

Utah System of Technical Colleges

2018 System Overview



*Jim Evans, Chair
Board of Trustees*

*A presentation to the
Higher Education Appropriations Subcommittee
Wednesday, January 24, 2017*

*Dr. David R. Woolstenhulme
Commissioner of Technical Education*

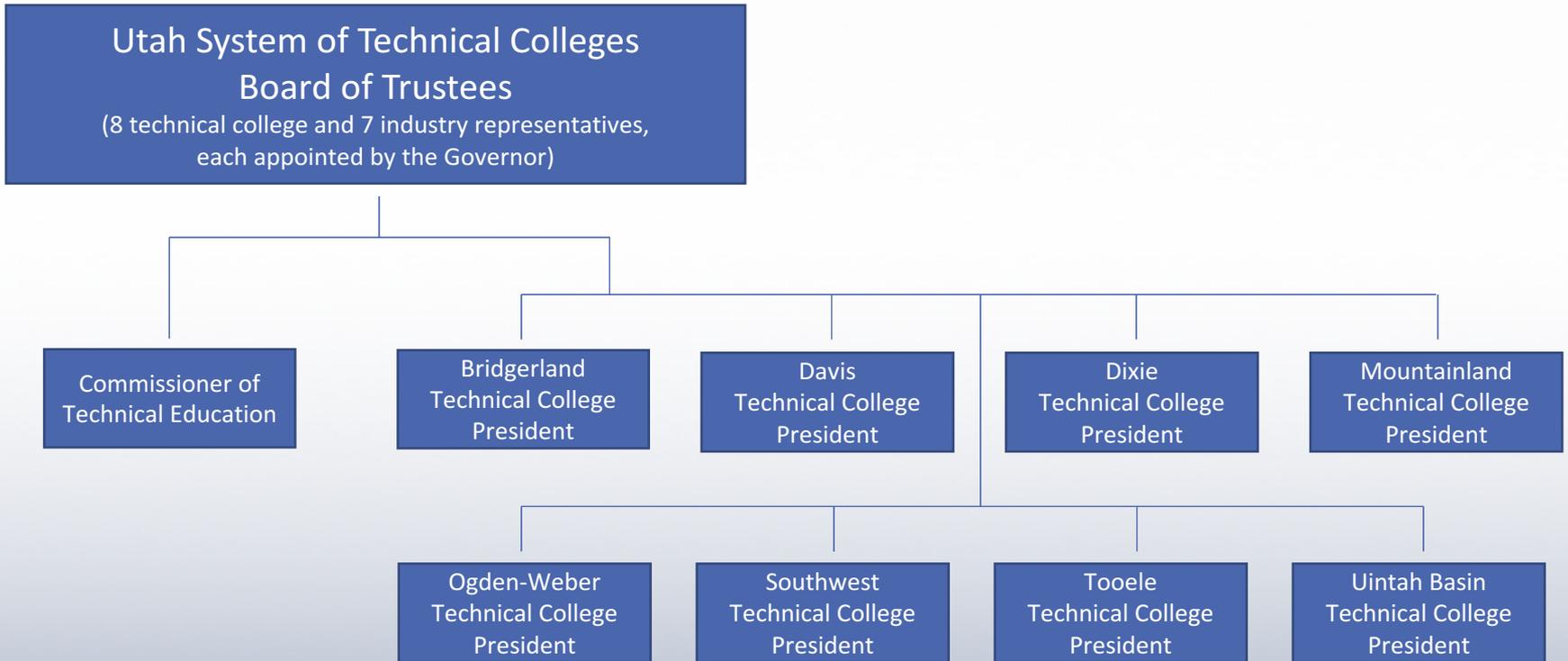
MISSION STATEMENT

The mission of the Utah System of Technical Colleges is to meet the needs of Utah's employers for technically-skilled workers and to promote economic development by providing market-driven technical education to secondary and adult students.

Governance Changes, 2016-17

- Commissioner of Technical Education created
- Technical colleges became bodies corporate and politic
- System and college name changes
- Composition of Board of Trustees altered
(all Trustees appointed by Governor with Senate consent)
- Trustees cannot serve concurrently on local boards
- Term limits for Trustees

Governance



USTC Board of Trustees



Bridgerland Technical College
Dr. Scott L. Theurer, DMD



Southwest Technical College
Chuck Taylor



Manufacturing
Susan Johnson



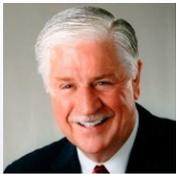
Davis Technical College
Michael E. Jensen



Tooele Technical College
Dave Ulery



Transportation
Brecken Cox



Dixie Technical College
Stephen W. Wade



Uintah Basin Technical College
Mike Angus



Union Trade, Craft, or Apprenticeships
Dale M. Cox



Mountainland Technical College
Jim Evans, Chair



Healthcare
Catherine Carter



Non-union Trade, Craft, or Apprenticeships
Brad Tanner



Ogden-Weber Technical College
Steven R. Moore, Vice-chair



Information Technology
Aaron Osmond



Snow College†
Brian C. Florang

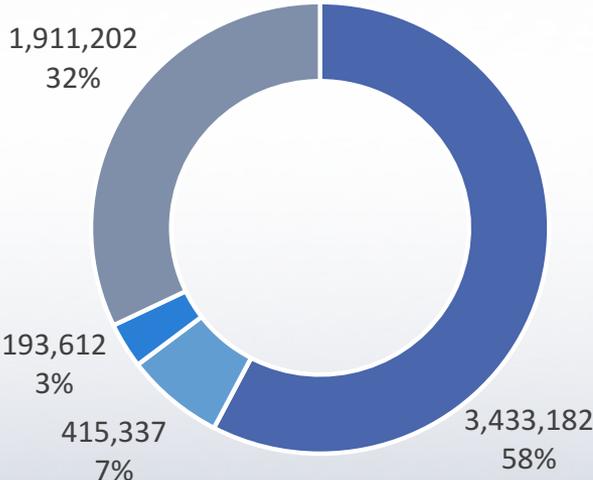
†Per S.B. 131 (2016 General Session), Snow College's trusteeship will end upon the expiration of Mr. Florang's term. The position will then be filled by a representative of the Life Sciences industry sector.

Improved Accountability

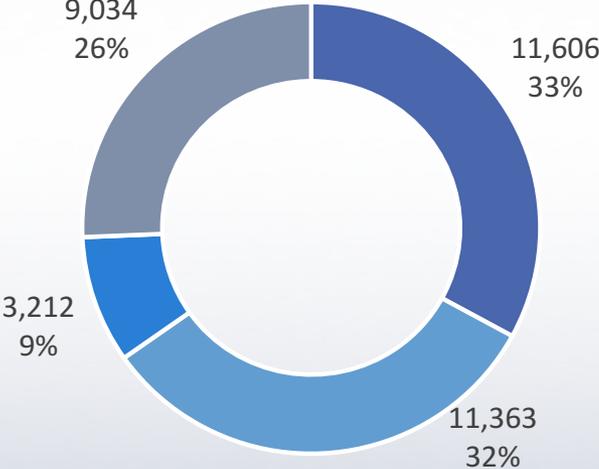
- Revisions to Enrollment & Outcome Reporting Policies
 - Greater clarity in classifying students and curricula
 - Reporting *graduates* rather than *certificates*
 - Secondary courses *must* lead to a postsecondary credential
- Restructuring of data reporting
 - *Transparency is key*

FY 2017 Overview

2017 Membership Hours



2017 Student Headcount†



■ Certificate Seeking ■ Short-term Occupational Training ■ Other Post-secondary Training ■ Secondary

† Headcounts shown here are distinct *within* and not *across* enrollment categories (e.g., students enrolled in a short-term occupational training course and a certificated program in the same fiscal year are counted in both categories).

Improved Accountability (cont.)

Policy revisions render some prior data incomparable moving forward.

USTC 10-year History: Headcounts & Certificates Awarded, FY 2008 - FY 2017



Improved Accountability (cont.)

Table 1: Utah System of Technical Colleges, System-wide Student Enrollment and Outcomes Report, FY 2017

Certificate-seeking Students				
	(Program Length)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	411,190	463,631	2,338,341	3,433,182
Headcount				11,606
Sum of Individual Program Headcounts (allowing enrollment in multiple programs) *	2,990	2,059	7,074	12,123
Still Enrolled	384	876	2,904	4,164
Graduates	2,201	671	2,078	4,950
Non-graduates	405	512	2,092	3,009
Graduation Rate	84%	57%	50%	62%
Non-graduate Completers ("Early Hires") †	45	197	544	786
Allowable Subtractions	51	78	531	660
<i>Withdrawn and Enrolled in Another Program</i>	16	27	122	165
<i>Unavailable to Earn a Credential</i>	35	51	409	495
Completion Rate (utilizing COE standards)	88%	79%	72%	79%
Placed Students (includes Non-graduate Completers)	1,588	731	2,249	4,568
<i>Related Employment</i>	1,079	650	1,993	3,722
<i>Military Service</i>	6	4	8	18
<i>Continuing Education</i>	503	77	248	828
Allowable Subtractions	276	48	167	491
<i>Unavailable for Employment</i>	57	17	107	181
<i>Refused Employment</i>	28	8	22	58
<i>Awaiting Licensure</i>	191	23	38	252
Unplaced Students	382	89	206	677
Placement Rate (utilizing COE standards)	81%	89%	92%	87%
Graduates who Took a Req'd Licensure Exam	1,087	166	492	1,745
Graduates who Passed a Req'd Licensure Exam	1,039	164	490	1,693
Licensure Rate (utilizing COE standards)	96%	99%	100%	97%
Weighted Average Certificate Length (months)				508

Secondary Students				
	(Hours Accrued)			Total
	0-599 hours	600-899 hours	900+ hours	
Membership Hours	1,357,271	363,575	190,356	1,911,202
Headcount	8,341	529	164	9,034
Secondary Graduates (program length) ‡	1,146	152	172	1,470
% Secondary Students Earning Certificate				16%

Short-term Occupational Training §	
Job Upgrade	
Membership Hours	71,858
Headcount	917
Continuing Occupational Education	
Membership Hours	343,479
Headcount	10,446
Average Length of Training (hours)	38

Students Enrolled in Other Training	
Membership Hours	193,612
Headcount	3,212
Basic Skills Students	986
Personal Interest Students	1,886
Job Re-entry Students	316
Senior Citizens	24

Postsecondary Membership Hours	4,042,131	Secondary Membership Hours	1,911,202
Distinct Postsecondary Headcount	24,202	Distinct Secondary Headcount	9,034

* Certificate-seeking students are counted once in each accredited program in which they enroll. Hence, a student who completes an accredited program and enrolls in a separate program (e.g., completion of Certified Nursing Assistant and subsequent enrollment in Surgical Technology) is counted twice herein.

† Non-graduate completers, under direction from the Council on Occupational Education, are students who exit a program of study without obtaining a credential, but who obtain employment in a field related to their instruction consequent to the students' studies at the technical college. This category also includes students who leave a program unsuccessfully but enroll at another institution of higher education where an articulation agreement exists, allowing students' coursework to fulfill program requirements elsewhere.

‡ Whereas secondary headcounts are stratified by a student's total hours accrued in FY 2017, secondary graduates are stratified by the length of the program completed. Hence, secondary graduate counts from longer programs may exceed reported headcounts in the same column. In these situations, graduates completed coursework in a prior fiscal year and accrued fewer hours in FY 2017 than the program's overall length.

§ Job Upgrade students are currently employed in a field related to their instruction and enroll in only part of an accredited program with the intent to advance in the workplace. Continuing Occupational Education students are also employed, but enroll in stand-alone courses with the intent to maintain current employment (e.g., regularly required recertification).

CTE Board Comprehensive Study (Nov. 2016)

*“[T]he labor supply from USHE and UCAT is **short of the total labor demand...**”*

*“...All evidence shows a gradual tightening of Utah’s labor market ..., with **employers struggling to find employees[.]**”*
(pg. 54)

*“[Labor] supply is **expected to decrease and demand is expected to continue to grow.** The outcome would be an ever-increasing tight labor market[.]”* (pg. 59)

What We are Doing

- Program review
- Alignment with K12 providers to increase secondary participation
- Expanding partnerships with key stakeholders
- Enhance Image of Career and Technical Education (CTE)

Program Review

Balancing Employer & Student Demand

		Student Demand	
		Low	High
Employer Demand	High	Market	Expand
	Low	Reevaluate	Redirect

Program Review (cont.)

Programs tied to **4- & 5-star jobs** for which capacity is available but a student pipeline is lacking

- *Bridgerland Technical College*
 - Apprenticeship
 - Drafting
 - Fashion Merchandising and Development
 - Heavy Equipment Operator/CDL
 - Media Design
- *Davis Technical College*
 - Architectural and Engineering Design
 - Dental Assisting
 - Firefighter
 - Radiology Practical Technician
- *Dixie Technical College*
 - Drafting and Design
 - Industrial Automation Technician
- *Mountainland Technical College*
 - HVAC Apprenticeship
 - Automated Manufacturing
 - Commercial Truck Driving
- *Ogden-Weber Technical College*
 - Automotive Technician
 - Computer Aided Design
 - Dental Assisting
 - HVAC Apprentice
 - Information Technology Networking
 - Web Development
- *Southwest Technical College*
 - Industrial Maintenance and Automation
 - Practical Nursing
 - Professional Truck Driving
- *Tooele Technical College*
 - Accounting Clerk
 - Clinical Medical Assistant
 - Commercial Driver's License
 - Executive Assistant
 - Office Manager
 - Software Developer
- *Uintah Basin Technical College*
 - Auto Technology
 - Commercial Driver's License
 - Civil Technology
 - Office Professional

Program Review (cont.)

USTC High-wage/High-impact Graduation Rates by Program Length, FY 2017
with Desired FY 2018 - FY 2028 Growth



Alignment with K12 Providers

USTC Secondary Graduation Rates, FY 2014 - FY 2017
with Desired FY 2018 - FY 2028 Growth



Alignment with K12 Providers (cont.)

- Bridgerland Tech College AM STEM Robotics Academy
 - Broadcasting Automated Manufacturing (AM) and Robotics training to 8 local high schools
 - Early morning broadcasts in the “zero hour” to attract students who cannot fit it into their normal schedule
 - Stackable pathway to USU AAS and BS degree
 - NSF grant to replicate at other technical colleges

Expanding Partnerships

- Education and Policy Leaders
 - Regular meetings with Commissioner Buhler, Superintendent Dickson, Director Pierpont, and other agency heads
 - Quarterly meetings with Governor Herbert
 - Talent Ready Utah

Expanding Partnerships (cont.)

- Industry engagement

- IT Pathway (Mountainland, Davis, SLCC)

- GOED convened industry & education partners summer 2017
 - 3 pilot regions to enroll students fall 2018: Utah, Salt Lake, & Davis counties
 - Development of stackable credentials
 - Continued advisement by employer representatives

- Diesel Pathway (Mountainland, SLCC)

- Aerospace Pathway (Davis, Ogden-Weber, Southwest, SLCC)

- Occupational advisory committees

Enhanced Image of CTE

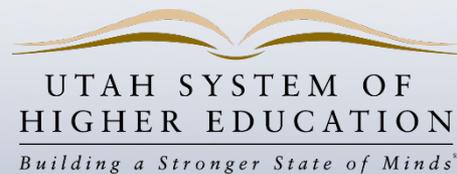
- Coordinated efforts with K12 CTE and USHE
- Stackable credentials
- Governor's 2017 Education Summit focused on CTE

Enhanced Image of CTE (cont.)

- Southwest Tech/Southern Utah University Efforts
 - LPN Certificate → USU AAS → SUU BSN
 - Dual enrollment (STech courses embedded in SUU degree programs)
 - Industrial Maintenance in Business Entrepreneurship
 - Welding/3D Printing in Art
 - Culinary Arts in Hospitality Management

Enhanced Image of CTE (cont.)

- 2018's Year of Technical Education
 - Student-focused, employer-driven
 - Partnership between
 - **480** high schools
 - **8** technical colleges
 - **8** colleges and universities



Enhanced Image of CTE (cont.)

- 2018's Year of Technical Education Next Steps
 - Program Pathways Subcommittee
 - Stackable credentials
 - Student services and resources
 - Outreach Subcommittee
 - Community engagement
 - Government & Public Affairs Subcommittee
 - Advocacy
 - Program Alignment Subcommittee
 - System coordination
 - YearOfTechEd.org

Budget Request Development

- Each college request analyzed for:
 - Alignment with mission
 - Justification of program request
 - How will the program meet unmet needs (reference DWS data as applicable)?
 - Is the program high-wage/high-demand? (If not, why should it be funded?)
 - Describe any pathways created/enhanced.
 - Current and projected outcome measures
 - Budget details (how will the money be spent?)
 - Previous improvement strategies/efficiencies and their outcomes

FY 2019 Budget Request

• Employer-driven Program Expansion	\$ 4,228,200
• Equipment	\$ 3,000,000
• Student Support Services	\$ 579,100
• Compensation & Benefits	+ \$ 1,896,800

Ongoing Budget Increase Requested \$ 9,704,100

*For further information on the USTC budget request, please visit <http://goo.gl/iK5an5>.

