Basic UCAT ‘Units of Measure’

Membership Hours – The number of hours a student is enrolled in a course or program

Student Headcount – The number of individual students enrolled in a course or program

Program Certificate – A credential received upon completing an accredited program

Occupational Skills Certificate – A credential received upon completing a non-accredited, campus board-approved training for documented employer need
<table>
<thead>
<tr>
<th>Campus</th>
<th>FY 2015 Membership Hours</th>
<th>FY 2015 Student Headcount</th>
<th>FY 2015 Accredited Prog. Certificates Awarded</th>
<th>FY 2015 Occ. Skills Certificates Awarded</th>
<th>FY 2015 Total Certificates Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>BATC</td>
<td>1,015,149</td>
<td>5,306</td>
<td>862</td>
<td>0</td>
<td>862</td>
</tr>
<tr>
<td>DATC</td>
<td>1,417,577</td>
<td>6,246</td>
<td>1,468</td>
<td>178</td>
<td>1,646</td>
</tr>
<tr>
<td>DXATC</td>
<td>357,141</td>
<td>7,644</td>
<td>631</td>
<td>139</td>
<td>770</td>
</tr>
<tr>
<td>MATC</td>
<td>996,955</td>
<td>4,184</td>
<td>2,182</td>
<td>427</td>
<td>2,609</td>
</tr>
<tr>
<td>OWATC</td>
<td>1,120,378</td>
<td>5,424</td>
<td>1,240</td>
<td>0</td>
<td>1,240</td>
</tr>
<tr>
<td>SWATC</td>
<td>223,927</td>
<td>1,508</td>
<td>211</td>
<td>0</td>
<td>211</td>
</tr>
<tr>
<td>TATC</td>
<td>137,052</td>
<td>641</td>
<td>206</td>
<td>13</td>
<td>219</td>
</tr>
<tr>
<td>UBATC</td>
<td>540,048</td>
<td>5,240</td>
<td>782</td>
<td>0</td>
<td>782</td>
</tr>
<tr>
<td><strong>UCAT Total</strong></td>
<td><strong>5,808,227</strong></td>
<td><strong>36,193</strong></td>
<td><strong>7,582</strong></td>
<td><strong>757</strong></td>
<td><strong>8,339</strong></td>
</tr>
</tbody>
</table>
## UCAT Enrollment Categories – FY 2015

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<thead>
<tr>
<th>Category</th>
<th>FY 2015 Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Seekers</td>
<td>3,351,615 Membership Hours, 11,510 Students, 73.77% Completion Rate (Program)</td>
</tr>
<tr>
<td>Occupational Upgraders</td>
<td>506,539 Membership Hours, 12,723 Students, 98.25% Completion Rate (Course)</td>
</tr>
<tr>
<td>Other Postsecondary</td>
<td>325,596 Membership Hours, 3,308 Students, 83.37% Completion Rate (Course)</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,624,477 Membership Hours, 8,652 Students, 91.31% Completion Rate (HS Credit)</td>
</tr>
<tr>
<td>Total/Composite</td>
<td>5,808,226 Membership Hours, 36,193 Students, 89.01% Completion Rate (Objective)</td>
</tr>
</tbody>
</table>

*FY 2015 Completion Rates per UCAT Policy 205*
## UCAT Enrollment Categories – FY 2015

<table>
<thead>
<tr>
<th>Category</th>
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<th>Students</th>
<th>Completion Rate</th>
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</tbody>
</table>

Legislative Audit Report 2015-11 suggests limiting completion rate reports to the four enrollment categories. UCAT will begin doing that, unless directed by the Legislature to report a composite completion rate.

*FY 2015 Completion Rates per UCAT Policy 205*
Enrollment Category: Certificate Seekers

- UCAT’s mainstay programs
- The enrollment category containing the most membership hours
- Accredited Programs
  - Meet Council on Occupational Education (COE) standards
  - Annual completion, placement, and licensure review
- Each program has an active employer advisory committee to oversee curriculum content and length.
- Examples:

  Certified Nurse Assistant (100 hours), Emergency Medical Technician (140 hours), Pharmacy Technician (600 hours), Meat Cutting (900 hours), Practical Nurse (930 hours), Welder (1,200 hours), Information Technology (1,200 hours), CNC/Machinist (1,250 hours), Auto Collision Repair (1,230 hours) Auto Technician (1,500 hours), Cosmetologist (1,600 hours)
Enrollment Category: Occupational Upgrade

• Currently the enrollment category with the largest student headcount.

• Students are already employed when they start their training.

• Programs are structured to meet the needs of employed individuals, updating their skills and helping them remain current or advance in the workplace.

• Examples:

  OSHA Forklift (16 hours), CPR/First Aid (8 hours)
  Industrial Safety (10 hours), FANUC Basic Robotics Programming (30 hours)
  Material Lamination (45 hours), Vehicle Safety Inspection (16 hours),
  Central Sterilization Technician (80 hours)
Enrollment Category: **Other Postsecondary**

- Postsecondary students who are not seeking certificates or upgrading current employment

- Examples:
  - Students needing additional academic support (math, language, computer lit. etc.)
  - Senior citizens not seeking a certificate or employment upgrade
  - Personal interest students not seeking a certificate or employment upgrade
  - Job re-entry students (upgrading a skill to re-enter the workforce)
  - Incarcerated students not enrolled in an accredited certificate program
Enrollment Category: Secondary (High School)

- High school students enroll at UCAT campuses for introductory and advanced training.
- High school students attend during the school day, early morning, evening, and summer.
- No tuition is charged to high school students, though fees may apply based on the program.
- Students are generally awarded high school credit by their school district or charter school.
- Examples:
  - Certified Nurse Assistant (100 hours), Emergency Medical Technician (140 hours), Pharmacy Technician (600 hours), Meat Cutting (900 hours), Practical Nurse (930 hours), Welder (1,200 hours), Information Technology (1,200 hours), CNC/Machinist (1,250 hours), Auto Collision Repair (1,230 hours) Auto Technician (1,500 hours), Cosmetologist (1,600 hours)
- Many UCAT secondary students earn certificates as adults (after HS graduation).
- Some UCAT secondary students earn certificates before HS graduation.
Recommendations made in Report 2015-11, A Performance Audit of CTE Completion and Job Placement Rates

**Recommendation 1:** We recommend that UCAT report completion rates consistent with the significance of the accomplishments. Consequently, program graduates should not be mixed with less significant course completions. Also, program graduates counted in the completion rates should comprise an amount of student hours consistent with other programs.

UCAT Administration and the eight campuses directed by the Board of Trustees to:

- Increase emphasis on reporting *specific* completion rates per UCAT Policy 205. UCAT will discontinue reporting composite completion rates unless specifically requested to do so by the Legislature or the Governor.

- Focus on achieving a high level of employer and student understanding of the significance of completions and, where applicable, certificate attainment with an emphasis on stackable credentials.
Recommendations made in Report 2015-11, A Performance Audit of CTE Completion and Job Placement Rates

**Recommendation 2:** We recommend that the UCAT Board of Trustees ensure that credentials awarded by UCAT campuses represent a significant accomplishment by students.

UCAT Administration directed by the Board of Trustees to:

- Complete an internal review of all UCAT courses and programs to assess the significance of the accomplishments made by students.

- Report the review to the Trustees in the September 2016 meeting when FY 2016 data is submitted for approval.
Recommendations made in Report 2015-11,  
A Performance Audit of CTE Completion and Job Placement Rates

**Recommendation 3:** We recommend that UCAT review its campuses’ placement data collection methods and make improvements to ensure independence and data validity.

UCAT Administration and the eight campuses directed by the Board of Trustees to:

- Develop a comprehensive UCAT placement policy (UCAT Policy 206) for approval in the June 2016 meeting to be used for assessing student placements beginning with FY 2017.

- Policy 206 should include guidance to the campuses to enhance the independence and data validity concerns expressed in the legislative audit.
Recommendations made in Report 2015-09, A Review of CTE Coordination and Program Duplication between Public Education and UCAT

**Recommendation 1:** We recommend that the State Board of Education and the UCAT Board of Trustees encourage the LEAs’ boards of education and the ATCs’ boards of directors to explore opportunities to increase secondary students’ utilization of ATCs by:

a. Having ATC instructors in the secondary school teaching programs that ATCs specialize in.

b. Aligning schedules where possible so that secondary students can better utilize the ATCs.

c. Providing distance learning to secondary students.

A number of examples began this past fall which address this recommendation:

- New AM STEM and PM STEM courses started recently at several campuses.
- Campuses have added ATC instructors to secondary school programs.
- Campuses have reset their schedules to better align with high school schedules.
- New distance learning opportunities have been implemented for the 2015-16 school year.
Recommendations made in Report 2015-09, 
A Review of CTE Coordination and 
Program Duplication between Public Education and UCAT

**Recommendation 2:** We recommend that the State Board of Education and the UCAT Board of Trustees develop policies for renewing articulation agreements.

UCAT agrees with the recommendation and has named a committee of the Board of Trustees to meet with a committee of the State Board of Education to develop these policies.
Recommendation 3: We recommend that the State Board of Education and the UCAT Board of Trustees create policies to ensure that secondary students receive credit for CTE classes taken in the evening or during the summer at ATCs.

UCAT agrees with the recommendation and has named a committee of the Board of Trustees to meet with a committee of the State Board of Education to develop these policies.

This problem has already been resolved by Tooele School District and Tooele Applied Technology College for classes taken in the evenings and during the summer.
Recommendation 4: We recommend that the State Board of Education and the UCAT Board of Trustees encourage the LEAs’ boards of education and the ATCs’ boards of directors to identify and review potential duplication and determine how to more effectively utilize available resources, particularly those available through ATCs.

UCAT agrees with the recommendation and has named a committee of the Board of Trustees to meet with a committee of the State Board of Education to develop these policies.