

## Student Completion Reporting

UCAT's eight regional campuses provide instruction to over 35,000 enrolled students annually. Students come to an ATC for a variety of reasons: some seek to earn certificates, some seek to earn high school credit, and an increasing number of students come to upgrade their skills. Such a diverse student body presents its challenges when gauging student and campus performance.

### Calculating Completion Rates

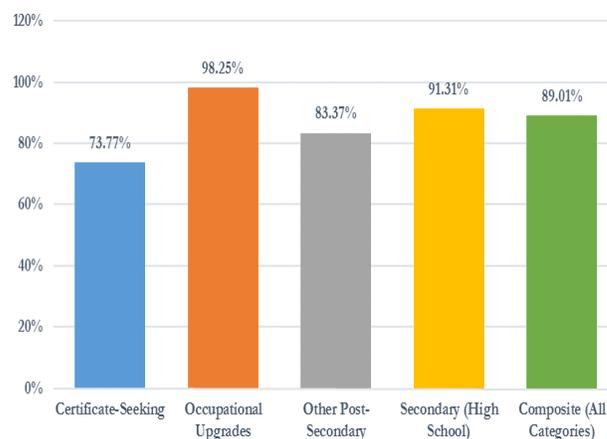
To account for its diversity, UCAT developed Policy 205 which divides students into four broad categories based upon their learning objectives, and measures the extent to which students achieve those objectives. Students are labeled as completers only if they meet the objectives for which they enrolled (see Table 1).

Table 1: Enrollment Categories

Percent of Students	Student Category	Objectives	Requirements for Completion	FY 2015 Completion Rate
32%	Certificate Seekers	Enroll to complete an accredited program certificate	<ul style="list-style-type: none"> <li>o Earn a Program Certificate (avg. 424 hours)</li> <li>o Early hire</li> </ul>	73.77%
35%	Occupational Upgrades	Enroll to upgrade job skills, increase job security, or receive training at the request of the employer	Completion of <b>one</b> full course (avg. 29 hours)	98.25%
24%	Secondary Students	Enroll to obtain CTE credits for high school graduation	Completion of sufficient competencies to qualify for high school credit (avg. 95 hours)	91.31%
9%	Other Post-secondary Students	<ul style="list-style-type: none"> <li>o Personal interest</li> <li>o Academic support</li> <li>o Incarcerated</li> <li>o Senior citizen</li> </ul>	Completion of <b>one</b> full course (avg. 49 hours)	83.37%

Each of UCAT's student categories has its own completion rate. UCAT has also reported a composite completion rate, intended to show the overall percentage of students achieving their enrollment objectives. Public and legislative reports have shown graphics similar to that found in UCAT's 2015 Annual Report,<sup>1</sup> displaying five completion rates: four for the various student categories and a composite rate (see Figure 1). A recent legislative audit suggests that reporting only a completion rate for each student category may be sufficient, and that reporting a composite rate of the four categories should not occur. UCAT has agreed to eliminate the composite category in future reporting unless it is specifically requested.

Figure 1: Student Completion Rates. Student Completion Rates by category as shown in the 2015 UCAT Annual Report



<sup>1</sup> UCAT Annual Report, <http://ucat.edu/wp-content/uploads/2013/07/UCAT-Annual-Report-FY15-Oct.pdf>

## Certificate Counts

Certificate programs at UCAT campuses require the mastery of identified competencies as defined by employer advisory committees. There are two kinds of UCAT certificates: Accredited Program Certificates and Occupational Skills Certificates.

### Accredited Program Certificates

UCAT offers more than 400 accredited program certificates that meet accreditation requirements established by the Council on Occupational Education (COE). UCAT awarded 7,582 accredited program certificates in 2015, a growth of 8.8% over the previous year (see Figure 2).

### Occupational Skills Certificates

Beginning in July 2014, UCAT began awarding Occupational Skills (OS) certificates, which were created to meet the *specific and documented* training needs of local employers. OS certificates are not accredited by COE, but they appear on students' transcripts and are counted toward Utah's 66% by 2020 goal, so long as they require more than 60 hours to complete.

Figure 2: Example Stackable Credentials Pathway

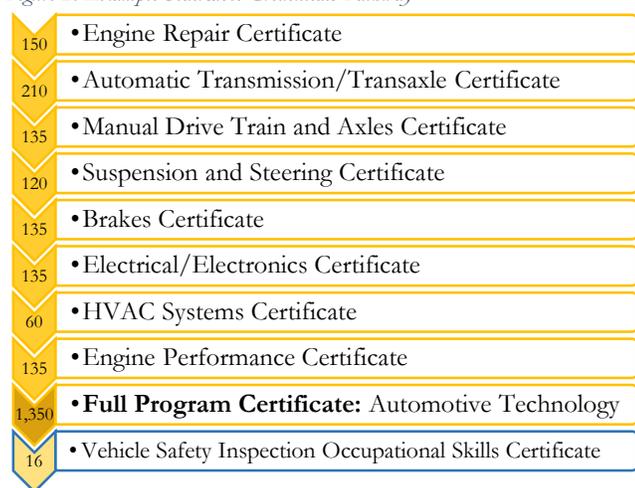
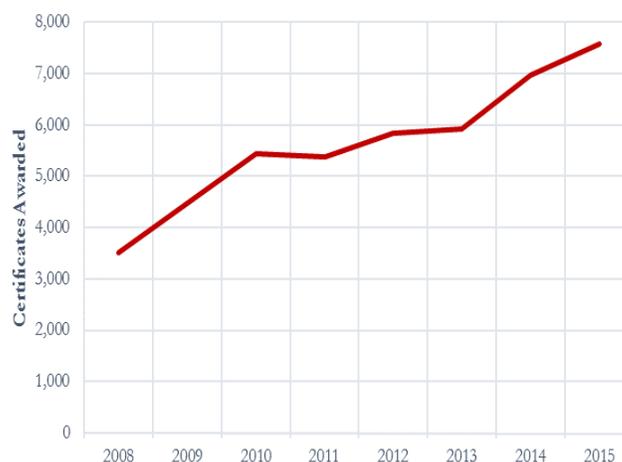


Figure 3: UCAT Accredited Program Certificate Growth, 2008-2015



## Length and Number of Certificates

Because of Utah's thriving economy, employers are consistently looking for fresh talent and are often unable to wait for students to complete a 900 or 1,200-hour program. Consequently, employer advisory committees, which determine the curricula and length of UCAT certificates, often add certificates within a full program which are "predefined subset[s] of a program... [that will] fully prepare a student for entry into specified employment..."<sup>2</sup> These certificates within broader programs are examples of "stackable credentials", a movement becoming more common to higher education (see Figure 3).

The annual number of accredited program certificates awarded by UCAT has grown by 41% since 2011, while the annual number of students earning them has grown by 32% (see Table 2). Many certificates now require less than three months to complete, but shorter certificate lengths are not the sole cause of certificate growth. Multiplying the average length of certificates by the number of certificates awarded shows that instructional activities leading to a credential have increased by 13.5% over the same time. Growth in the number of students earning certificates also accounts for higher annual totals.

Table 2: Trends in Accredited Program Certificates

Year	Accredited Certificates Awarded	Average Length of Certificate (Hours)	Hours (Certificates * Average Length)	Distinct Certificate Awardees	Certificates per Graduate
2011	5,386	526	2,833,036	4,967	1.084
2012	5,846	505	2,952,230	5,379	1.087
2013	5,918	530	3,136,540	5,427	1.090
2014	6,971	465	3,241,515	6,069	1.149
2015	7,582	424	3,214,768	6,576	1.153

<sup>2</sup> UCAT Policy 200.4.3