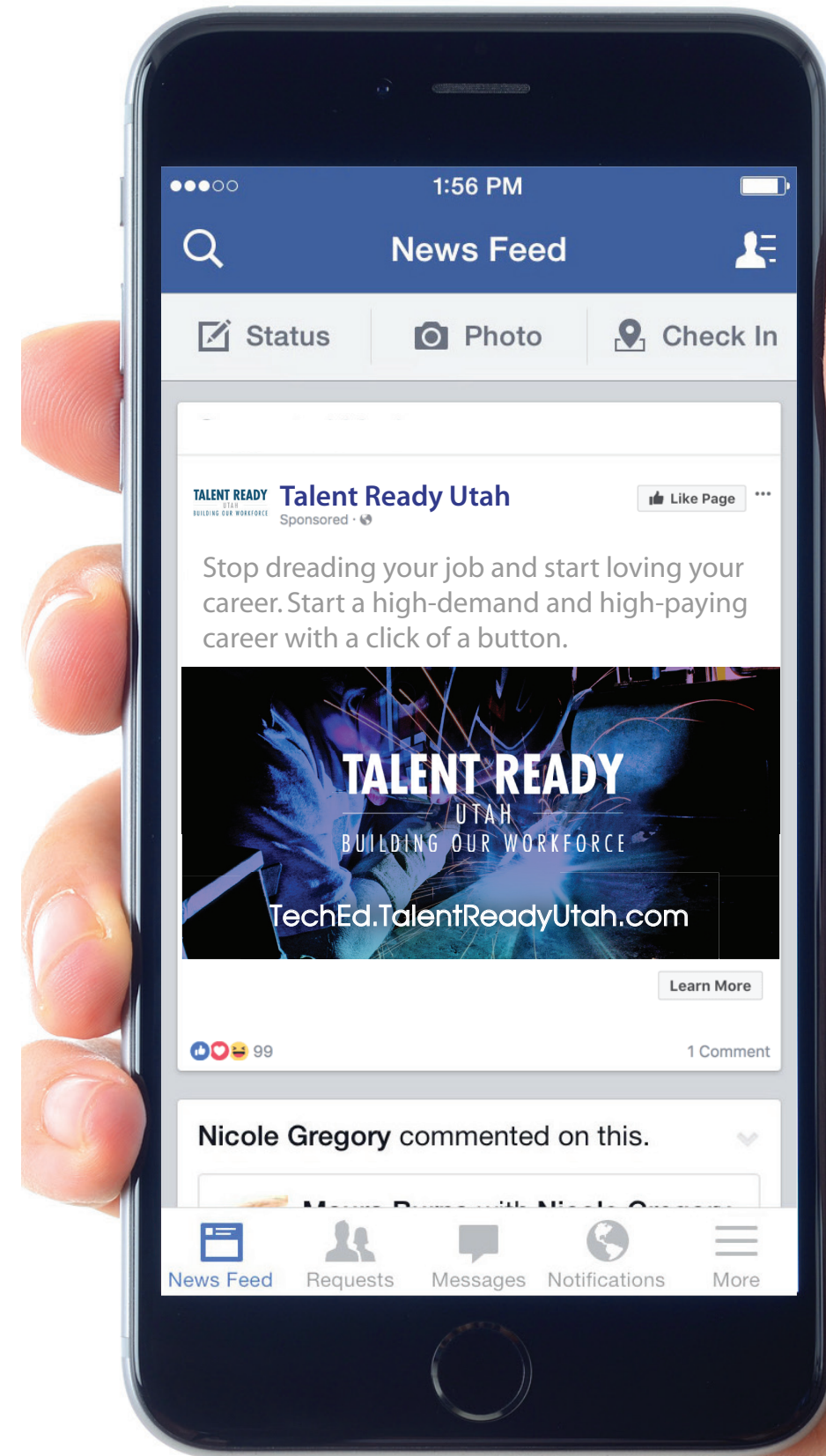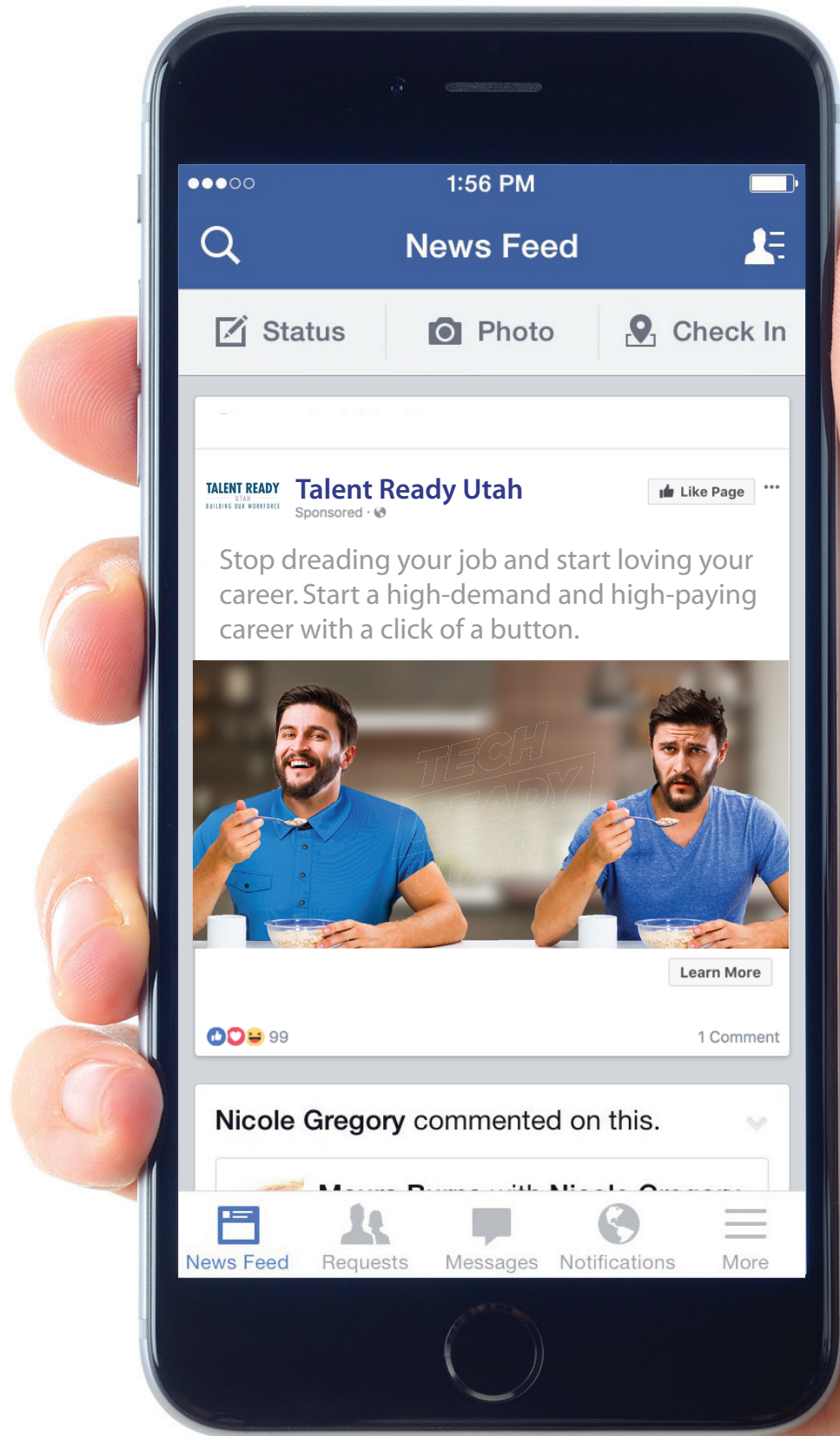
"A Better You - Getting Ready"

Radio :15

ANNCR: This is you getting ready for your current job.

SFX: *Slow tooth brushing. Slow squeaky faucet handle. Water runs slowly.*

ANNCR: This is you getting ready for a career you love.

SFX: *Hyperspeed tooth brushing, faucet turning off, grabbing keys, door slam, car starting, car wheels peeling out.*

Get ready for a better you. Leave your job. Start your career.

Get tech-ready at Tech-Ed-dot-TalentReadyUtah-dot-com.

"A Better You"

Display Banner

High Tech.
Higher Wages.

A better you.

TALENT READY
UTAH
BUILDING OUR WORKFORCE

START MY CAREER
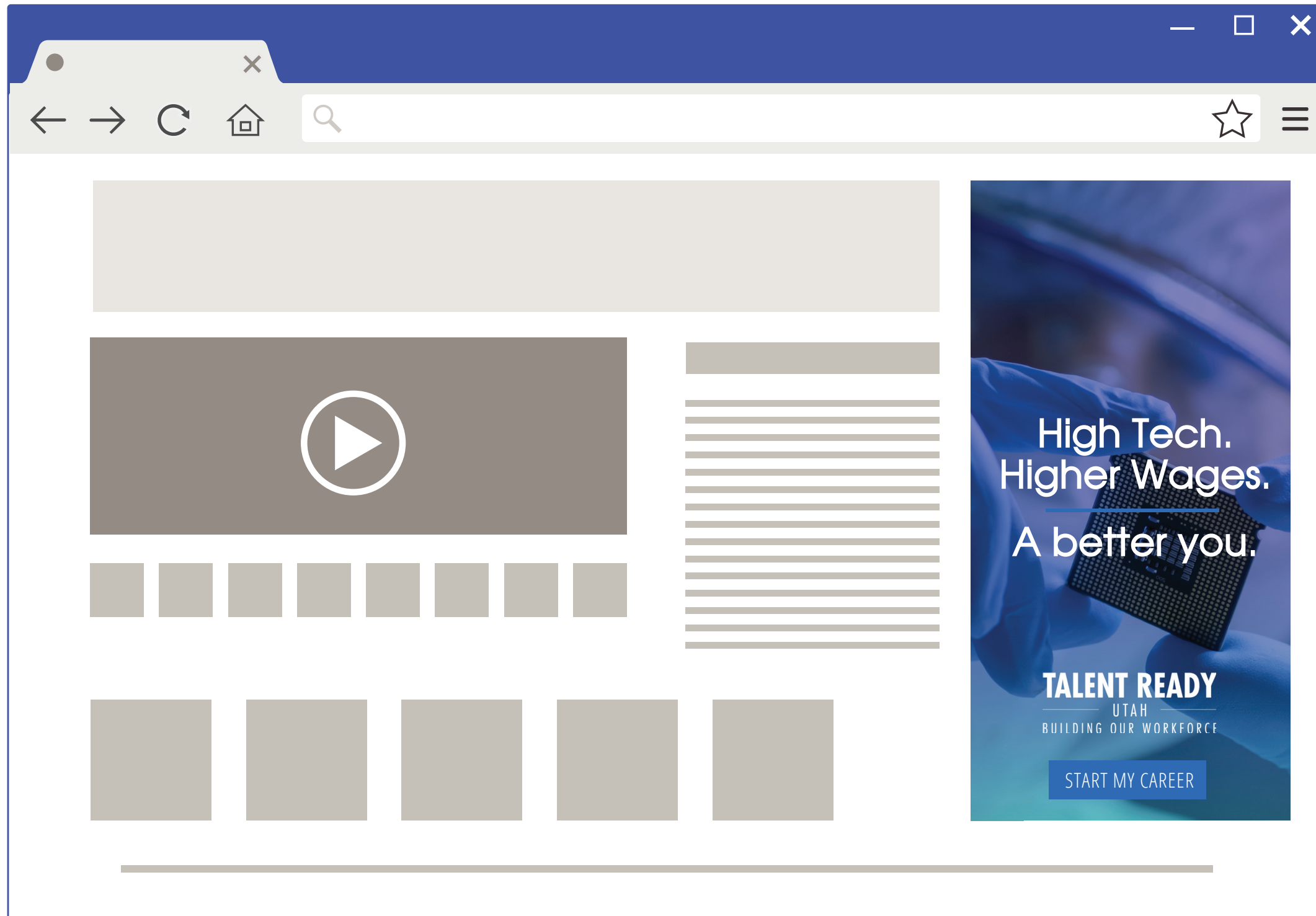
"A Better You"

Facebook Page

UTAH SYSTEM OF TECHNICAL COLLEGES
BOARD OF TRUSTEES

January 3, 2020

DRAFT - UTech Board of Trustees 2020 Vision and Goals - DRAFT

Utah's Technical College System is uniquely positioned to support the growth, collaboration, and consistent implementation of Career and Technical Education in Utah

1. Build and Approve a 10-year UTech Strategic Framework:

➤ Develop a strategic framework in partnership with the UTech Leadership, Presidents, Trustees, industry leaders, select members of the Utah Legislature, and other key constituents.

➤ Use the framework as a guideline for individual technical colleges in their local strategic planning efforts.

➤ Use the framework to guide the system in setting goals for student outcomes, budgeting, facilities strategy, and structuring long-term CTE pathways and articulation with USBE and USHE.

➤ Use the framework to focus the system on preparing students to enter the workforce or continue their education to enhance the economic well-being of Utah.

2. Establish Statewide Program Criteria Standards for all CTE Offerings in Utah:

➤ Partner with the Utah Legislature to statutorily require that USBE, UTech, and USHE shall:

- Establish and agree upon *statewide program criteria* and *required student outcomes* to govern all Career and Technical Education (CTE) programs offered across Utah's Education System.
- Annually review and refresh the minimum program criteria and required student outcomes to ensure state CTE programs lead to high-skill, in-demand, emerging or other regional occupational priorities in the state of Utah.
- Annually audit and validate that all CTE programs offered in Utah are meeting the statewide program criteria and required student outcomes to ensure that our state education system is meeting the CTE needs of our students and state employers.

3. Establish and implement state-wide CTE Employer Advisory Committee:

➤ Partner with the Utah Legislature to statutorily establish an independent state-wide CTE Employer Advisory Committee to annually review and recommend to the USBE, UTech, and USHE potential statewide program criteria and required student outcomes for all CTE programs offered across Utah's Education System.

➤ Enable the UTech Board of Trustees to be responsible for staffing and managing the Statewide CTE Employer Advisory committee.

➤ In consultation with USBE and USHE, the UTech Board of Trustees shall select committee members from a variety of regional employers throughout Utah, as well as select members of the USBE and USHE boards.

4. Actively engage and partner with USBE to address statewide need for improved consistency in K12 CTE program development, funding models, articulation, pathways, and desired student outcomes.

TECHNICAL EDUCATION DEFINITIONS DOCUMENT

Statewide Technical Education Program Eligibility Requirements:

Criteria outlining the specific types of technical education programs or classes that are needed in our Utah Education System to meet the needs of employers in the state of Utah. The criteria will ensure that such programs or classes lead to high-skill, in-demand, emerging, or regionally important occupations in Utah. The criteria will include specific examples of occupations needed in the Utah marketplace that currently qualify under those definitions.

Required Technical Education Student Outcomes:

The minimum technical education pathways, institutional and industry certifications, credentials, or licensure a student must complete to secure a high-skill, in-demand, emerging, or regionally important occupation in Utah. Minimum performance benchmarks and metrics shall be established, setting the expected student achievement rates for successful completion of pathways and institutional or industry credentials for any technical education program offered in Utah..

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

November 21, 2019

ITEM: K

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

<u>BACKGROUND</u>

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

Attachment:

Draft of Policy 202 (current suggestions marked in blue)

Subject:	Custom Fit Training

202.1   Purpose

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

202.2   Approval

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

202.3   Definitions

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

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

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

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

202.4   Custom Fit Mission

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

202.5   Custom Fit Regional Organization

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

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

Subject:	Custom Fit Training

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

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

202.6   Governance and Administration

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

202.7   Custom Fit Funds

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

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

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

Subject:	Custom Fit Training

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

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

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

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

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

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

202.8   Eligible Companies

Subject:	Custom Fit Training

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

202.9   Required Documentation

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

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

202.10   Custom Fit Training Delivery

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

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

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

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

Subject:	Custom Fit Training

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

10.4 **Enrollment in Regular Courses/Certificate Programs:** Custom Fit funds are designed to provide training to local employers that meets their specific educational needs. In order to efficiently leverage state-appropriated resources as well as the resources of each regional hosting institution (e.g., equipment, lab space, curricula, etc.), regional hosting institutions may enroll Custom Fit students into regularly offered courses that may or may not be part of an approved certificate program (200.4.1). ~~Nevertheless, should a company desire to utilize Custom Fit funds to finance employee completion of a full certificate program (as opposed to specific portions thereof), the president of the regional hosting institution shall consult with the Commissioner of Technical Education prior to enrollment to explore all options to meet the specific employer's needs, ensuring that Custom Fit funds are used appropriately. If completion of a certificate program that is wholly financed by Custom Fit is deemed appropriate, a memorandum attesting thereto and approved by the UTech Commissioner and president of the regional hosting institution shall be maintained with all Custom Fit documentation applicable to the employer request (202.9).~~ Each institution shall include in its annual report described in 11.1 below, the number of program graduates (205.6.2) utilizing Custom Fit funds.

202.11 Custom Fit Reports

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

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

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UTAH SYSTEM OF TECHNICAL COLLEGES

POLICIES

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Date:	November 19, 2019
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| Subject: | Custom Fit Training |

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UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES
17 January 2019

ITEM L

TOPIC: College President Evaluations 2019

BACKGROUND

USTC Policy 112, "College Presidents – Review and Evaluation", calls for each college president to receive a formal comprehensive performance evaluation following the first year of service, and at least once during each three years of service thereafter (112.5.2). Each year a formal evaluation is not conducted, a less formal annual review will be conducted (112.4), which will include at least two meetings at the college during the year with the review team (112.4.3).

The review and evaluation teams are to include the Chair and Vice Chair of the college Board of Directors, the member of the USTC Board of Trustees representing the college, one additional Trustee appointed by the USTC Board Chair who resides outside of the college's service region, and the Commissioner of Technical Education.

The attached document lists for each college president review/evaluation team the Trustee representing the college, the additional Trustee appointed to the team by Chair Evans, and the year scheduled for the president's formal comprehensive evaluation. The Commissioner's Office is in process of scheduling the review teams.

Interim Commissioner will review the process with the Board. Adjustments made to the 2018 process based on input by Board members will be highlighted, including customized surveys and focus on discussion of challenges as well as progress.

RECOMMENDATIONS
Information/discussion only

Attachments: College President Review and Evaluation Teams
                            Policy 112, "College Presidents – Review and Evaluation"

COLLEGE PRESIDENTS -REVIEW AND EVALUATIONS COMMITTEES

(Informal Semi-annual Review or 3-year Formal Evaluation)

BRIDGERLAND TECHNICAL COLLEGE	DAVIS TECHNICAL COLLEGE
Trustee Scott Theurer Trustee Steve Moore USTC Commissioner **(Formal Evaluation FY2020)**	Trustee Mike Jensen Trustee Susan Johnson USTC Commissioner **(Formal Evaluation FY2021)**
DIXIE TECHNICAL COLLEGE	MOUNTAINLAND TECHNICAL COLLEGE
Trustee Stephen Wade Trustee Brad Tanner USTC Commissioner **(Formal Evaluation FY2020)**	Trustee Jim Evans Trustee Catherine Carter USTC Commissioner **(Formal Evaluation FY2021)**
OGDEN-WEBER TECHNICAL COLLEGE	SOUTHWEST TECHNICAL COLLEGE
Trustee Steve Moore Trustee Russell Lamoreaux USTC Commissioner **(Formal Evaluation FY2021)**	Trustee Chuck Taylor Trustee Brecken Cox USTC Commissioner **(Formal Evaluation FY2019)**
TOOELE TECHNICAL COLLEGE	UINTAH BASIN TECHNICAL COLLEGE
Trustee Charles Hansen Trustee Aaron Osmond USTC Commissioner **(Formal Evaluation FY2019)**	Trustee Mike Angus Trustee Brian Florang USTC Commissioner (Formal Evaluation FY2021)

Subject:	Technical College Presidents – Review and Evaluation

112.1 Purpose

To establish requirements and procedures for formal, comprehensive evaluation of the performance of technical college presidents and more frequent, less formal and periodic reviews to help ensure the success of each college president in the discharge of all his or her duties as outlined in USTC Policy 111 and UCA 53B-2a-107.

112.2 References

UCA 53B-2a-107(2)(c), Technical College Presidents – Appointments – Duties
USTC Policy 110, Technical College Presidents – Functions

112.3 Approval

USTC Board of Trustees approval as Policy 104: October 18, 2012. Revised: June 8, 2016. Replaced with Policy 112: January 12, 2017. Revised: September 13, 2017; September 20, 2018.

112.4 Evaluations

4.1 After six months of service, a college president will be reviewed informally prior to his or her first formal and comprehensive evaluation.

4.2 Following the first year of service, and at least once during each three years of service thereafter, a formal and comprehensive evaluation shall be conducted for each technical college president.

4.3 A college president may be evaluated as often as determined necessary by the USTC Board of Trustees.

4.4 A college board of directors may request an evaluation of its college president during any year that an evaluation is not scheduled.

112.5 Administration of the Evaluation

5.1 The comprehensive evaluation process is intended to reflect the full scope of duties expected of the technical college president, and to provide meaningful, substantive feedback from the USTC Board of Trustees, the college board of directors, college faculty and staff, local community and business leaders, and other relevant stakeholders regarding the president's efforts, strengths, and any areas needing improvement.

5.2 The evaluation shall be conducted by an Evaluation Committee under the direction of the Board of Trustees, in cooperation with the college board of directors.

5.3 The Evaluation Committee shall consist of five members including the chair (or his or her designee) and vice chair (or his or her designee) of the college board of directors; the member of the USTC Board of Trustees representing the technical college (USTC Policy

Subject:	Technical College Presidents – Review and Evaluation

101.8.1.3 or 101.8.2.1); one additional member of the USTC Board of Trustees who resides outside of the college's service region and who is appointed by the Chair of the Board of Trustees; and the USTC Commissioner of Technical Education.

5.4   Input may also be taken from staff, students, business and industry, and community members as determined appropriate by the Evaluation Committee.

112.6   Performance Areas for Evaluation

The Evaluation Committee shall consider the functions outlined in Policy 110.4 when conducting technical college presidents' evaluations.

112.7   Components of the Evaluation

7.1   **Conducting an Evaluation:** Evaluations of technical college presidents shall include, but shall not be limited to, the following:

   7.1.1   Review of the president's annual goals and the college's strategic plan;

   7.1.2   Review of accreditation, enrollment, and outcomes documentation;

   7.1.3   Review of the president's self-evaluation based on annual goals and performance areas contained in Policy 110;

   7.1.4   Interviews, as determined appropriate by the Evaluation Committee, of selected staff, members of the college board of directors, students, business and industry leaders, secondary and post-secondary education providers, and community members;

   7.1.5   Printed questionnaires administered, as determined appropriate by the Evaluation Committee, to selected staff, members of the college board of directors, students, business and industry leaders, secondary and post-secondary education providers, and community members; and

   7.1.6   Exit meetings and preliminary oral reports with the college president.

7.2   **Final Report:** The Evaluation Committee shall prepare a written report marked confidential, containing the findings of the evaluation process.

   7.2.1   The report shall be provided to the president being evaluated, the chair and vice chair of the technical college board of directors, the Chair and Vice Chair of the USTC Board of Trustees, and the Commissioner of Technical Education. The report shall not be disclosed to other individuals or entities except as required by law.

Subject:	Technical College Presidents – Review and Evaluation

7.2.2 The president shall have opportunity to comment in writing on the report. The president's statement shall be included in the final report.

7.2.3 All evaluation reports, including notes and drafts, all meetings conducted pertaining to the Evaluation Committee's work, and all recommendations and responses are confidential, private records and are protected from disclosure by UCA 63G-2-201, 302.

7.2.4 Reports (along with a technical college president's comments) shall be stored in a confidential personnel file at the Office of the Commissioner.

7.2.5 The report shall be presented by the chair of the college board of directors (or his or her designee) in a closed session of the Board of Trustees.

112.8 Annual Reviews

Each year that a formal evaluation is not conducted, a less formal annual review will be conducted for each technical college president. The annual review shall be conducted with an attitude of preparing the president for the formal evaluation process.

8.1 The review team shall consist of five members including the chair (or his or her designee) and vice chair (or his or her designee) of the college board of directors; the member of the USTC Board of Trustees representing the college (USTC Policy 101.8.1.3 or 101.8.2.1); one additional member of the USTC Board of Trustees who resides outside of the college's service region and who is appointed by the Chair of the Board of Trustees; and the USTC Commissioner of Technical Education.

8.2 The review team shall function as liaisons between the institution and the Board of Trustees. As time and circumstances permit, the review team shall visit the college, attend board of directors' meetings, attend college events (especially commencement ceremonies), identify specific ways that the Board of Trustees and Office of the Commissioner can build a positive and productive relationship with the board of directors and president, and coordinate and facilitate communication between the Board of Trustees, board of directors, and the president. The USTC Commissioner shall note such activities and suggestions in the written report to the Board of Trustees.

8.3 The review team shall meet with the technical president at his or her college at least twice annually. In preparation for the review, the review team should attempt to identify any concerns or issues with either the president's performance or institutional direction that need to be addressed.

8.4 The review team shall prepare a confidential, written report containing the findings of the review.

8.4.1 The report shall be provided to the president being reviewed, the chair and vice chair of the board of directors, the Chair and Vice Chair of the Board of Trustees,

Subject:	Technical College Presidents – Review and Evaluation

and the Commissioner of Technical Education. The report shall not be disclosed to other individuals or entities except as required by law.

8.4.2 The president shall have opportunity to comment in writing on the report. The president's statement shall be included in the final report.

8.4.3 All review reports, including notes and drafts, all meetings conducted pertaining to the review team's work and all recommendations and responses are confidential, private records protected from disclosure by UCA 63G-2-201, 302.

8.4.4 Reports (along with presidential comments) shall be stored in a confidential personnel file at the USTC Commissioner's office.

8.4.5 The report shall be presented by the chair of the college board of directors (or his or her designee) in a closed session of the Board of Trustees.

112.9   Guidelines for Evaluation

Comprehensive evaluations and less formal reviews of a technical college president shall:

9.1 Promote the professional growth and development of the president;

9.2 Assess ongoing individual performance;

9.3 Assess adherence to the vision and mission of the USTC and college's strategic plans;

9.4 Provide guidance for the president to help him or her acquire and demonstrate the skills required for success;

9.5 Recognize and commend the president if found to demonstrate excellence in the achievement of his or her goals;

9.6 Identify inadequate performance and provide opportunities and paths for remediation;

9.7 Encourage behaviors which contribute to college and student success;

9.8 Encourage the president to strive to improve the quality of education and services at his or her technical college;

9.9 Encourage the president to communicate, advocate, and celebrate with his or her colleagues at other technical colleges to build and strengthen working relationships;

9.10 Ensure the president performs and behaves in a manner that promotes and strengthens USTC;

Subject:	Technical College Presidents – Review and Evaluation

9.11 Promote continuous improvement and frequent interaction and communication with the Board of Trustees and Office of the Commissioner, such that surprises within the evaluation process will be unlikely;

9.12 Be conducted in the spring and completed and ready to report in the last regularly scheduled meeting of the Board of Trustees during the fiscal year; and

9.13 Remain confidential within the review team and the Evaluation Committee, the college board of directors, the USTC Board of Trustees, and the Office of the Commissioner of Technical Education except as required by law.

112.10 Discipline/Corrective Action

10.1 **Board of Trustees Authority:** In accordance with Utah law, technical college presidents shall serve at the will of the Board of Trustees. As such, the Board may elect to impose disciplinary or corrective action up to and including termination of a technical college president.

10.2 **Board of Directors Participation:** In all meetings in which disciplinary or corrective action regarding a technical college president is considered, including Board meetings that are closed to the public in accordance with the Open and Public Meetings Act, the chair and vice chair of the respective college's board of directors or their designees shall be invited to communicate local perspectives relative to a president's competence and character. The chair and vice chair of the technical college board of directors shall not have a vote in any official Board of Trustees action relative to a college president.

10.3 **President Participation:** In the event that the Board of Trustees has concerns relative to a technical college president's performance and/or employment, the president shall be given the opportunity to respond to the Board.

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

BOARD OF TRUSTEES

November 21, 2019

ITEM: M

TOPIC: College Financial Reports

BACKGROUND

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

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

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

Attachments:

One-page financial report from each college

Bridgerland Technical College

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

Total Current Assets

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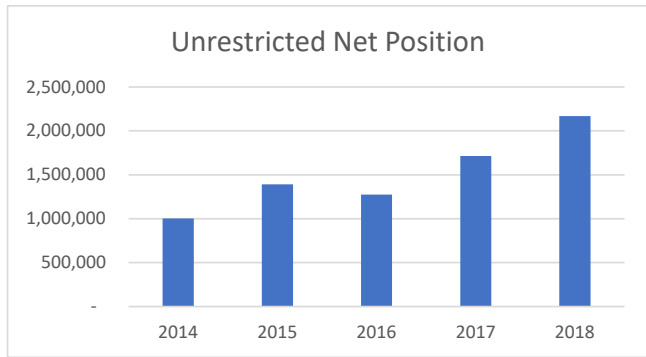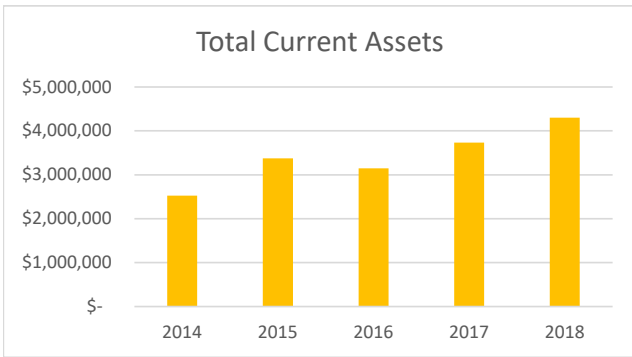
Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 10,263,700	$ 11,089,600	$ 11,535,800	$ 12,430,900	$ 13,550,700
Student Tuition & Fees	1,732,095	1,705,828	1,794,765	1,975,281	1,991,488
Grants & Contracts	1,154,353	1,148,765	1,351,231	1,236,827	1,268,278
Auxilary Enterprises	570,588	606,037	605,987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

Revenue

FY 2018 Revenue
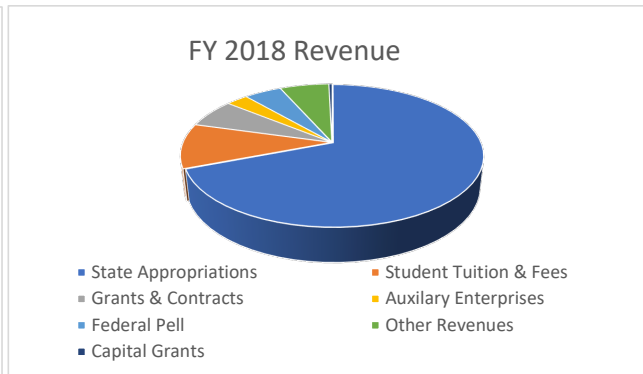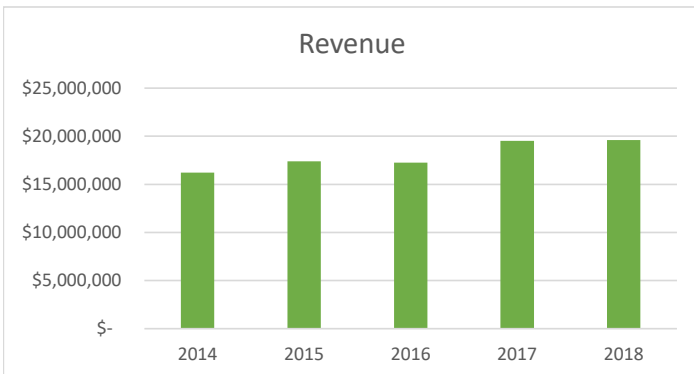
Davis Technical College

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

Total Current Assets

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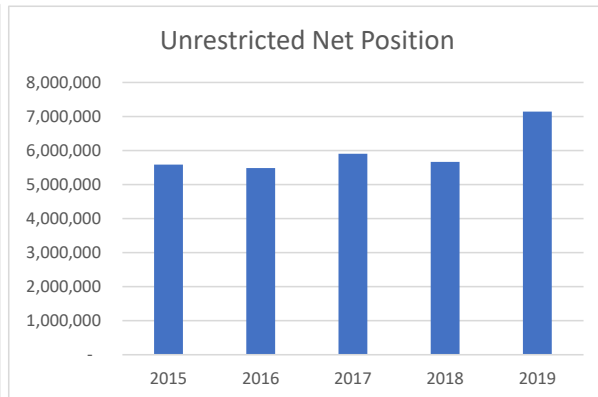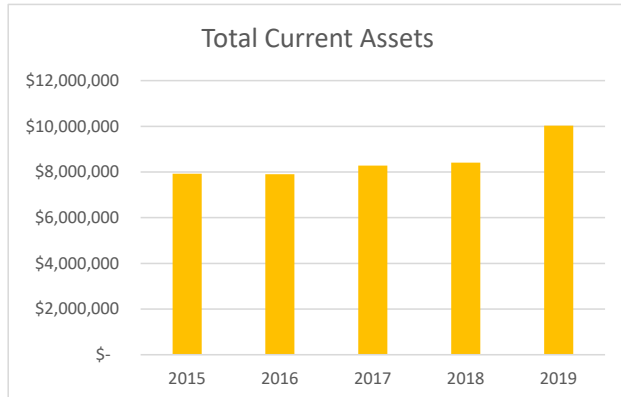
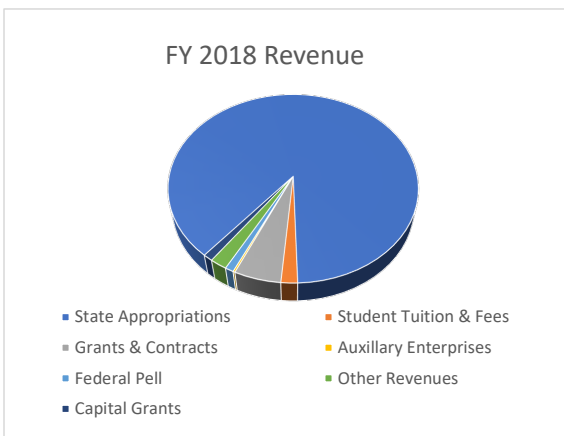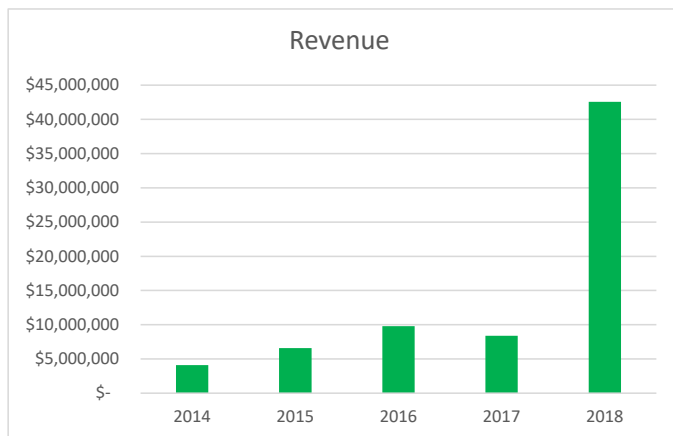| Revenues	2015	2016	2017	2018	2019
State Appropriations	12,183,800	13,057,900	14,197,000	15,405,100	16,164,800
Student Tuition & Fees	2,453,525	2,217,755	2,119,972	2,229,088	2,326,290
Grants & Contracts	2,421,189	2,420,231	2,987,503	2,620,130	4,018,333
Auxiliary Enterprises	1,624,744	1,849,584	1,899,262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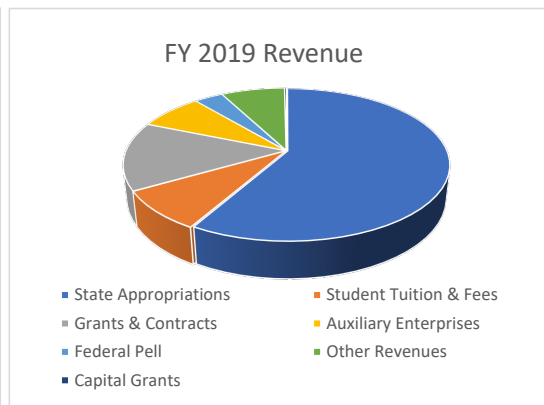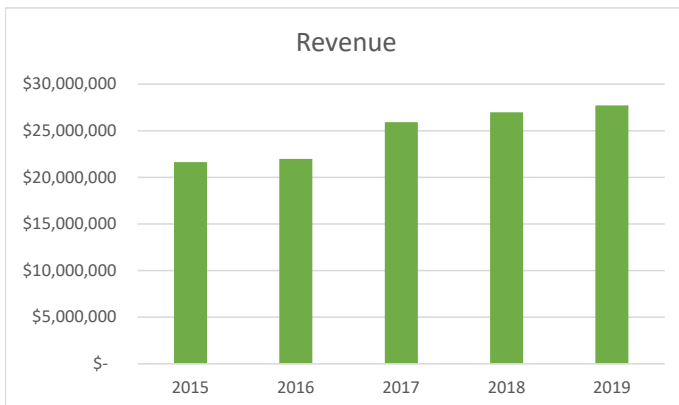
Revenue

FY 2019 Revenue

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

Dixie Technical College

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

Total Current Assets

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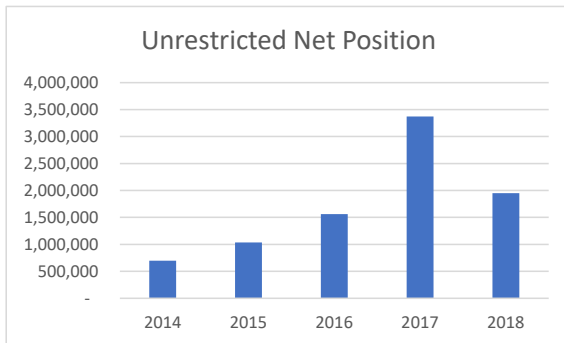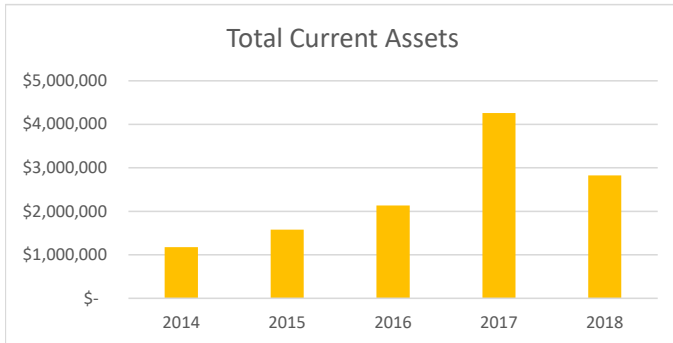
Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 2,774,700	$ 4,306,644	$ 6,497,676	$ 5,066,665	$ 37,619,318
Student Tuition & Fees	440,604	549,347	664,460	683,783	802,147
Grants & Contracts	520,468	961,967	501,693	790,444	2,293,665
Auxillary Enterprises	-	-	-	-	99,150
Federal Pell	318,563	480,334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

Revenue

FY 2018 Revenue

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

Mountainland Technical College

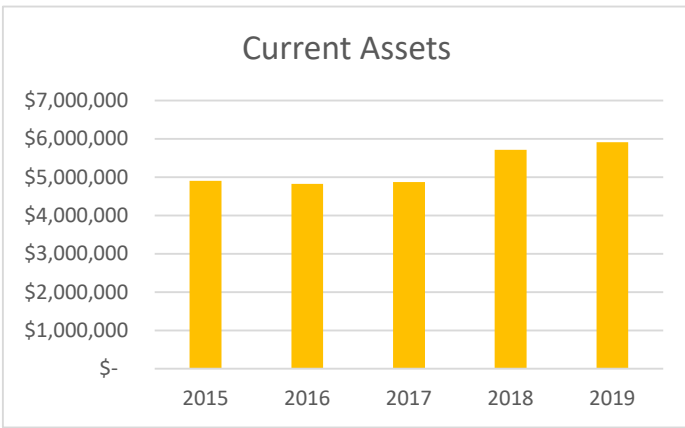|	2014	2015	2016	2017	2018
Total Current Assets	$ 2,148,150	$ 2,470,451	$ 3,044,955	$ 4,074,239	$ 4,723,772
Total Current Liabilities	1,487,846	1,954,716	2,102,143	1,878,719	2,179,710
Current Ratio	1.4	1.3	1.4	2.2	2.2
Net Position					
Net Investment in Capital Assets	26,044,117	26,176,841	26,572,690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

Total Current Assets

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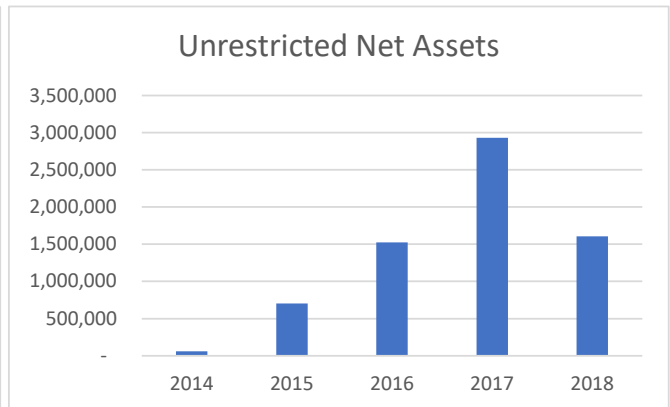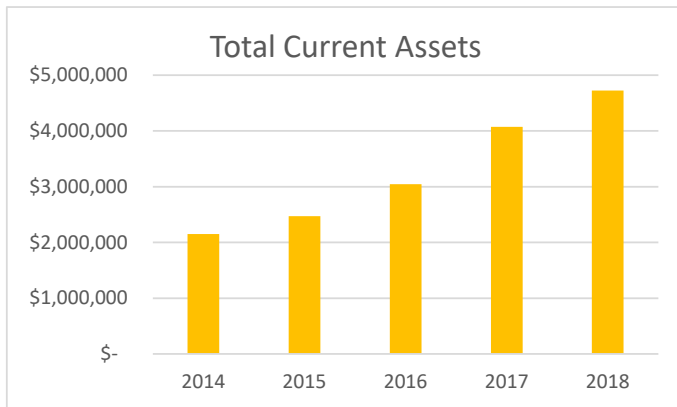
Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 6,087,400	$ 8,232,200	$ 9,795,400	$ 10,417,300	$ 11,592,000
Student Tuition & Fees	2,089,414	2,417,577	2,337,309	2,730,662	3,184,582
Grants & Contracts	1,460,508	1,204,240	1,160,768	1,252,045	1,260,301
Auxillary Enterprises	534,162	599,944	599,048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

Revenue

FY 2018 Revenue

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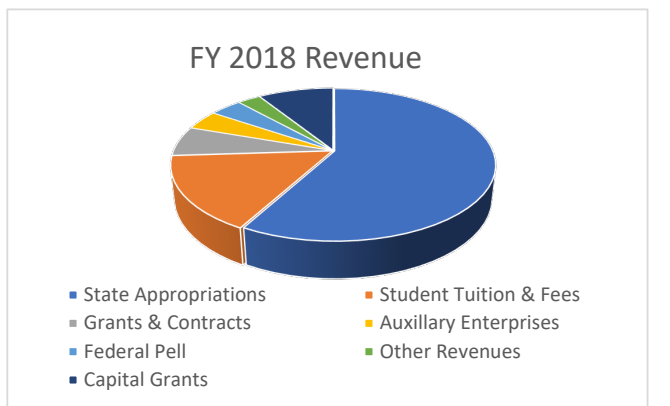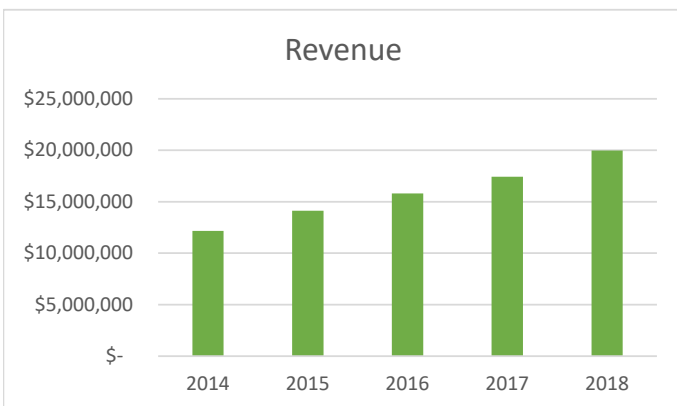
Ogden-Weber Technical College

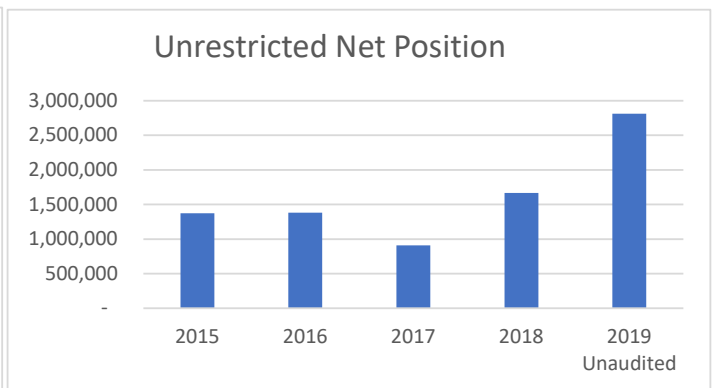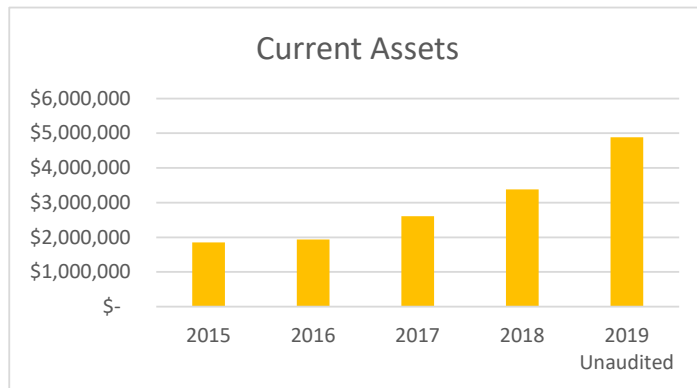|	2015	2016	2017	2018	2019
Total Current Assets	$ 4,903,451	$ 4,823,482	$ 4,869,886	$ 5,716,895	$ 5,909,883
Total Current Liabilities	660,853	553,668	484,776	766,935	1,368,704
Current Ratio	7.4	8.7	10.0	7.5	4.3
Net Position					
Net Investment in Capital Assets	33,464,274	33,860,663	32,797,604	38,065,349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

Current Assets

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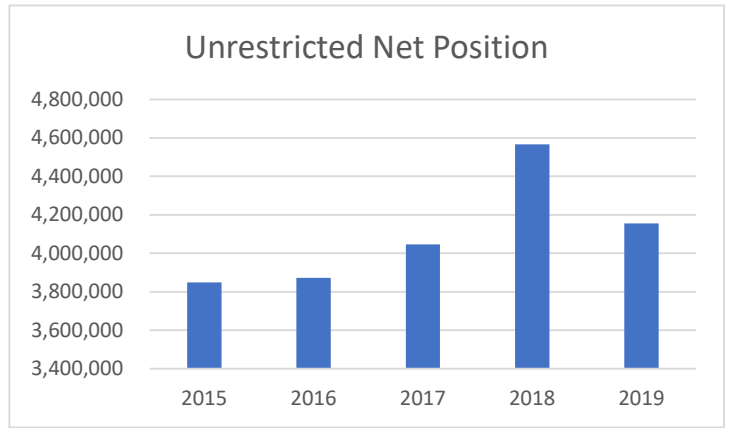
Revenues	2015	2016	2017	2018	2019
State Appropriations	$ 12,754,200	$ 12,995,602	$ 13,704,900	$ 15,756,300	$ 16,600,196
Student Tuition & Fees	1,511,954	1,599,235	1,581,719	1,763,969	2,036,644
Grants & Contracts	1,423,880	1,419,549	1,678,073	1,736,378	1,573,254
Auxillary Enterprises	981,700	838,429	809,544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

Revenue

FY 2019 Revenue
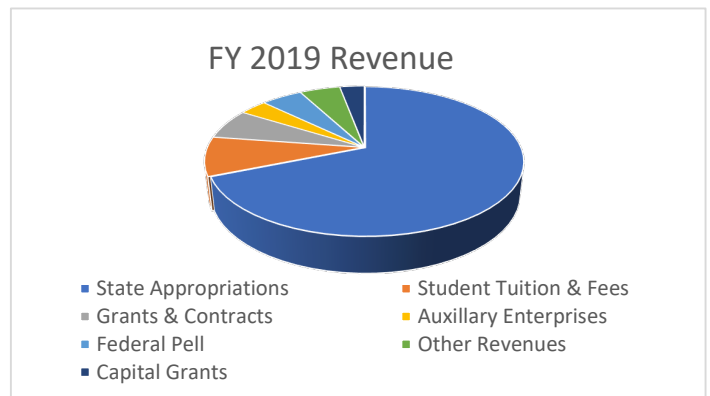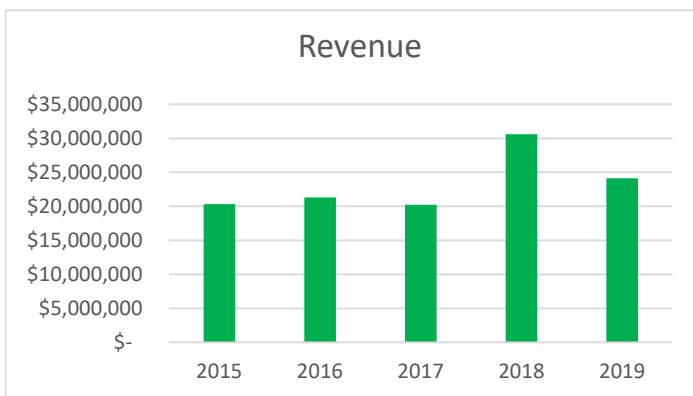
Southwest Technical College

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

Current Assets

Unrestricted Net Position

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

Revenue

FY 2019 Revenue

- State Appropriations
- Student Tuition & Fees
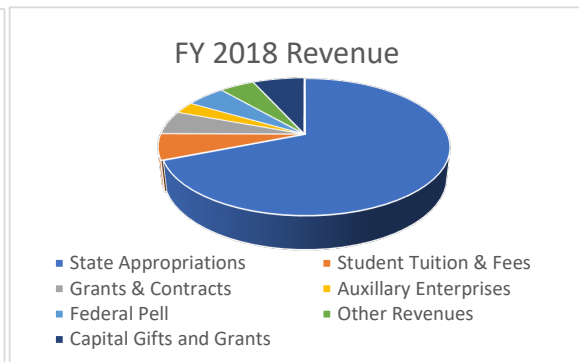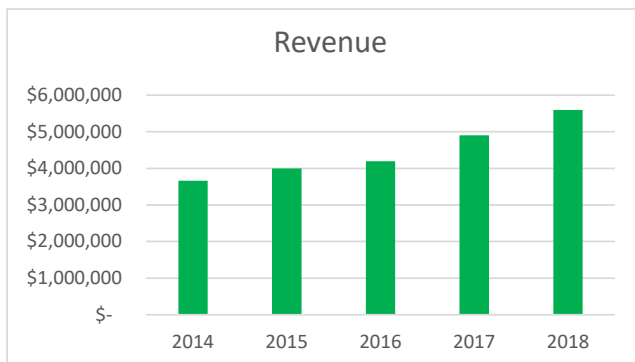- Grants & Contracts
- Auxillary Enterprises
- Federal Pell
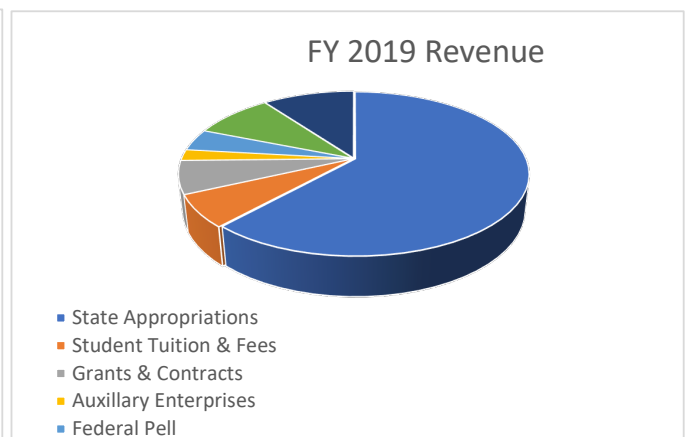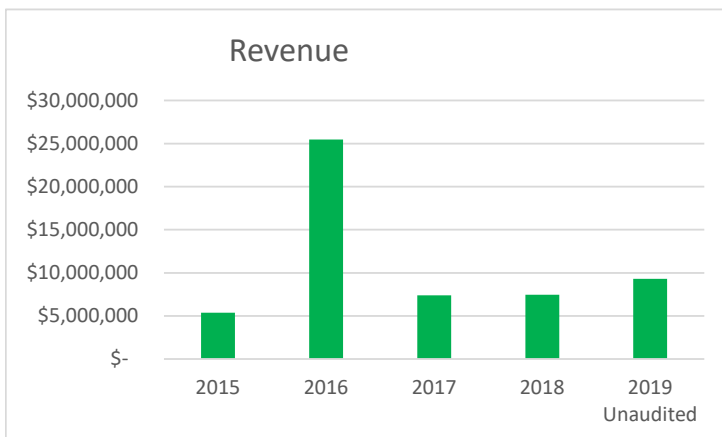
* Southwest Tech Foundation is a component unit of the college and its assets are included in the college's financial statements. Cash of $681,765 is included in the FY 2019 financial presentation above.

Tooele Technical College

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

Current Assets

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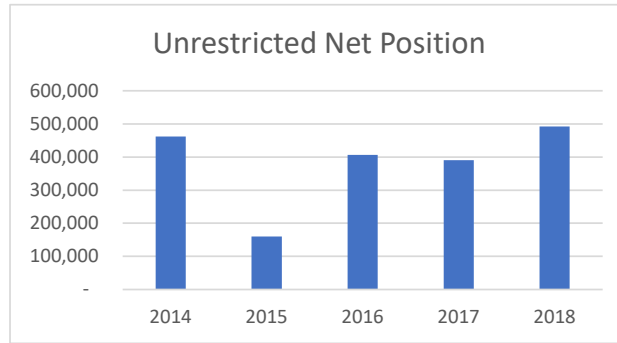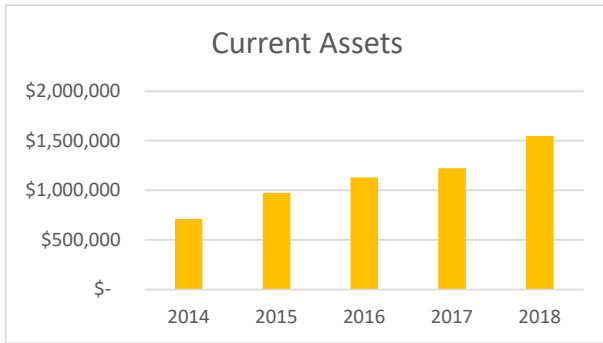
Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 2,602,100	$ 3,002,500	$ 3,065,100	$ 3,378,400	$ 3,859,000
Student Tuition & Fees	268,709	293,958	325,404	337,547	341,830
Grants & Contracts	247,907	322,860	463,395	497,332	309,405
Auxillary Enterprises	81,647	57,327	138,200	140,796	153,463
Federal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

Revenue

FY 2018 Revenue

- State Appropriations
- Student Tuition & Fees
- Grants & Contracts
- Auxillary Enterprises
- Federal Pell
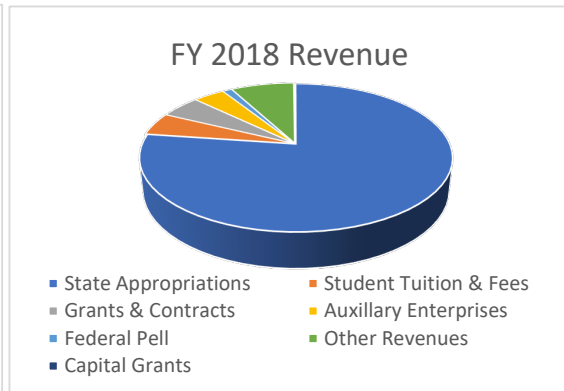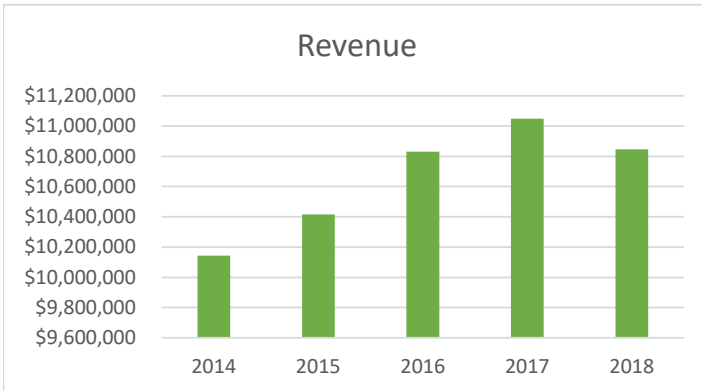- Other Revenues
- Capital Gifts and Grants

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

Uintah Basin Technical College

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

Current Assets

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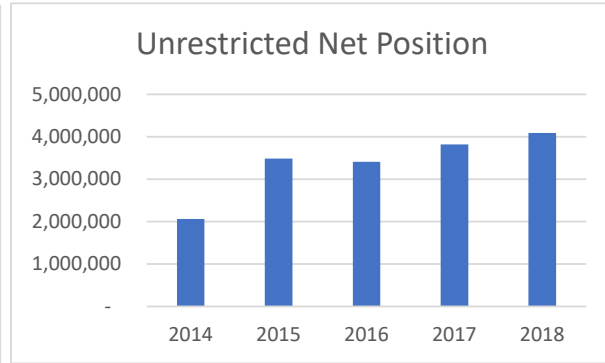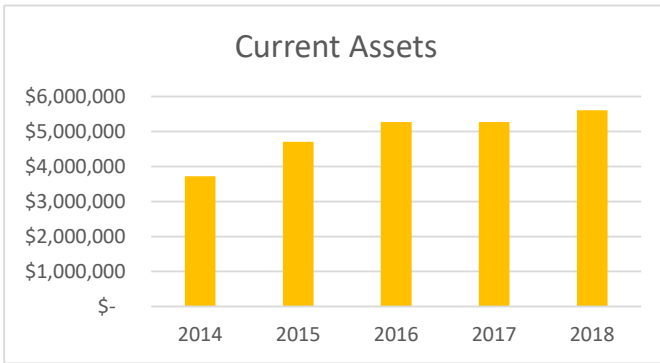
Revenues	2014	2015	2016	2017	2018
State Appropriations	$ 5,839,900	$ 6,377,100	$ 7,084,403	$ 7,601,351	$ 8,375,128
Student Tuition & Fees	1,732,687	1,395,001	555,035	618,385	537,775
Grants & Contracts	875,465	1,017,300	603,305	771,907	538,379
Auxillary Enterprises	580,414	293,267	449,051	575,972	417,233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

Revenue

FY 2018 Revenue

■ State Appropriations ■ Student Tuition & Fees
■ Grants & Contracts ■ Auxillary Enterprises
■ Federal Pell ■ Other Revenues
■ Capital Grants

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

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES
17 May 2018

ITEM: O

TOPIC: Programs Approved

BACKGROUND

The USTC Board of Trustees, as provided in USTC Policy 200.5.2.3, directs and authorizes the Commissioner of Technical Education to approve college programs that are 900 hours or longer or are seeking federal financial aid eligibility, and substantive changes thereto, if the Commissioner concurs that the proposals meet the agreed-upon USTC criteria established by the Board in Policy 200.6. The Commissioner's approval is considered final, and program documentation is to be submitted to the Board in its next regularly scheduled meeting as an information item.

Accordingly, the Commissioner's Office has reviewed requests for approval of the following certificate programs and concurred that the proposals satisfy the agreed-upon criteria, and Commissioner Woolstenhulme has approved the programs.

College	Program Title	Length (hours)	Approval Date
Davis	Master Esthetician (substantive change) *Previously "Advanced Esthetician".*	600 (was 1,200)	3/8/2018
Southwest	Software Development (new program)	630	3/29/2018
	Software Development Specialist (new program)	945	3/29/2018
	Web Basics (new program)	630	3/29/2018
	Web Design Specialist (new program)	930	3/29/2018
	Web Development Specialist (new program)	930	3/29/2018

Documentation for the approved programs is attached for the information of the Board.

RECOMMENDATIONS
None - information only.

Attachments: Program descriptions and outlines for the programs approved

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

PROGRAM INFORMATION

College: Davis Technical College

Program Title: Advanced Esthetician

Current Program Length: 1,200 hours   **Proposed Program Length**: 600 hours

Program CIP Code: 120409

Approvals

- **Campus Instructional Officer**: February 1, 2018

- **Campus Board of Directors**: February 22, 2018

- **USTC Commissioner**: Pending

Description
Davis Technical College offers COE approved Esthetician and Advanced Esthetician programs. The Esthetician program has been offered as both a stand-alone and embedded program (within Advanced Esthetician as an exit point). This program design enabled students without prior education or credentials to enroll in the program that best aligned with their training objective. Graduates from both programs are qualified for industry licensure through the Utah Division of Professional Licensing as an Esthetician and/or Master Esthetician.

In response to a request to discontinue the use of exit points, approval is requested to reduce the length of Advanced Esthetician by 600 hours. This change does not impact existing program descriptions, courses, or course objectives. The only change to the program will be a 600-hour prerequisite in which an enrollee must be an Esthetician program graduates or possess a current Utah Esthetician license. The program will remain financial aid eligible and there will be no impact to our ability to meet industry demand for qualified estheticians.

It should be noted the college is also requesting approval from COE to rename the program "Master Esthetician" to align with the licensure naming convention used by the Utah Division of Professional Licensing.

UTAH SYSTEM OF TECHNICAL COLLEGES

PROGRAM AND PROGRAM CHANGE APPROVAL TEMPLATE
(8/18/2017)

INSTRUCTIONS/SUGGESTIONS

1. Use the following template as a guide to preparing and compiling documentation for college instructional officer, college board of directors, and USTC Commissioner approval of all certificate programs and changes to programs. Replace or type in information as applicable. Where existing documents clearly provide the needed information, simply attach the document (marking the relevant information if needed), and refer to it in the template.

2. The completed template and its attachments may be submitted to your college board of directors as the document for their approval, and then to the Office of the Commissioner.

3. Submit the proposal to the USTC Commissioner for final approval and/or inclusion in the USTC inventory by emailing the completed template and associated documents to Jared Haines, jhaines@ucat.edu.

PROGRAM INFORMATION

College: Southwest Technical College

Program Title: Software Development
(Exactly as it will appear in COE records and campus catalog; must reflect nature of program; see Policy 200.6.10)

Program Length: 630
(Expected completion time; see Policy 200.6.9)

Program CIP Code: 11.0201
(select from current UCAT Data Dictionary; if none are applicable, propose a new one from http://nces.ed.gov/ipeds/cip2010)

Approvals:
See Policy 200.7.4. Possible wording for recommending college board of directors approval motion: "It is recommended that the Board approve the program, with attestation that it fully satisfies the mission, non-duplication, employer-driven, and campus resource criteria specified in UCAT Policy 200.6."
(For each approval level, indicate the date approved, or indicate "pending", or "NA" (not applicable). Attach minutes, board memo, or other documentation of each required approval.)

- **College Instructional Officer** (date): November 14, 2017
  (preliminary approval for all programs and substantive changes to programs; final approval for stand-alone courses and non-substantive changes to programs)

- **College Board of Directors** (date): November 14, 2017
  (approval for all programs and substantive changes to programs: preliminary for financial-aid-eligible programs, final for non-financial-aid-eligible)

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

Program Description:

Software Development is the process of computer programming, documenting, testing, and debugging involved in creating and maintaining. This program places emphases on design theory, version control management, and in-depth learning of programming ideas and applications. In this program, we will go into detail in one high level programming language to prepare one for an entry level computer programming position.

Certificate Titles and Lengths:

See attached training plan.

Program Outline:

See attached training plan.

Course Descriptions:

See attached course descriptions.

PROGRAM JUSTIFICATION & EMPLOYER SUPPORT

Market Demand/Need: See attached OAC meeting minutes

(Policy 200.6.6 and 200.6.8. Describe and/or refer to attachments such as employer committee or college board minutes which clearly describe a documented need by one or more Utah employers for new trained workers or for upgraded employee skills, showing that the need is sufficient to merit the resources required from this college. CPLs for related programs or indications from regional employers for specific jobs from the proposed program might be suitable indicators. For program changes, including documentation or description of CPLs and/or CPL improvement plans might be sufficient. Indicate what the capacity and expected enrollment for the program will be and how it will be provided. Provide any additional explanation or clarification needed here.)

Program Duplication (also Pathways/Articulation):

This program does not represent any significant duplication in our service region. Much of the proposed outline and offerings were a result of a meeting with our regional university (SUU) and secondary partners in effort to more easily articulate between entities.

Employer Advisory Committee: See attached OAC meeting minutes

(Policy 200.6.7. Attach minutes of employer committee meeting(s) in which the program was reviewed, to include roster of all present and absent committee members and their companies, and clear indication that they have ensured the three elements indicated in the policy are provided in the program or program changes. If formal development of employer committee is pending program approval, describe which employers have indicated they will support a committee, and how the three elements indicated in the policy have been determined.)

Curriculum Evaluation   Software Development

Certificate - CER (Catalog Year: 2019, Required Hours: 630)

Core (630 hours required)

Software Development (630 hours required)		Hours	Modules	Prerequisite Course Number(s)
SWATC 1000	Student Success	30.00	6	
CSCI 1160	Computer Science Fundamentals	90.00	0	
WKSK 1405	Work Place Relations	30.00	2	
SWDM 1031	Intro to Design Principles	30.00	0	
SWDM 1012	Introduction to Media Design	60.00	4	
CSCI 1100	Version Control Management	30.00	0	
CSCI 1105	Introduction to Programming	90.00	0	
CSCI 1110	Object Oriented Programming	90.00	0	
CSCI 1115	Algorithms and Data Structures	90.00	0	
ITEC 2905	Capstone Project	90.00	6	

UTAH SYSTEM OF TECHNICAL COLLEGES

PROGRAM AND PROGRAM CHANGE APPROVAL TEMPLATE
(8/18/2017)

INSTRUCTIONS/SUGGESTIONS

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PROGRAM INFORMATION

College: Southwest Technical College

Program Title: Software Development Specialist
(Exactly as it will appear in COE records and campus catalog; must reflect nature of program; see Policy 200.6.10)

Program Length: 945
(Expected completion time; see Policy 200.6.9)

Program CIP Code: 11.0201
(select from current UCAT Data Dictionary; if none are applicable, propose a new one from http://nces.ed.gov/ipeds/cip2010)

Approvals:
See Policy 200.7.4. Possible wording for recommending college board of directors approval motion: "It is recommended that the Board approve the program, with attestation that it fully satisfies the mission, non-duplication, employer-driven, and campus resource criteria specified in UCAT Policy 200.6."
(For each approval level, indicate the date approved, or indicate "pending", or "NA" (not applicable). Attach minutes, board memo, or other documentation of each required approval.)

- **College Instructional Officer** (date): November 14, 2017
  (preliminary approval for all programs and substantive changes to programs; final approval for stand-alone courses and non-substantive changes to programs)

- **College Board of Directors** (date): November 14, 2017
  (approval for all programs and substantive changes to programs: preliminary for financial-aid-eligible programs, final for non-financial-aid-eligible)

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

Program Description:
Software Development is the process of computer programming, documenting, testing, and debugging involved in creating and maintaining applications. This program begins with design theory, version control management, and in-depth learning of programming ideas and applications. To start, the courses will go into detail in one high level programming language. Once an understanding of computer programming is shown, the student can then pursue their personal interests through the completion of three electives.

Certificate Titles and Lengths:
See attached training plan.

Program Outline:
See attached training plan.

Course Descriptions:
See attached course descriptions.

PROGRAM JUSTIFICATION & EMPLOYER SUPPORT

Market Demand/Need: See attached OAC meeting minutes
(Policy 200.6.6 and 200.6.8. Describe and/or refer to attachments such as employer committee or college board minutes which clearly describe a documented need by one or more Utah employers for new trained workers or for upgraded employee skills, showing that the need is sufficient to merit the resources required from this college. CPLs for related programs or indications from regional employers for specific jobs from the proposed program might be suitable indicators. For program changes, including documentation or description of CPLs and/or CPL improvement plans might be sufficient. Indicate what the capacity and expected enrollment for the program will be and how it will be provided. Provide any additional explanation or clarification needed here.)

Program Duplication (also Pathways/Articulation):
This program does not represent any significant duplication in our service region. Much of the proposed outline and offerings were a result of a meeting with our regional university (SUU) and secondary partners in effort to more easily articulate between entities.

Employer Advisory Committee: See attached OAC meeting minutes
(Policy 200.6.7. Attach minutes of employer committee meeting(s) in which the program was reviewed, to include roster of all present and absent committee members and their companies, and clear indication that they have ensured the three elements indicated in the policy are provided in the program or program changes. If formal development of employer committee is pending program approval, describe which employers have indicated they will support a committee, and how the three elements indicated in the policy have been determined.)

Curriculum Evaluation				Software Development Specialist

SWATC Certificate of Completion - C1Y (Catalog Year: 2019, Required Hours: 945)

Core (630 hours required)

Software Development (630 hours required)		Hours	Modules	Prerequisite Course Number(s)
SWATC 1000	Student Success	30.00	6	
CSCI 1160	Computer Science Fundamentals	90.00	0	
WKSK 1405	Work Place Relations	30.00	2	
SWDM 1031	Intro to Design Principles	30.00	0	
SWDM 1012	Introduction to Media Design	60.00	4	
CSCI 1100	Version Control Management	30.00	0	
CSCI 1105	Introduction to Programming	90.00	0	
CSCI 1110	Object Oriented Programming	90.00	0	
CSCI 1115	Algorithms and Data Structures	90.00	0	
ITEC 2905	Capstone Project	90.00	6	

Specialization (315 hours required)

Choose 3 courses.

Software Development Specialist (315 hours required)		Hours	Modules	Prerequisite Course Number(s)
CSCI 1120	Android App Development	105.00	0	
CSCI 1125	IOS App Development	105.00	0	
CSCI 1130	Graphics Programming	105.00	0	
ITEC 3001	Python Programming	105.00	7	
CSCI 1135	Autonomous Programming	105.00	0	
CSCI 1140	JavaScript	105.00	0	

UTAH SYSTEM OF TECHNICAL COLLEGES

PROGRAM AND PROGRAM CHANGE APPROVAL TEMPLATE
(8/18/2017)

INSTRUCTIONS/SUGGESTIONS

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PROGRAM INFORMATION

College: Southwest Technical College

Program Title: Web Basics
(Exactly as it will appear in COE records and campus catalog; must reflect nature of program; see Policy 200.6.10)

Program Length: 630
(Expected completion time; see Policy 200.6.9)

Program CIP Code: 11.0801
(select from current UCAT Data Dictionary; if none are applicable, propose a new one from http://nces.ed.gov/ipeds/cip2010)

Approvals:
See Policy 200.7.4. Possible wording for recommending college board of directors approval motion: "It is recommended that the Board approve the program, with attestation that it fully satisfies the mission, non-duplication, employer-driven, and campus resource criteria specified in UCAT Policy 200.6."
(For each approval level, indicate the date approved, or indicate "pending", or "NA" (not applicable). Attach minutes, board memo, or other documentation of each required approval.)

- **College Instructional Officer** (date): November 14, 2017
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- **College Board of Directors** (date): November 14, 2017
  (approval for all programs and substantive changes to programs: preliminary for financial-aid-eligible programs, final for non-financial-aid-eligible)

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

Program Description:
The Web Basics program provides the student a solid general introduction to web design and development perfect for a starting position working on designing or producing websites. Web skills are increasingly in-demand, and these courses will help the student develop critical skills in basic web design, media principles, programming, as well as soft skills in the work place. Critiquing challenges will be introduced into a variety of courses to hone overall design skills. When Web Basics students have met a minimum requirement, a Chromebook will be available as part of their program. The cost of the notebook computer is included as a "tool" in the Cost of Attendance estimates.

Certificate Titles and Lengths:
See attached training plan.

Program Outline:
See attached training plan.

Course Descriptions:
See attached course descriptions.

PROGRAM JUSTIFICATION & EMPLOYER SUPPORT

Market Demand/Need:
Two OAC committees suggested a combination of Computer Science Web Development and the Web Design emphasis in Digital Media. This program provides a solid foundation in both design and development. See attached OAC meeting minutes
(Policy 200.6.6 and 200.6.8. Describe and/or refer to attachments such as employer committee or college board minutes which clearly describe a documented need by one or more Utah employers for new trained workers or for upgraded employee skills, showing that the need is sufficient to merit the resources required from this college. CPLs for related programs or indications from regional employers for specific jobs from the proposed program might be suitable indicators. For program changes, including documentation or description of CPLs and/or CPL improvement plans might be sufficient. Indicate what the capacity and expected enrollment for the program will be and how it will be provided. Provide any additional explanation or clarification needed here.)

Program Duplication (also Pathways/Articulation):
This program does not represent any significant duplication in our service region.

Employer Advisory Committee: See attached OAC meeting minutes
(Policy 200.6.7. Attach minutes of employer committee meeting(s) in which the program was reviewed, to include roster of all present and absent committee members and their companies, and clear indication that they have ensured the three elements indicated in the policy are provided in the program or program changes. If formal development of employer committee is pending program approval, describe which employers have indicated they will support a committee, and how the three elements indicated in the policy have been determined.)

Curriculum Evaluation — Web Basics

Certificate - CER (Catalog Year: 2019, Required Hours: 630)

Core (630 hours required)

Web Basics (630 hours required)		Hours	Modules	Prerequisite Course Number(s)
SWATC 1000	Student Success	30.00	6	
CSCI 1160	Computer Science Fundamentals	90.00	0	
SWDM 1031	Intro to Design Principles	30.00	0	
SWDM 1012	Introduction to Media Design	60.00	4	
WKSK 1405	Work Place Relations	30.00	2	
WKSK 1500	Job Seeking Skills	30.00	2	
SWDM 1028	e-Portfolio	30.00	2	
CSCI 1100	Version Control Management	30.00	0	
ITEC 2915	HTML and CSS	120.00	8	
ITEC 2122	SEO Basics	30.00	2	
ITEC 2838	Javascript	90.00	6	
CSCI 1150	Introduction to Frameworks	30.00	0	
CSCI 1155	Introduction to Cloud Services	30.00	0	

UTAH SYSTEM OF TECHNICAL COLLEGES

PROGRAM AND PROGRAM CHANGE APPROVAL TEMPLATE
(8/18/2017)

INSTRUCTIONS/SUGGESTIONS

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3. Submit the proposal to the USTC Commissioner for final approval and/or inclusion in the USTC inventory by emailing the completed template and associated documents to Jared Haines, jhaines@ucat.edu.

PROGRAM INFORMATION

College: Southwest Technical College

Program Title: Web Design Specialist
(Exactly as it will appear in COE records and campus catalog; must reflect nature of program; see Policy 200.6.10)

Program Length: 930
(Expected completion time; see Policy 200.6.9)

Program CIP Code: 11.0801
(select from current UCAT Data Dictionary; if none are applicable, propose a new one from http://nces.ed.gov/ipeds/cip2010)

Approvals:
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- **College Board of Directors** (date): November 14, 2017
  (approval for all programs and substantive changes to programs: preliminary for financial-aid-eligible programs, final for non-financial-aid-eligible)

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

Program Description:
The Web Design Specialist courses provide more in-depth instruction in the design elements required when designing and creating websites, including Photoshop, Illustrator, and InDesign, as well as skills in producing video content. Using skills from the Web Basics core, combined with the skills from the Web Design Specialist program, students will develop a well-rounded group of skills helpful in building attractive and user-friendly websites to communicate business, personal, or educational information, as well as determining the necessary elements for a web site to function well while maintaining its aesthetic quality.

Certificate Titles and Lengths:
See attached training plan.

Program Outline:
See attached training plan.

Course Descriptions:
See attached course descriptions.

PROGRAM JUSTIFICATION & EMPLOYER SUPPORT

Market Demand/Need:
Two OAC committees suggested a combination of Computer Science Web Development and the Web Design emphasis in Digital Media. This program builds on a solid foundation in both design and development and provides for advance training in web design. See attached OAC meeting minutes
(Policy 200.6.6 and 200.6.8. Describe and/or refer to attachments such as employer committee or college board minutes which clearly describe a documented need by one or more Utah employers for new trained workers or for upgraded employee skills, showing that the need is sufficient to merit the resources required from this college. CPLs for related programs or indications from regional employers for specific jobs from the proposed program might be suitable indicators. For program changes, including documentation or description of CPLs and/or CPL improvement plans might be sufficient. Indicate what the capacity and expected enrollment for the program will be and how it will be provided. Provide any additional explanation or clarification needed here.)

Program Duplication (also Pathways/Articulation):
This program does not represent any significant duplication in our service region.

Employer Advisory Committee: See attached OAC meeting minutes
(Policy 200.6.7. Attach minutes of employer committee meeting(s) in which the program was reviewed, to include roster of all present and absent committee members and their companies, and clear indication that they have ensured the three elements indicated in the policy are provided in the program or program changes. If formal development of employer committee is pending program approval, describe which employers have indicated they will support a committee, and how the three elements indicated in the policy have been determined.)

Curriculum Evaluation				**Web Design Specialist**

SWATC Certificate of Completion - C1Y (Catalog Year: 2019, Required Hours: 930)

Core (630 hours required)

Web Basics (630 hours required)		Hours	Modules	Prerequisite Course Number(s)
SWATC 1000	Student Success	30.00	6	
CSCI 1160	Computer Science Fundamentals	90.00	0	
SWDM 1031	Intro to Design Principles	30.00	0	
SWDM 1012	Introduction to Media Design	60.00	4	
WKSK 1405	Work Place Relations	30.00	2	
WKSKA 1500	Job Seeking Skills	30.00	6	
SWDM 1028	e-Portfolio	30.00	2	
CSCI 1100	Version Control Management	30.00	0	
ITEC 2915	HTML and CSS	120.00	8	
ITEC 2122	SEO Basics	30.00	2	
ITEC 2838	Javascript	90.00	6	
CSCI 1150	Introduction to Frameworks	30.00	0	
CSCI 1155	Introduction to Cloud Services	30.00	0	

Specialization (300 hours required)

Web Design Specialist (300 hours required)		Hours	Modules	Prerequisite Course Number(s)
SWDM 1020	Digital Photography I	60.00	4	
SWDM 1022	Computer Illustration	60.00	4	
SWDM 1013	Graphic Design Applications	60.00	4	
SWDM 1023	Video Production	60.00	4	
SWDM 1029	Video Production II	60.00	4	SWDM 1023

UTAH SYSTEM OF TECHNICAL COLLEGES

PROGRAM AND PROGRAM CHANGE APPROVAL TEMPLATE
(8/18/2017)

INSTRUCTIONS/SUGGESTIONS

1. Use the following template as a guide to preparing and compiling documentation for college instructional officer, college board of directors, and USTC Commissioner approval of all certificate programs and changes to programs. Replace or type in information as applicable. Where existing documents clearly provide the needed information, simply attach the document (marking the relevant information if needed), and refer to it in the template.

2. The completed template and its attachments may be submitted to your college board of directors as the document for their approval, and then to the Office of the Commissioner.

3. Submit the proposal to the USTC Commissioner for final approval and/or inclusion in the USTC inventory by emailing the completed template and associated documents to Jared Haines, jhaines@ucat.edu.

PROGRAM INFORMATION

College: Southwest Technical College

Program Title: Web Development Specialist
(Exactly as it will appear in COE records and campus catalog; must reflect nature of program; see Policy 200.6.10)

Program Length: 930
(Expected completion time; see Policy 200.6.9)

Program CIP Code: 11.0801
(select from current UCAT Data Dictionary; if none are applicable, propose a new one from http://nces.ed.gov/ipeds/cip2010)

Approvals:
See Policy 200.7.4. Possible wording for recommending college board of directors approval motion: "It is recommended that the Board approve the program, with attestation that it fully satisfies the mission, non-duplication, employer-driven, and campus resource criteria specified in UCAT Policy 200.6."
(For each approval level, indicate the date approved, or indicate "pending", or "NA" (not applicable). Attach minutes, board memo, or other documentation of each required approval.)

- **College Instructional Officer** (date): November 14, 2017
  (preliminary approval for all programs and substantive changes to programs; final approval for stand-alone courses and non-substantive changes to programs)

- **College Board of Directors** (date): November 14, 2017
  (approval for all programs and substantive changes to programs: preliminary for financial-aid-eligible programs, final for non-financial-aid-eligible)

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

Program Description:

Certificate Titles and Lengths:
See attached training plan.

Program Outline:
See attached training plan.

Course Descriptions:
See attached course descriptions.

PROGRAM JUSTIFICATION & EMPLOYER SUPPORT

Market Demand/Need:
Two OAC committees suggested a combination of Computer Science Web Development and the Web Design emphasis in Digital Media. This program builds on a solid foundation in both design and development and provides for advance training in web development. See attached OAC meeting minutes
(Policy 200.6.6 and 200.6.8. Describe and/or refer to attachments such as employer committee or college board minutes which clearly describe a documented need by one or more Utah employers for new trained workers or for upgraded employee skills, showing that the need is sufficient to merit the resources required from this college. CPLs for related programs or indications from regional employers for specific jobs from the proposed program might be suitable indicators. For program changes, including documentation or description of CPLs and/or CPL improvement plans might be sufficient. Indicate what the capacity and expected enrollment for the program will be and how it will be provided. Provide any additional explanation or clarification needed here.)

Program Duplication (also Pathways/Articulation):
This program does not represent any significant duplication in our service region.

Employer Advisory Committee: See attached OAC meeting minutes
(Policy 200.6.7. Attach minutes of employer committee meeting(s) in which the program was reviewed, to include roster of all present and absent committee members and their companies, and clear indication that they have ensured the three elements indicated in the policy are provided in the program or program changes. If formal development of employer committee is pending program approval, describe which employers have indicated they will support a committee, and how the three elements indicated in the policy have been determined.)

Curriculum Evaluation			Web Development Specialist

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ITEC 2838	Javascript	90.00	6	
CSCI 1150	Introduction to Frameworks	30.00	0	
CSCI 1155	Introduction to Cloud Services	30.00	0	

Specialization (300 hours required)

Web Development Specialization (300 hours required)		Hours	Modules	Prerequisite Course Number(s)
ITEC 2925	PHP and MySQL	120.00	8	
CSCI 1165	Node.js	60.00	0	
CSCI 1170	MongoDB	30.00	0	
ITEC 2905	Capstone Project	90.00	6	

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES
17 May 2018

ITEM: P

TOPIC: USTC Top Priorities

<u>BACKGROUND</u>

In preparation for a new fiscal year, the Council of Presidents participated in a strategic planning exercise and identified eleven top priorities for the Utah System of Technical Colleges to focus on in FY-2019. The priorities will be presented and discussed with the Board in the meeting. With feedback from trustees, the Commissioner and Council of Presidents will further develop the priorities, identifying benchmarks and strategies for each, for Board consideration and approval in its September meeting.

USTC TOP PRIORITIES FOR FY-2018 (as identified by the Council of Presidents)

1. Alignment of programs within the system.
2. Consider instructional models: course-based, program-based, open-entry/ open-exit, etc.
3. Educational program currency (competency, clock-hour, credit, etc.).
4. Faculty development.
5. Data usage– make it available to the colleges daily.
6. Strengthen policy development, best practices, application.
7. Recruitment, compensation, retention, sustainable compensation systems.
8. Facilities: Space utilization, O & M, improvements, etc.
9. Use Year of Technical Education to springboard changed perceptions of technical education.
10. Strengthen business and industry relationships.
11. Strengthen collaboration with all state partners.

<u>RECOMMENDATIONS</u>
Information/Discussion

UTAH SYSTEM OF TECHNICAL COLLEGES

AGENDA ITEM

USTC BOARD OF TRUSTEES

May 17, 2018

ITEM: R

TOPIC: Commissioner's Office Budget Report

BACKGROUND

Per UCAT policy 555.4.5, *"A report detailing revenue and expenditures for all budget categories and an investment report reflecting cash and investment balances as of the month most recently ended shall be presented to the Board of Trustees in all regular meetings of the Board."* The attachments include a report detailing appropriated revenues and expenditures by category for the Office of the Commissioner for the current fiscal year through February 28, 2018 as well as the check register for September 2017 - February 2018.

Attachments:

Budget progress report

Check/Disbursement register

Cash & Investment Balances

Utah System of Technology Colleges
Office of the Commissioner
Office Budget FY 2018

Revenue	Budgeted	Year to Date	%
USTC Administration Ongoing Appropriation	1,950,500	1,950,500	100.0%
Equipment Appropriation	17,700	17,700	100.0%
Custom Fit Appropriation	3,959,200	3,959,200	100.0%
Perkins Leadership Fund for Professional Development	35,000	-	0.0%
College Support for Northstar	170,000	85,000	50.0%
SLDS Grant	165,000	-	0.0%
Custom Fit Flow Through to Colleges	(3,950,000)	(3,950,000)	100.0%
Admin Line Item to Colleges (Jobs Now)	(400,000)	(400,000)	100.0%
Total Budget for the Commissioner's Office	1,947,400	1,662,400	85.4%

Expenditures			
Salaries, Payroll Tax & Benefits	1,562,760	1,299,435	83.2%
Building Occupancy Costs	141,000	79,225	56.2%
Professional Development Conference	35,000	-	0.0%
Equipment Purchases	17,700	7,508	42.4%
Employee Travel	20,000	22,799	114.0%
Board of Trustees Expense	25,000	8,659	34.6%
Staff & System Meetings	14,500	8,113	56.0%
Public Relations/Marketing	30,000	24,674	82.2%
Automobile Expenses	20,000	5,536	27.7%
Supplies & Misc. Expenses	45,240	49,508	109.4%
IT Support & Upgrades	14,000	12,883	92.0%
Memberships	22,200	26,165	117.9%
Total Expenditures	1,947,400	1,544,505	79.3%

Utah System of Technical Colleges
Check Register
March through April 2018

Type	Date	Num	Name	Amount
Bill Pmt -Check	03/05/2018	11474	ABM	-420.00
Bill Pmt -Check	03/05/2018	11475	BH Development, LC	-763.00
Bill Pmt -Check	03/05/2018	11476	Bridgerland Tech	-7,200.00
Bill Pmt -Check	03/05/2018	11477	Cushman Wakefield	-86,286.82
Bill Pmt -Check	03/05/2018	11478	Davis Tech	-750.00
Bill Pmt -Check	03/05/2018	11479	Education Commission of the States	-8,462.50
Bill Pmt -Check	03/05/2018	11480	Hayes Construction	-5,745.00
Bill Pmt -Check	03/05/2018	11481	Henrikson Butler	-79.54
Bill Pmt -Check	03/05/2018	11482	Ogden-Weber Tech	-400.00
Bill Pmt -Check	03/05/2018	11483	Ricoh	-285.00
Bill Pmt -Check	03/05/2018	11484	Southwest Tech	-700.00
Bill Pmt -Check	03/05/2018	11485	UETN	-185,538.11
Bill Pmt -Check	03/05/2018	11486	UWHEN	-1,000.00
Bill Pmt -Check	03/29/2018	11487	Americom	-3,248.22
Bill Pmt -Check	03/29/2018	11488	Cushman Wakefield	-9,143.00
Bill Pmt -Check	03/29/2018	11489	Fuelman	-142.32
Bill Pmt -Check	03/29/2018	11490	Hayes Construction	-6,520.13
Bill Pmt -Check	03/29/2018	11491	Jive Communications, Inc	-386.15
Bill Pmt -Check	03/29/2018	11492	Moreton & Company	-1,180.93
Bill Pmt -Check	03/30/2018	11493	ABM	-420.00
Bill Pmt -Check	03/30/2018	11494	Hayes Construction	-346.00
Bill Pmt -Check	04/27/2018	11495	Bridgerland Tech	-139,000.00
Bill Pmt -Check	04/27/2018	11496	Davis Tech	-139,000.00
Bill Pmt -Check	04/27/2018	11497	Dixie Tech	-97,957.50
Bill Pmt -Check	04/27/2018	11498	Jared Haines	-260.14
Bill Pmt -Check	04/27/2018	11499	Mount Olympus	-73.94
Bill Pmt -Check	04/27/2018	11500	Mountainland Tech	-900,720.75
Bill Pmt -Check	04/27/2018	11501	Ogden-Weber Tech	-139,000.00
Bill Pmt -Check	04/27/2018	11502	Snow College	-68,750.00
Bill Pmt -Check	04/27/2018	11503	Southwest Tech	-96,250.00
Bill Pmt -Check	04/27/2018	11504	Tooele Tech	-91,250.00
Bill Pmt -Check	04/27/2018	11505	Uintah Basin Tech	-116,500.00
Bill Pmt -Check	04/27/2018	11506	USU Eastern	-62,500.00

Utah System of Technical Colleges

Office of the Commissioner
Fiscal Year 2018 Office Budget

CASH AND INVESTMENTS
as of
April 30, 2018

Name of Bank	Type of account	Rate %	Dollar Amount
Utah PTIF	Savings	1.478	$ 658,249.00
Wells Fargo	Checking	0.010	$ 2,164,469.86

Each year, Utah schools receive **$1.2 billion less** because of changes to Utah's tax code over the last 20 years.

Source: *Utah Foundation, "Getting By With Less"* (2016)

OUR SCHOOLS NOW!

Less than 50 percent of Utah students are proficient in Math, Science, and English.

OUR SCHOOLS NOW!

Investment Improves Achievement

- **The Roy Cone Program** has increased high school graduation rates by **19 percent.**

- **Peer Assistance and Review (PAR)** decreased teacher turnover by **19 percent.**

- Children who attend high-quality preschool are **2 times as likely** to be ready for kindergarten.

OUR SCHOOLS NOW!

Campaign Leadership

Co-Chairs: Gail Miller, Owner, Larry H. Miller Group of Companies
Scott Anderson, President & CEO, Zions Bank
Ron Jibson, Retired Chairman & CEO, Questar

And 70 other Utah business, community, and education leaders, including:

- Lane Beattie, President & CEO, Salt Lake Chamber
- Wilford Clyde, President, Clyde Companies
- Elaine Dalton, Former General Young Women President, LDS Church
- A. Marc Harrison, Chairman & CEO, Intermountain Health Care

OUR SCHOOLS NOW!

2018 Legislative Session

Agreement between Our Schools Now, Gov. Herbert and the Utah State Legislature to increase per-student spending by $845 by 2023.

- Creation of the Teacher and Student Success Account
- 10 Cent Gas Tax (ballot question)
- Property Tax Adjustments
- Commitment to fund future inflation and growth

OUR SCHOOLS NOW!

Investment Sources: Gas Tax

- **10 cents per gallon** gas tax increase to generate $180 million in new revenue
  - 70 percent to education ($126m)
  - 30 percent to local streets and roads ($54m)

- Increasing the gas tax will increase transportation funding, guaranteeing more money for education.

OUR SCHOOLS NOW!

K-12

In total, public K-12 schools would receive an additional **$101 million in 2020**

OUR SCHOOLS NOW!

Citizen Investment

An average Utahn would pay an additional $48 per year in gas taxes – less than $1 per week.

Source: Legislative Fiscal Analyst

OUR SCHOOLS NOW!

Coalition Partners

- **Governor Herbert**
- **Key Legislators**
- **Salt Lake Chamber**
- **EDCUtah**
- **Utah School Superintendents**
- **Utah Education Association**
- **Utah Elementary & Secondary School Principals**
- **United Way of Salt Lake**
- **Utah League of Cities and Towns**

OUR SCHOOLS NOW!

How It Works: K-12

- **Investment:** Funding is allocated to public and higher education on a per-student basis

- **Local Control:** Each school will create a Teacher and Student Success Plan within a district framework

- **Accountability:** Funding must be invested in the classroom – not towards construction or district overhead costs

- **Transparency:** All school plans, uses of funding and school improvement goals will be posted on school websites

OUR SCHOOLS NOW!

Local Control of Funds

Schools could choose to invest in some of the following ways:

- **Teacher salaries;**
- **Class size reduction;**
- **Professional development;**
- **Technology or software;**
- **Before, after and summer school programs;**
- **Community support programs;**
- **Additional educators and school support staff;**
- **Early childhood education;**

- **Or any other classroom purpose designed to improve student achievement and approved by the locally elected board.**

OUR SCHOOLS NOW!

How It Works: Higher Ed

Performance Funding: Funding to USHE and UTECH would be managed as performance funding (SB 117 – 2017).

OUR SCHOOLS NOW!

Question #1– November 6

To provide additional funding for public education and local roads, should the state increase the state motor and special fuel tax rates by an equivalent of 10 cents per gallon?

Stay Connected!

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Facebook: @ourschoolsnow
Twitter: @ourschoolsnow
Website: ourschoolsnow.com

OUR SCHOOLS NOW!

OURSCHOOLSNOW.COM

OUR SCHOOLS NOW!

OUR KIDS' FUTURE