



# UCAT CERTIFICATES AWARDED & PROGRAM LENGTH, FY 2013 – FY 2015

HIGHER EDUCATION APPROPRIATIONS SUBCOMMITTEE  
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ISSUE BRIEF

## **SUMMARY**

This issue brief shows the percent of certificates awarded by program length at each of the eight applied technology colleges between FY 2013 and FY 2015. Trend lines suggest a general trend of increases in program certificates awarded in programs shorter in length and decreases in program certificates awarded in longer programs over time. To further assess the relationship between program certificates awarded and program length over time, future analyses should be extended to include data from before FY 2013.

## **DISCUSSION AND ANALYSIS**

The following figures provide a three-year history of the percent of certificates awarded by program length. Each figure represents an individual applied technology college (ATC) and the percent of program certificates awarded categorized by length of the program. There are three categories of program length: 0 to 500 hours, 501 to 1,000 hours, and 1,001 or more hours.

At all of the colleges except Ogden-Weber, the programs that are 0 to 500 hours in length comprise the largest percentage of program certificates awarded from FY 2013 through FY 2015. For Ogden-Weber ATC the percent of program certificates awarded is fairly evenly divided among the three categories for FY 2013 and FY 2014. In FY 2015 for Ogden-Weber ATC, there is an increase in program certificates awarded in programs 501 to 1,000 hours in length from 33 percent to 50 percent while program certificates awarded in shorter (0 to 500 hours) and longer (1,001 or more hours) programs decreased.

A general trend for many of the colleges is an increase in program certificates awarded in programs shorter in length and a decrease in program certificates awarded for longer programs. This trend is illustrated in the Utah College of Applied Technology (UCAT) figure which shows an increase in program certificates for shorter programs (59 percent to 61 percent) and a decrease in program certificates for longer programs (17 percent to 14 percent). These changes are modest. However, there is variation across the colleges. For example, for Southwest ATC the trend for this time period is the reverse with the program certificates awarded in longer programs increasing and the certificates awarded in shorter programs decreasing from FY 2013 to FY 2015. These variations mute the effect in the total UCAT figure. In addition, the time period examined is relatively short. Data from before FY 2013 is needed to assess whether the observed general relationship between program certificates awarded and program length holds over time.





