



**BRIDGERLAND
TECHNICAL
COLLEGE**
btech.edu

**BRIDGERLAND TECHNICAL COLLEGE
BOARD OF DIRECTORS' MEETING
AUGUST 26, 2019, 4 P.M.
LOGAN CAMPUS – MAIN BOARDROOM
1301 NORTH 600 WEST, LOGAN, UTAH**

MINUTES

Board Members Present

Neil Perkes, Chair – Logan Regional Hospital, Logan
Taylor Adams – Utah State University, Logan
Jack Draxler – Draxler Appraisal Services, Inc., North Logan
Ann Geary, Past Chair – Logan School District, Logan
Monica Holdaway – Box Elder Chamber of Commerce, Brigham City
Brian Hyde – Autoliv, Smithfield
Nancy Kennedy, Vice Chair – Box Elder School District, Brigham City
Michael Madsen – Michael J. Madsen Construction, Garden City
Roger Pulsipher – Cache School District, Avon
Eric Wamsley – Rich School District, Laketown

Board Members Excused

Dave Brown – Western AgCredit, South Jordan
Jeffrey Packer – All Pro Real Estate, Brigham City

Bridgerland Technical College Present

K. Chad Campbell, President
Wendy Carter, Vice President for Instruction
Troy Christensen, Vice President for Brigham City
Emily Hobbs, Chief of Staff
Lisa Rock, Controller
Frank Stewart, Chief Development Officer
Jim White, Vice President for Student Services

Guest(s)

Mike Liechty, Cache School District
Dr. Scott Theurer, Trustee Representative – Dentist, Logan

Item 1

Welcome & Pledge of Allegiance

Neil Perkes conducted the meeting and welcomed those in attendance. The meeting was called to order at 4 p.m. The Pledge of Allegiance was recited.

Item 2

Consent Calendar Approval

- A. Nancy Kennedy made a motion to approve the minutes from the June 17, 2019, Board meeting. Seconded by Ann Geary. Motion carried.

Item 3

Program Highlight – Animal Sciences

Lisa Moon introduced Susan Curtis as the Teacher of the Year for 2018, chosen by students. She said Susan is always student-focused and has a very high conversion of high school students to post-secondary certificate completers.

Susan highlighted the Animal Sciences Program and her platinum performer student who fulfilled her dream of working at Powder Paws in Park City as the head of their K-9 department. She explained that graduates in this program work as support staff in veterinary clinics, shelters, or other animal-based institutions. They learn topics such as animal restraint, nursing care, radiology, lab procedures, blood collection, IV catheterization, dental cleanings, vaccines, physical exams, and client services.



It was noted that over half of the Animal Sciences graduates continue their schooling, and two-thirds intend to be veterinarians. The College is working diligently with USU so BTECH students can seamlessly transition into the University. The Board engaged in a question and answer session to learn more about the program.

Item 4

Fiscal Year (FY) 2020-2021 Operating Budget and Equipment Request – Strategic Planning

President Campbell reviewed the preliminary FY 2020-2021 Operating Budget (Building Blocks) and Equipment Request, which was provided online as a link (see attached). This draft list is a compilation of the budget needs and represents the current and immediate priorities of the College. The budget is based on input from the Strategic Planning process, departmental advisory committees, instructional departments, and administrative analysis. This request will be forwarded on to the Governor's Office of Planning and Budget and the Office of the Legislative Fiscal Analyst on its way to consideration during the next General Session of the Utah State Legislature.

The Board engaged in a question and answer session regarding the priorities of the Operating Budget. Nancy Kennedy supported the request for additional student services including phone support.

ACTION: Brian Hyde made a motion to approve the FY 2020-2021 Operating Budget. Roger Pulsipher seconded. Motion carried.

The Board engaged in a discussion regarding the equipment request. Dr. Scott Theurer expressed concern with the CBCT Machine and Cerec Mill, which are mostly present in specialty offices and can be costly to purchase. He suggested the training be conducted (possibly through Custom Fit) at a private office that already owns or leases these machines.

Neil Perkes noted that Intermountain Healthcare might have machines they are turning over. He will look into the possibility of donating if the system doesn't have a need somewhere else.

President Campbell informed Board members that current industry equipment suggestions are provided by the advisory committees, which are then reviewed and prioritized before being added to this request. As a Board, everyone agreed they would like to spend more time reviewing the equipment list; however, this does not change the amount of the request going forward. Concerns with the existing list should be directed to either President Campbell or Emily Hobbs.

ACTION: Mike Madsen made a motion to approve the FY 2020-2021 Equipment Request. Brian Hyde seconded. Motion carried.

Item 5

FY 2020-2021 Capital Improvement Request – Strategic Planning

Paul James reviewed the Capital Improvement requests that are now submitted to the Division of Facilities Construction and Management (DFCM). These requests are designed to make significant improvements or repairs to existing state buildings. The spreadsheet (attached) represents a summary listing of the respective projects. The projects listed have been identified by a combination of processes that include a Facility Condition Assessment conducted by the State of Utah's Division of Facilities, Construction, and Management (DFCM) and the Strategic Planning process internal to the College.

ACTION: Ann Geary made a motion to approve the FY 2020-2021 Capital Improvement Request. Jack Draxler seconded. Motion carried.

Item 6

FY 2018-2019 Student Enrollment and Outcomes Report

In accordance with UTech Policy 205.10 "College Data Submission and Certification," the President, the Vice President for Student Services, and the Vice President for Instruction conducted a careful review of the FY 2018-2019 enrollment (headcount and membership hours), certificate, and placement data to certify the data is complete and accurate, and complies with the criteria outlined in UTech policies 200, 201, and 205. The policy further requires the president's review and certification of the data to be presented to the College Board of Directors in an official board meeting as an information item not requiring approval.

Jim White, Vice President for Student Services, provided a review of the preliminary year-end data submission (attached).

Item 7

Policy Manual Updates

Administration has identified new and existing policies that need to be updated. President Campbell provided a summary of the proposed changes and additions listed below:

300.382 – Standard Work Hours and Attendance

The College has classes that extend into the evening. Referencing normal hours 8 a.m. to 5 p.m. was removed.

Financial Aid Policies

700.700a – Introduction & Scope of Policy (New)

Introduction to Section 700 as a place to document policies related to the approval, disbursement, and delivery of Federal Student Aid.

700.734 – Consumer Information (New)

The Higher Education Opportunity Act of 2008 includes many disclosure and reporting requirements developed under the principle of promoting access to information that will allow consumers to make informed decisions about postsecondary education.

700.751 - Student Eligibility

The Department of Education issued an electronic announcement on July 23 clarifying a requirement for evaluating the validity of a student's high school completion. As a result, an update is needed.

700.780 – Veterans Education Benefits – Introduction, Overview, and Availability of Information (New)

The College is required to adhere to standards set forth by Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members.

700.782 – Veterans Education Benefits – Transition Act of 2018 (New)

This policy outlines law allowing VA beneficiaries to attend school without being denied access until VA provides payment without imposed penalty due to late payment of tuition and/or fees from the VA.

President Campbell explained that the Technology Enhanced Instruction Department had expanded their duties over the years. The name changed to "Curriculum Design and Development." The College requested the ability to update the policies accordingly.

ACTION: Eric Wamsley made a motion to approve the changes and addition of the new policies as provided in the Policy Manual Updates. Furthermore, the motion proposed to update Technology Enhanced Instruction (TEI) to "Curriculum Design and Development," as applicable throughout the policies. Nancy Kennedy seconded. Motion carried.

Item 8

Policy 608 Student Grievance

UTECH requested a policy change to comply with HB 166 Student Civil Liberties Protection Act with a very short timeline. With feedback from the Attorney General's Office, changes were made to the policy and presented to the BTECH Board Leadership team on Monday, July 29, for approval. This policy was submitted to Administrative Rulemaking by the August 1, 2019, deadline.

ACTION: Ann Geary made a motion to approve Policy 608 Student Grievance. Nancy Kennedy seconded. Motion carried.

Item 9

Information Items

A. Custom Fit Training Department – Year to Date

Fiscal Year	Trainees	Training Hours	Total Companies	New Companies
16-17	4,762	62,014	167	30
17-18	4,856	67,118	182	34
18-19	4,653	72,989	221	52

B. Stand-Alone Courses

- In accordance with USTC Policy 200, Section 5.1.2, courses not part of an approved certificate shall be approved by the Chief Instructional Officer and reported to the College Board of Directors as an information item. The current schedule was included as a link and is always available online at btech.edu. No new courses need to be approved.

C. Calendar/Happenings

- Health Sciences Building Update
 - Due to the approval of the Health Sciences Building Programming and Planning Request at the Board of Directors, Board of Trustees, and Building Board meetings, the College has moved forward with VCBO/DFCM to start the process. President Campbell and Wendy Carter have met with most of the Building Board members to gain support for legislative funding. It is expected that the Building Board will prioritize building needs on October 3. President Campbell thanked Board members for their support in various capacities.
- Faculty and staff spent two full days in Professional Development during the annual Fall Kickoff Conference at BTECH on August 19 & 20 with the theme, "Everyone Needs a Champion." Keynote speaker Amy Wilde talked about this theme and her struggles with bullying. The second day split instructional faculty for teaching workshops on curriculum development and non-instructional staff for SWOT training.

- The marketing team has organized various parades throughout the region, which is proving to be a very valuable marketing tool for the College.
- Calendar available at btech.edu/event-calendars
 - October 31 – Department Trick or Treating, 11 a.m. – 2 p.m.
 - November 7 & 8 – Fall Fashion Show, 7:30 p.m., BTECH Rm 171
 - November 14 – Police Academy Graduation, 6:30 p.m., BTECH Rm 171
 - December 4 – BTECH General Graduation, 6:30 p.m., Location TBA
 - December 5 – Practical Nursing Graduation, 5:30 p.m., BTECH Rm 171
 - December 6 – North Pole Extravaganza (details TBA)
- Board Meeting Dates
 - November 18, 2019 – Changed to November 25, 2019
 - January 27, 2020
 - April 27, 2020

Item 10

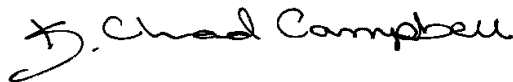
Board of Trustees Report

Dr. Scott Theurer provided a brief update from the Utah System of Technical Colleges Board of Trustees. He thanked everyone for their support for the Health Sciences Building. He encouraged Board members to learn more about Custom Fit and the benefit this program has to the community. The Board of Trustees will be working to refine Custom Fit policies.

Item 11

Next Meeting Date & Adjournment

The next Board meeting will be Monday, November 25, at 4 p.m. The meeting adjourned at 6:09 p.m.



Minutes submitted by K. Chad Campbell, President

Prepared by Emily Hobbs, Chief of Staff



Neil Perkes, Chair



BRIDGERLAND
TECHNICAL
COLLEGE
btech.edu

**BRIDGERLAND TECHNICAL COLLEGE
BOARD OF DIRECTORS' MEETING
AUGUST 26, 2019, 4 P.M.
LOGAN CAMPUS – MAIN BOARDROOM
1301 NORTH 600 WEST, LOGAN, UTAH**

AGENDA

WIFI PASSWORD: redtwizzlers

Item 1

**Start Recording: State Date, Time, Place of Meeting, and Members Present
Pledge of Allegiance & Welcome**

Item 2

Consent Calendar Approval

- A. **Minutes from the June 17, 2019, Board meeting** are available online for review and subsequent approval.

Item 3

Program Highlight – Animal Sciences

Susan Curtis, Department Head

Susan Curtis will be present to highlight the Animal Sciences Program. Graduates in this program work as support staff in veterinary clinics, shelters, or other animal-based institutions. They learn topics such as animal restraint, nursing care, radiology, lab procedures, blood collection, IV catheterization, dental cleanings, vaccines, physical exams, and client services.

The Animal Sciences Program partnered with the Logan City Police Department to provide microchipping services for almost 800 dogs and over 100 cats. Susan Curtis received an award from the police department for her valiant efforts to make sure valley animals find their way home.

ACTION: Information item/pleasure of the Board.



Item 4

Fiscal Year (FY) 2020-2021 Operating Budget and Equipment Request – Strategic Planning

Chad Campbell, President

For your information and review is a copy of the preliminary FY 2020-2021 Operating Budget (Building Blocks) and Equipment Request. This draft list is a compilation of the budget needs and represents the current and immediate priorities of the College. The budget is based on input from the Strategic Planning process, departmental advisory committees, instructional departments, and administrative analysis. Some “trimming” of this list may occur by the Commissioner’s Office or the Board of Trustees, but it represents the best analysis of business and industry demand in relationship to the College’s ability to implement the request during the coming months. This request will be forwarded on to the Governor’s Office of Planning and Budget and to the Office of the Legislative Fiscal Analyst on its way to consideration during the next General Session of the Utah State Legislature. Discussions of the appropriate size or amount of the request are in progress with the Utah System of Technical Colleges’ (UTech) Interim President and Presidents’ Cabinet.

ACTION: Recommend approval of the FY 2020-2021 Operating Budget and Equipment Request.

Item 5

FY 2020-2021 Capital Improvement Request – Strategic Planning

Chad Campbell, President

Paul James, Director of Facilities

Capital Improvement requests are designed to make major improvements or repairs to existing state buildings. Included for your information and review is a copy of Bridgerland’s Capital Improvement Requests for FY 2020-2021. The spreadsheet represents a summary listing of the respective projects. The projects listed have been identified by a combination of processes that include a Facility Condition Assessment conducted by the State of Utah’s Division of Facilities, Construction, and Management (DFCM) and the Strategic Planning process internal to the College. Additional details will be provided.

ACTION: Recommend approval of the FY 2020-2021 Capital Improvement Request.

Item 6

FY 2018-2019 Student Enrollment and Outcomes Report

Jim White, Vice President for Student Services

In accordance with UTech Policy 205.10 “College Data Submission and Certification,” the President, the Vice President for Student Services, and the Vice President for Instruction conducted a careful review of the FY 2018-2019 enrollment (headcount and membership hours), certificate, and placement data to certify the data is complete and accurate, and complies with the criteria outlined in UTech policies 200, 201, and 205. The policy further requires the president’s review and certification of the data to be presented to the College Board of Directors in an official board meeting as an information item not requiring approval.

Jim White, Vice President for Student Services, will be in attendance at the meeting to provide the Board with the review and certification of the preliminary year-end data submission. A report showing the FY 2018-2019 compared to FY 2017-2018 results using the new definitions approved by the UTech Board of Trustees will be provided. A copy of the College certified data is available for review as a link.

ACTION: Information item/pleasure of the Board.

Item 7

Policy Manual Updates

Chad Campbell, President

Administration has identified new and existing policies that need to be updated. A brief summary of the proposed changes and additions are listed below:

300.382 – Standard Work Hours and Attendance

The College has classes that extend into the evening. Referencing normal hours 8 a.m. to 5 p.m. was removed.

Financial Aid Policies (New)

700.700a – Introduction & Scope of Policy

Introduction to Section 700 as a place to document policies related to the approval, disbursement, and delivery of Federal Student Aid.

700.734 – Consumer Information

The Higher Education Opportunity Act of 2008 includes many disclosure and reporting requirements developed under the principle of promoting access to information that will allow consumers to make informed decisions about postsecondary education.

700.751 - Student Eligibility

The Department of Education issued an electronic announcement on July 23 clarifying a requirement for evaluating the validity of a student's high school completion. As a result, an update is needed.

700.780 – Veterans Education Benefits – Introduction, Overview, and Availability of Information

The College is required to adhere to standards set forth by Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members.

700.782 – Veterans Education Benefits – Transition Act of 2018

This policy outlines law allowing VA beneficiaries to attend school without being denied access until VA provides payment without imposed penalty due to late payment of tuition and/or fees from the VA.

ACTION: Recommend approval of policies as provided in the Policy Manual Updates.

Item 8

Policy 608 Student Grievance

Chad Campbell, President

UTECH requested a policy change to comply with HB 166 Student Civil Liberties Protection Act with a very short timeline. With feedback from the Attorney General's Office, changes were made to the policy and presented to the BTECH Board Leadership team on Monday, July 29, for approval. This policy was submitted to Administrative Rulemaking by the August 1, 2019, deadline.

ACTION: Information item/pleasure of the Board.

Item 9

Information Items

A. Custom Fit Training Department – Year to Date

Fiscal Year	Trainees	Training Hours	Total Companies	New Companies
16-17	4,762	62,014	167	30
17-18	4,856	67,118	182	34
18-19	4,653	72,989	221	52

B. Stand-Alone Courses

- In accordance with USTC Policy 200, Section 5.1.2, courses not part of an approved certificate shall be approved by the Chief Instructional Officer and reported to the College Board of Directors as an information item. The current schedule is included as a link and is always available online at btech.edu. No new courses need approved at this time.

C. Calendar/Happenings

- Faculty and staff spent two full days in Professional Development during the annual Fall Kickoff Conference at BTECH on August 19 & 20 with the theme, "Everyone Needs a Champion." Keynote speaker Amy Wilde talked about this theme and her struggles with bullying. The second day split instructional faculty for teaching workshops on curriculum development and non-instructional staff for SWOT training.
- The marketing team has organized various parades throughout the region, which is proving to be a very valuable marketing tool for the College.
- Calendar available at btech.edu/event-calendars
 - October 31 – Department Trick or Treating, 11 a.m. – 2 p.m.
 - November 7 & 8 – Fall Fashion Show, 7:30 p.m., BTECH Rm 171
 - November 14 – Police Academy Graduation, 6:30 p.m., BTECH Rm 171
 - December 4 – BTECH General Graduation, 6:30 p.m., Location TBA
 - December 5 – Practical Nursing Graduation, 5:30 p.m., BTECH Rm 171
 - December 6 – North Pole Extravaganza (details TBA)

- Board Meeting Dates
 - November 18, 2019
 - January 27, 2020
 - April 27, 2020

ACTION: Information item/pleasure of the Board.

Item 10

Board of Trustees Report

Dr. Scott Theurer, Trustee Representative

A brief update from the Utah System of Technical Colleges Board of Trustees will be provided.

ACTION: Information item/pleasure of the Board.

Item 11

Adjournment

Utah System of Technical Colleges

Budget Request Criteria - 2021 GS (Programs)

Requested amount:	\$	385,000
College:	Bridgerland Technical College	
Program:	Market Driven Program Expansion	
College Priority:	Priority # 1	

- 1) Briefly describe the program and what the college intends to do with the requested funding.

Bridgerland Technical College has identified several programs that have significant student and employer demand. This demand exists for both secondary and post-secondary students as evidenced by waiting lists in these programs for both types of students. In this current economy with near full employment, creating a pipeline of new, technically trained workers is contingent upon access to programs for both secondary and post-secondary students. The high wage/high demand programs with the most significant current demand, from both the student and employer point of view, are Pharmacy Technician, Culinary Arts, Welding Technology, and Diesel. Other programs with wait lists and current demand include Fire and Rescue Services, Electronic Engineering Technology, and service to rural areas such as Rich County. Bridgerland's Administrative Team, including the President, Vice Presidents, and the Chief Development Officer have been meeting weekly with local business and industry leaders. The common message from all of them is the only thing limiting their ability to grow and expand their respective businesses is the limited supply of properly trained workers. This need is especially significant with the programs listed here.

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

"The mission of the Bridgerland Technical College is to deliver competency-based, employer-guided career and technical education to both secondary and post-secondary students through traditional and technology-enhanced methodologies. This hands-on technical education provides occupational education, skills training and workforce development to support the educational and economic development of the Bear River Region." This request is directly aligned with the college mission of providing local employers with the qualified workers they need and is both supported and requested by the respective occupational advisory committees, CEOs, administrators, and secondary CTE directors.

3) Justification

a. Who are your industry/employer partners (attach support letters)?

Bridgerland Technical College supports a number of local businesses in finding and training the workforce. Employer partners in programs being expanded with this request include Lee's Marketplace Pharmacy, Logan Regional Hospital Pharmacy, Reed's Pharmacy, JB Swift, Great Harvest Bread Co., Sabores, Iron Gate Grill/Catering, Malouf, US Foods, Sunshine Terrace, Dutro, Logan Coach, Baer Welding, Bartlett Construction, Norco, Miller Electric, HA Fabricators, RC Welding, Prismview, Icon Health and Fitness, Valley Implement, Logan City Public Works, Super T Transport, Geneva Rock Products Kenworth Sales, Cache Valley Transit District, Whitaker Construction, and Moonlight Diesel to name a few.

b. Explain how this request will meet unmet demand in your service region (include DWS & other applicable third-party data for backup).

This request will increase capacity in these programs by 50%. And, there are 114 students currently sitting on waiting lists who could fill this pipeline and be ready to enter the workforce withing three months to a year. Bridgerland will expand access into these programs during the daytime and into the evening for the benefit of local employers and students.

i. Existing programs only

Current annual capacity:	80
Current annual demand:	194
Unmet demand/waitlist:	114
Annual capacity if funded:	122

c. Is this program in a high wage/high demand area? If not, explain why it should still be funded.

These programs are all high wage/high demand and this is especially true for supervisory positions. More importantly, there is a severe shortage of well trained technicians in the Bear River Region and across the State in all of these different subject matters.

d. If funded, when will this program begin enrolling students?

This request is for the expansion of existing programs so additional students will begin enrolling effective July 1, 2020, or the first day of the fiscal year for which funding is received.

e. Describe career pathways created or enhanced if funding is received.

Graduates from these high wage/high demand programs go directly into the workforce upon graduation. With the stackable credential pathway in place between Bridgerland and Utah State University (AAS degree coupled with a new Bachelor's of Science in Technology Systems degree) there is an automatic pathway for these students to pursue additional higher learning as their personal and job goals dictate. Pursuit of additional higher learning is not necessarily required to have a long and rewarding career but it is available for those students who decide there will be value for them and their respective careers.

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

The primary goals/objectives the college is planning to achieve with this funding is to increase the "pipeline" of students entering, progressing through, graduating from the respective program, and entering the workforce immediately upon graduation so they are in a long-term career path in a related field. Besides the shortage of qualified workers, there is substantial student demand which has resulted in limiting access for secondary and post-secondary students. This funding will help to reduce wait times in high demand programs for both types of students and will increase the number of students graduating as shown in the table below.

5) Performance Measures/Outcomes

a. What estimated increases in production and outcomes does the college anticipate?

i. Membership Hours:	43,200
ii. Certificate Completers:	42
iii. Placements:	36

b. Describe the economic impact to your service region if this funding is received.

All of the graduates from these programs at Bridgerland will be in or well on their way to a high wage/high demand career field. Entry-level wages for these careers begin around \$18/hour and go up quickly from there as they progress in their careers. It is evident in our advisory committee meetings and visits with local employers that they need well trained technicians for their businesses to grow. These businesses are reaching out to Bridgerland and asking for our help.

6) Performance Baseline (for existing program expansion)

a. What are the most recent production and outcome measures?

i. Membership Hours:	133,350
ii. Certificate Completers:	81
iii. Total Completers:	81
iv. Placements:	71

7) Budget

a. Detail of projected expenditures (be specific; no equipment...will be requested elsewhere)

	<u>Expenditure</u>	<u>Amount</u>
i.	Salary	\$ 192,500
ii.	Benefits	\$ 150,800
iii.	Materials and Supplies	\$ 41,700
	Total:	\$ 385,000

b. Current budget (existing programs only)

\$ 903,400

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

Bridgerland experienced a number of internal efficiencies or natural attrition budget savings near the end of FY18-19 that were utilized to enhance the program offerings and support staff needs for FY19-20. The internal efficiencies include the elimination of two obsolete full-time positions, the elimination of several part-time positions, and the restructuring of workload for other existing employees. With these budget savings, the College added a payroll clerk and a class project billing specialist to support the more than 40 programs that exist at the College. The College has also increased staffing in Student Services to be continuously improving data collection and accuracy. All of the budget savings were used in other critical functions at the College.

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

Updating and modernizing equipment and facilities for all four of these programs has been and continues to be a high priority for the College. For example, we recently remodeled the Pharmacy Technician lab to meet new third party accreditation standards so the program is now fully accredited by the appropriate authority. The College is making substantial equipment upgrades and improvements in the demonstration kitchen in the Culinary Arts program. The College is also partnering with a local school district to jointly use new facilities in the high school, which will accommodate an increase in students in Culinary Arts. The Diesel and Welding programs have both been updated with new state-of-the-art equipment to also accommodate an increase in students. Now, its time to update the number of staff positions to help eliminate wait times and increase the supply of workers.

9) To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

This request is scalable and could be reduced in 1.0 FTE increments at approximately \$110,000 per FTE. The ratio being used is a 16:1 student/teacher ratio in FTE students.

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

There is currently a statewide shortage of technicians and failure to fund this request will only make a bad situation worse. This is evidenced by the number of students currently being put on waiting lists or just being turned away entirely while, at the same time, employers are begging and pleading for more employees who possess the necessary technical skills to help grow their respective companies.

11) Briefly describe the availability of college facilities to dedicate to the proposed program.

As explained in #8 above, Bridgerland has been working hard to update and modernize facilities and equipment to better accommodate the needs of business and industry. The intent is to also improve access for additional students. Some of this request is designed to use the existing facilities better and at more non-traditional times, i.e., extend facility use further into the evening.

Utah System of Technical Colleges

Budget Request Criteria - 2021 GS (Support Functions)

Requested amount:	\$	362,200
College:	Bridgerland Technical College	
Support Function:	Market Driven Compensation	
College Priority:	Priority # 2	

- 1) Briefly describe the support function and what the college intends to do with the requested funding.

With the extreme teacher shortage across the state of Utah in public and higher education; and with school districts across the Wasatch Front raising the starting salary to over \$50,000/year for new entry-level teachers, that helps solve the public education teacher shortage. But, this creates a compensation challenge for Bridgerland Technical College. This problem becomes more significant because technical college instructors work 12 months as opposed to 9 months. In addition, because the job market is so tight, Bridgerland has instructors and staff poached away by local business because of compensation and we find ourselves in a situation where we have to go down to our 4th, 5th, or 6th choice before finding an employee who will work for what we pay. In order to hire new employees at market rates, we have to bring existing employees up to the current market rate. Because this compensation parity issue has risen to this point over a period of years, Bridgerland is proposing to improve compensation over a period of years rather than asking for all of it at one time. This request is approximately 1/3 of the current market-driven compensation need based on a study conducted across the system using a consultant who was the successful bidder in the RFP process. In addition, Bridgerland believes \$100,000 of this need can be found using internal efficiencies and natural attrition. No portion of this compensation parity will be or should be funded on the backs of student tuition and fees. Bridgerland believes in reducing or eliminating barriers to enrollment and has no plans to increase tuition and/or fees to cover any portion of this cost.

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

"The mission of the Bridgerland Technical College is to deliver competency-based, employer-guided career and technical education to both secondary and post-secondary students through traditional and technology-enhanced methodologies. This hands-on technical education provides occupational education, skills training and workforce development to support the educational and economic development of the Bear River Region." This request is directly aligned with the college mission of providing local employers with the qualified workers they need and is both supported and requested by the respective advisory committees, CEO's, administrators, and secondary CTE directors. In order to increase the number of qualified graduates across the institution, the College believes strongly that paying existing employees a competitive, market-driven rate of pay is essential to having the very best instructional faculty and staff. This request is essential to the long-term mission and role of the institution.

3) Justification

a. Why does the college need this support function?

See # 1 and # 2 above.

b. Explain how adding to this support function will meet unmet needs for the college, and will increase ability to serve students (improve quality or increase quantity).

See # 1 and # 2 above.

c. If funded, when will this function or position begin service?

If funded, this compensation parity will be implement for underpaid individuals effective July 1, 2020.

d. Describe career pathways created or enhanced if funding is received.

N/A

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

The primary goals/objectives the College is planning to achieve with this funding is to attract and retain the very best faculty and staff possible. Having market driven compensation rates will help ensure the very best outcomes because instruction will be provided by the best and brightest people available in the respective subject areas.

5) Performance Measures/Outcomes: What estimated increases in production and outcomes does the college anticipate (e.g., membership hours, certificate completers, placements, economic impact, etc.)?

N/A

6) Budget

a. Detail of projected expenditures (be specific)

	<u>Expenditure</u>	<u>Amount</u>
i.	Salary	352,800
ii.	Benefits	109,400
iii.	Less: Internal Efficiencies	(100,000)
	Total:	362,200

b. Current budget (existing services only)

9,719,000

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

Bridgerland Technical College estimates that \$100,000 of internal efficiencies and natural attrition savings will be available to cover a portion of the cost for this compensation parity request.

7) Briefly describe any previous improvement strategies implemented for this support function.

Bridgerland Technical College has been using and will continue to use internal efficiencies and natural attrition savings to improve compensation equity/parity by addressing the highest priority positions first. Bridgerland has a number of "single-point-of-failure positions" that making sure the current incumbent in the position is not recruited by other education institutions or by business and industry. During FY19-20, Bridgerland implemented close to \$150,000 worth of compensation equity solutions with internal efficiency savings.

8) To what extent is this request scalable? If a lower amount of funding is available, please articulate whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

This request is clearly scalable, but there isn't a per-unit amount available. The underfunded positions are all across the institution and vary by individual position. This is an urgent need that Bridgerland will implement immediately within the boundaries of available resources.

9) Briefly describe the impact to the college if this support function is not funded.

The immediate and long-term impact to the college is having a less qualified and underpaid workforce over time. The gap between what is currently paid and what market-driven wages would dictate is growing by the minute. Any help would be appreciated and immediately implemented.

Utah System of Technical Colleges

Budget Request Criteria - 2021 GS (Student Support)

Requested amount:	\$	120,800
College:	Bridgerland Technical College	
Support Function:	Student Services-Registration	
College Priority:	Priority # 3	

- 1) Briefly describe the support function and what the college intends to do with the requested funding.

The quality and accuracy of student data is contingent upon doing the original transaction processing correctly and timely. The ever increasing enrollment load at the College and the implementation of internal efficiencies and cost saving measures has created an urgent need for additional student support personnel. This request is for 1.5 FTE positions to ensure student enrollment data is correctly captured on the first try and is done so on a timely basis. Bridgerland has several student support employees who are forced to work nights and weekends in addition to their regular hours in an effort to stay current on processing enrollment transactions. The entire fiscal and student information system at the College is dependent upon having accurate and timely information gathered and input at the time the service is provided to the student. In addition, having time to triage and adequately address student needs (including mental health and referrals) is essential to the efficient operation of the entire institution. To quote a former state senator, "better inputs make better outputs." To that quote, we add the words, "sometimes those students who are most difficult to help need our help the most." One of the most significant things we can do as a College to improve performance, improve student success, and help meet employer demand, is to help students choose the right career path on the first try. That includes helping students choose high wage/high demand careers that are aligned with their interests, aptitudes, and abilities. It also includes helping them choose the right education pathway and get correctly enrolled and registered on their first or second visit to the College. To make that happen, Bridgerland needs funding for 1.5 FTE student support staff.

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

"The mission of the Bridgerland Technical College is to deliver competency-based, employer-guided career and technical education to both secondary and post-secondary students through traditional and technology-enhanced methodologies. This hands-on technical education provides occupational education, skills training and workforce development to support the educational and economic development of the Bear River Region." This request is directly aligned with the college mission of providing local employers with the qualified workers they need and is both supported and requested by the respective advisory committees, CEOs, administrators, and secondary CTE directors.

3) Justification

a. Why does the college need this support function?

The single largest volume of transactions processed at the College are student tuition and fee transactions. The dollar amounts of these individual transactions are relatively small, but all of the enrollment and outcome data for the College starts when students register for courses. Capturing that data correctly and timely is critical to the student but it is also critical to the institution. Again, making sure students enroll in the right program and register for the right courses requires that student support personnel have the ability to spend the amount of time with each student that the student needs. Bridgerland is proud that we hire our own graduates from the Business Technology program to fill these positions because of their exceptional competence and their familiarity with the College. Growth at the College dictates when to expand the number of student support staff, and it is imperative to retain these employees long-term. The learning curve is substantial and making sure we have the right people with the right skills, and then have the ability to retain them, is critical to the success of the College.

b. Explain how adding to this support function will meet unmet needs for the college, and will increase ability to serve students (improve quality or increase quantity).

One of the significant bottlenecks at the College is the initial interaction between student support staff and prospective students. This is where enrollment starts. The College has worked hard to implement as much automation as possible in the initial enrollment process, but experience has shown that students who meet with a college advisor are significantly more likely to successfully enroll and progress through the curriculum to eventual graduation and employment. Funding this request will improve both the quality and quantity of students being successfully enrolled and will also improve the quality and timeliness of the data.

c. If funded, when will this function or position begin service?

If funded, these positions will be implemented on July 1, 2020.

d. Describe career pathways created or enhanced if funding is received.

Not Applicable

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

One of Bridgerland's overall goals is to increase outcomes each year by at least 5 percent per year. One of the strategies to accomplish that goal is to improve the quality and timeliness of data along with increasing the number of students who successfully navigate the enrollment process.

5) Performance Measures/Outcomes: What estimated increases in production and outcomes does the college anticipate (e.g., membership hours, certificate completers, placements, economic impact, etc.)?

The College has two primary performance measure/outcome goals and this request will help facilitate both. The first goal is to increase the number of graduates by 5 percent each year and to increase the number of high school students who complete a post-secondary certificate either while they are in high school or within a year of graduating by at least 5 percent each year.

6) Budget

a. Detail of projected expenditures (be specific)

	<u>Expenditure</u>	<u>Amount</u>
i.	Salary	52,500
ii.	Benefits	68,300
iii.	Materials and Supplies	
	Total:	120,800

b. Current budget (existing services only)

969,975

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

Bridgerland experienced a number of internal efficiencies or natural attrition budget savings near the end of FY18-19 that were utilized to enhance the program offerings and support staff needs for FY19-20. The internal efficiencies include the elimination of two obsolete full-time positions, the elimination of several part-time positions, and the restructuring of workload for other existing employees. With these budget savings, the College added a payroll clerk and a class project billing specialist to support the more than 40 programs that exist at the College. The college has also increased staffing in Student Services to be continuously improving data collection and accuracy. All of the budget savings were used in other critical functions at the College.

7) Briefly describe any previous improvement strategies implemented for this support function.

Bridgerland Technical College has been systematically working on strategies to improve student support services both in terms of quality and quantity. Additional student advisors were added last year, which is working so successfully that increasing the staff for enrollment and registration processing is now required.

8) To what extent is this request scalable? If a lower amount of funding is available, please articulate

whether this would be effective and if so, what are the per-unit anticipated outcomes associated with lower funding increments?

As always, this request is scalable. Since it is 1.5 FTE, it could be reduced by .5 which would decrease the request by \$40,250. Or, it could be reduced by 1.0 FTE staff, which would reduce the cost by \$80,500. Any reduction of funding for these staff positions will perpetuate the bottleneck and will decrease the rate at which enrollment and outcomes grow.

9) Briefly describe the impact to the college if this support function is not funded.

Failure to fund these staff positions will perpetuate the bottleneck in student support and will decrease the rate at which enrollment and outcomes can grow.

Utah System of Technical Colleges

Budget Request Criteria - 2021 GS (Equipment)

Requested amount:	\$	416,000
College:	Bridgerland Technical College	
Support Function:	Equipment	
College Priority:	Priority # 4	

1) Briefly describe the support function and what the college intends to do with the requested funding.
See attached list of equipment needs. The urgent list of equipment needs is shown and the requested amount is net of previous ongoing funding. In addition, the amount being requested is not sufficient to cover all of the most urgent equipment needs, but rather represents Bridgerland's reasonable estimate of what could potentially be funded now.

2) Budget

a. Detail of projected expenditures (be specific)

	<u>Expenditure</u>	<u>Amount</u>
i.	Salary	
ii.	Benefits	
iii.	Equipment	416,000
	Total:	416,000

Utah System of Technical Colleges

Budget Request Criteria - 2021 GS (Support Functions)

Requested amount:	\$	100,000
College:	Bridgerland Technical College	
Support Function:	Custom Fit	
College Priority:	Priority # 5	

- 1) Briefly describe the support function and what the college intends to do with the requested funding.
State Custom Fit funds at Bridgerland Technical College were all obligated during the FY18-19 fiscal year before the end of January 2019. The Legislature funded an increase in Custom Fit for three of the technical colleges during the 2019 General Session of the Legislature and Bridgerland made the conscious decision to not participate in that request. We were wrong. The demand for Custom Fit funding during FY18-19 dictates that Bridgerland ask for additional Custom Fit funds for the FY20-21 fiscal year by submitting this request for the 2020 General Session of the Legislature.
- 2) Budget

a. Detail of projected expenditures (be specific)

	<u>Expenditure</u>	<u>Amount</u>
i.	Salary	
ii.	Benefits	
iii.	Custom Fit	100,000
	Total:	100,000

b. Current budget (existing services only)400,000

<u>Program</u> <u>Priority</u> <u>Ranking</u>	<u>Item Needed</u>	<u>Cost</u>	<u>Program(s)</u>	<u>Cost</u> <u>Center</u>	<u>Justification</u> <u>How will this benefit the program and/or Institution?</u>
1	Computers, desks, monitors, chairs, and headsets for new employees	\$6,000	TEI	1070	TEI serves the entire school. We need enough high-quality computers for each worker. We also need to update older computers so they are able to handle the work load of video editing and other media design programs. We have a need for computer monitors with "true color" for multimedia production. Without high-quality monitors our new multimedia specialist won't be able to accurately fix lighting and color issues in video.
2	LED video lighting panels	\$300	TEI	1070	TEI serves the entire school. Moving towards video-centered education requires proper video equipment to shoot quality video. Lighting is vital to get clear and rich colors. Lighting panels will help the camera pick up better color in darkly lit areas, and allow more flexibility with color, light, and in post. Having professional-looking video is critical in not only promotional content, but for educational videos that aren't distracting due to low quality.
3	Camera Glidecam/Gimbal	\$450	TEI	1070	TEI serves the entire school. A gimbal allows for more smooth movement of a camera. It is a very low cost way of decreasing choppy/jerky video when on the move. It allows for smooth, handheld video.
4	Camera Slider	\$350	TEI	1070	TEI serves the entire school. It will allow stable movement when shooting instructional and/or promotional BTECH videos. It allows a camera to be moved horizontally very smoothly on a track. Smooth movement is important when shooting footage.
1	4 Industrial Storage Racks (\$150 each) and Storage Containers (\$400)	\$1,000	Fashion Merchandising and Development	2050	The supplies, equipment, and fabric the students use will be accessible and stored in a safe and functional manner.
2	2 Sets Each of Prismacolor Art Markers & Premier Soft Core Colored Pencils	\$500	Fashion Merchandising and Development	2050	Students will be able to create sketches, renderings, and other technical illustrations using professional industry mediums.
3	Industrial Iron (Compact Steam Station)	\$200	Fashion Merchandising and Development	2050	Students will be able to press and steam heavy-weight fabrics and specific construction details much more easily. They will also become more familiar with industry technology by using this piece of equipment rather than older household models.
1	New Carpet for Lab (estimated)	\$4,000	Web & Mobile Development	2130	We currently have second-hand carpet and were not included in the project when West Campus got new carpet. It is starting to come up in places and has some stains.

1	CBCT Machine (1)	\$80,000	Dental Assisting	3010	Our students NEED to be trained on this. It's the new and exciting technology in dentistry. It would excite and motivate current high school students to continue as adult students. Dentists and staff would also need training and potentially come to Bridgerland for that training.
2	Hand Piece Maintenance Systems (3)	\$9,300	Dental Assisting	3010	This piece of equipment is essential in maintaining all of our dental hand pieces.
3	Digital Impression Scanner (1)	\$35,000	Dental Assisting	3010	This is new technology in the dental field. It will help the students learn on the equipment currently being used in industry.
4	3D printer (1)	\$10,000	Dental Assisting	3010	This is new technology in the dental field. It will help the students learn on the equipment currently being used in industry. This printer goes hand-in-hand with the digital impression scanner.
5	Dell Tower Computers and Monitors (6)	\$10,000	Dental Assisting	3010	These are necessary in our dental operatories to view digital radiographs, student and patient appointments, and our patient charts and records.
6	X-ray Typodonts (3)	\$3,900	Dental Assisting	3010	Current typodonts are broken.
7	NOMAD X-ray Machine (1)	\$8,300	Dental Assisting	3010	Current x-ray machines are broken and are very expensive to repair.
8	Cancer Screening Device (1)	\$5,000	Dental Assisting	3010	Our students can play a vital role in early detection of oral cancers if trained properly.
9	Air Compressor	\$8,000	Dental Assisting	3010	Current compressor is very old. Need it to run equipment in the lab.
10	Cerec Mill	\$170,000	Dental Assisting	3010	State-of-the-art equipment. Dental offices want assistants trained on this machine.
1	Bandaging Manikin	\$1,550	Animal Sciences	3110	This manikin will allow for 11 different types of veterinary bandaging and slings. Students will be able to perfect their skills before moving on to live animals.
1	50 HP Chrome Book 11	\$10,000	Animal Sciences	3110	Our curriculum is on Canvas and all of the students must be able to access it in order to do assignments, take exams, and complete the certificate. We have expanded the adult program to six hours per day, which overlaps the high school class time. These Chrome Books would allow for continuous education.
2	Suntech Vet20 Veterinary Blood Pressure Monitor	\$1,500	Animal Sciences	3110	This monitor would be an invaluable addition to the lab. Instructing students in this vital skill will better prepare them for real world application.
3	Laboratory Compound Microscope With Screen (estimated price)	\$2,500	Animal Sciences	3110	Being able to teach an entire student group about diagnostic slides at the same time instead of individually would be a much more efficient use of time and allow for more complete instruction as well as deeper student understanding.

4	New Carpet for Classroom	\$3,200	Animal Sciences	3110	We want to replace the existing carpet with carpet tiles that are easy to clean and replace as needed.
1	AED Trainer	\$100	Medical Assisting	3130	The AED Trainer we are currently using in our CPR course needs a new battery. The model is so old they no longer sell replacement batteries for this model.
2	Teaching Microscope (Dual View)	\$600	Medical Assisting	3130	It would be very beneficial for students to be able to look at a microscope simultaneously with an instructor, especially as they are first learning to look at slides and differentiate between the different cell types.
3	AvCath Wearable Technology (Catheter Simulator)	\$9,995	Medical Assisting	3130	This would enable students to have a more accurate and life-like experience when performing ureteral catheterization. Inserting the catheter would feel much more "real" than when using the manikin we currently have. Students would be able to visualize the insertion site better and have instant feedback from the manikin itself. Students would also have the opportunity to interact with real patients and gain communication skills.
4	Female Catheterization Simulator	\$675	Medical Assisting	3130	This would enable students to have a more accurate and life-like experience when performing ureteral catheterization. Inserting the catheter would feel much more "real" than when using the manikin we currently have. Students would be able to visualize the insertion site better and have instant feedback from the manikin itself.
5	Lab Label Maker	\$400	Medical Assisting	3130	Students are currently handwriting on blood tubes. In the workplace, they will not do this, all labels are typed and printed. Having a label maker in the lab would give students a "real world" experience instead of what they are currently receiving.
6	Automated Cell Counter	\$2,500	Medical Assisting	3130	This piece of equipment would provide students with experience using state-of-the art lab equipment. Students would be able to measure concentration of cells as well as cell size(s).
1	2-3 Medication Dispensing Units (\$48,500 each)	\$145,500	Practical Nursing	3150	Our third party accrediting agencies ask that we keep abreast of current trends and best practices. In order to stay current with what is being used in the hospitals and to prevent medication errors, we need to have units to allow students to practice.
2	Hospital Beds (8)	\$32,000	Nursing/Health Sciences Dept.	3150	This would allow students to use proper body mechanics. The inability to move bed height leads to back strain and injury. This is a potential safety concern. However, this purchase will not increase student volumes.

1	Centrifuge Machine	\$550	Phlebotomy	3180	This machine needs to be updated. The old one was several years old and too outdated for student training.
2	Lab Draw Chairs (Qty 2, \$850 Each)	\$1,700	Phlebotomy	3180	These are needed in order to facilitate phlebotomy draws for our larger groups. (Currently we are using the table, which becomes a training and safety obstacle and concern.)
3	Vital Sim Manikin with Sim Pad	\$10,000	Nursing Assistant	3180	Taking vital signs correctly is a necessary skill for the CNA in order to provide safe and effective care and to report with accuracy to the RN. We also try to standardize our nursing assistant training and do not have this type of practice manikin at Bear River or Rich County.
1	20 Quart Mixer	\$6,000	Culinary Arts	4170	The current equipment is 30+ years and has been rebuilt/repared numerous times. This equipment is used daily in our lab for instruction and production. Because this equipment is so old, it is no longer in compliance with OSHA standards.
2	30 Quart Mixer	\$9,250	Culinary Arts	4170	Due to the age of this equipment, it is no longer in compliance with OSHA standards. This equipment is used daily in lab for instruction and production.
3	Blast Chiller	\$35,000	Culinary Arts	4170	Our Industry Advisory Committee has recommended students be trained on using a blast chiller to maintain the quality and safety of food.
4	Meat Slicer	\$4,000	Culinary Arts	4170	Current equipment is 30+ years old and has already been refurbished. This equipment is used daily in the Cafe operation and is used to train students on.
5	Commercial Gas Range/Oven	\$6,000	Culinary Arts	4170	One of our range/ovens is currently not working and cannot be repaired. Having multiple range/ovens functioning would allow students to complete their products in a timely manner.
6	Cold Prep table with Refrigeration	\$15,300	Culinary Arts	4170	Ensure better quality and safe food. Current equipment is requiring ongoing repairs.
1	Chairs	\$6,400	Business	5250	Need chairs in room 1232 to be able to house up to 40 students in the classroom for Real Estate/Business lecture classes.
2	Larger Monitors	\$6,400	Business	5250	Working on smaller monitors is less effective as you are not able to see enough of the document/key to be able to complete work as needed. They would be more efficient for students.
3	iPad	\$700	Business	5250	Updated iPad to use in presentations that can connect with the new TV monitor systems we have in the classroom.
1	PLC2 Trainers(6)	\$21,000	Automated Manufacturing	6070	Will allow us to do more courses in Logan to expand what is offered there and increase enrollment in advanced training. This is a bottleneck for us currently. This will move us closer to being able to run the Controls Engineering in Brigham City.

2	Servo Trainers (2)	\$50,000	Automated Manufacturing	6070	Will allow us to do more courses in Logan to expand what is offered there and increase enrollment in advanced training. This is a bottleneck for us currently. This will move us closer to being able to run the Controls Engineering in Brigham City.
3	PID Trainers (2)	\$32,000	Automated Manufacturing	6070	Will allow us to do more courses in Logan to expand what is offered there and increase enrollment in advanced training. This is a bottleneck for us currently. This will move us closer to being able to run the Controls Engineering in Brigham City.
4	Industrial Networking HMI Panel Views (5)	\$10,000	Automated Manufacturing	6070	Needed for the industrial networking course as it is one piece students must learn to network with all the other controls equipment. We only have one that is shared and is creating a bottleneck for students going through the controls engineering technology certificate.
5	10 Port Gigabit Smart Switch with PoE (5)	\$2,000	Automated Manufacturing	6070	Needed for the industrial networking course as it is one piece students must learn to network with all the other controls equipment. We only have one that is shared and it is creating a bottleneck for students going through the Controls Engineering Technology certificate.
6	Bearing Lab Trainer (2)	\$5,000	Automated Manufacturing	6070	Students need more hands-on training for competency in this area as requested by advisory committee. Will allow us to do more workshops in maintenance training for industry. Good for maintenance refresher courses.
7	Pumps Trainers (2)	\$5,000	Automated Manufacturing	6070	Students need more hands-on training for competency in this area as requested by advisory committee. Will allow us to do more workshops in maintenance training for industry. Good for maintenance refresher courses.
8	UR3 Robot Arm with Gripper	\$30,000	Automated Manufacturing	6070	This will be used for student capstone projects required in Controls Engineering Technology. We only have one currently and this purchase will reduce the bottleneck for students to complete the final required project. We also use these to promote the programs to schools K-12. We also use them to demonstrate to employers the skill set our graduates have achieved as they show off their completed projects.
9	Fanuc Robot Arm for Capstone Projects	\$40,000	Automated Manufacturing	6070	This will be used for student capstone projects required in Controls Engineering Technology. We do not have one to use for capstone while the others are all used in industry training and this purchase will reduce the bottleneck for students to complete the final required project. We also use these to promote the programs to schools K-12. We also use them to demonstrate to employers the skill set our graduates have achieved as they show off their completed projects.

10	Line Tracking Conveyors for Fanuc Robot Lab (14)	\$50,000	Automated Manufacturing	6070	Purchasing these will give us a whole new series of workshops to offer to industry and increase enrollment. It adds to the engagement of our students in the controls engineering and robotics advanced courses. We really need it to eliminate the bottleneck we have with capstone projects. Currently we cannot run industry workshops during capstone season. This will eliminate that bottleneck and bring more students to completion more quickly.
11	Fanuc Delta/Spider Robot with Line Tracking and Vision	\$35,000	Automated Manufacturing	6070	Purchasing these will give us a whole new series of workshops to offer to industry and increase enrollment. It adds to the engagement of our students in the controls engineering and robotics advanced courses. We really need it to eliminate the bottleneck we have with capstone projects. Currently we cannot run industry workshops during capstone season. This will eliminate that bottleneck and bring more students to completion more quickly.
12	MH2 Education Training Cart for Fanuc Delta/Spider Robot with Line Tracking and Vision.	\$7,000	Automated Manufacturing	6070	Purchasing these will give us a whole new series of workshops to offer to industry and increase enrollment. It adds to the engagement of our students in the controls engineering and robotics advanced courses. We really need it to eliminate the bottleneck we have with capstone projects. Currently we cannot run industry workshops during capstone season. This will eliminate that bottleneck and bring more students to completion more quickly.
13	Conveyor and Software for Fanuc/Spider Robot with Line Tracking and Vision	\$13,000	Automated Manufacturing	6070	Purchasing these will give us a whole new series of workshops to offer to industry and increase enrollment. It adds to the engagement of our students in the controls engineering and robotics advanced courses. We really need it to eliminate the bottleneck we have with capstone projects. Currently we cannot run industry workshops during capstone season. This will eliminate that bottleneck and bring more students to completion more quickly.
14	Small Engine Repair Trainers	\$10,000	Automated Manufacturing	6070	Would allow us to align new courses for an Ag Tech area of study. Potential pool of 1,000 new students in this area of study in area high schools.
15	Miniature Pivot Control System	\$5,000	Automated Manufacturing	6070	Would allow us to align new courses for an Ag Tech area of study. Potential pool of 1,000 new students in this area of study in area high schools.

16	Small Mill and Lathe for both Logan Campus - West and Brigham City	\$40,000	Automated Manufacturing	6070	This adds another dimension to our advanced training and gives another course for workshop training that is hands-on. It would allow us to add more options and increase enrollment in this area without burdening the machining shop. We are not able to get students into the machining shop currently and so this would open up this option for our students. This elective is highly requested by industry for maintenance techs.
17	Fanuc Scara Robot	\$14,000	Automated Manufacturing	6070	Adds current, locally used technology to our training. This is being used by some of our largest employers.
20	Safety PLC	\$8,000	Automated Manufacturing	6070	Used to expand availability of labs to reduce bottleneck in PLC 3.
18	CNC Router for Composites	\$10,000	Automated Manufacturing	6075	This adds another dimension to our composites training and gives another course for workshop training that is hands-on. It would allow us to add more options and increase enrollment in this area.
19	3 or 4 sets of Welding Stations in Brigham City	\$10,000	Automated Manufacturing	6075	Need this to allow students into the Welding elective courses in Brigham. We have an instructor who is certified that could run some groups in welding. This would be for our Weld 1050 and Weld 1060 courses. Special workshops could be offered for those who are not willing to drive into Logan. Some of our students who struggle with our other programming intensive electives would do better with welding and makes them more likely to complete a full certificate.
1	Treatment Table/Bed for Esthetics Services	\$4,000	Master Esthetics	7035	The treatment table will be used for hair removal services, facials, back facials, etc. This will be used as part of the curriculum and to simulate what students will find in salons and spas doing esthetics services.
2	Barber Chairs	\$4,000	Cosmetology/Barbering	7035	Barber chairs will be used to complete shaving services on male clients as per the mandatory curriculum for cosmetology/barbering.
3	Bulletin Boards	\$1,100	Cosmetology/Barbering, Master Esthetics	7035	Post information and classroom interests in cos/barb & mstr est classrooms. Increase time between needed painting of walls. More organized.
4	Vichy Shower	\$6,000	Master Esthetics	7035	For body bronzing, salt glow, and body brushing treatments. Used to train students for spa employment used to complete customer services. Need to purchase Vichy Shower equipment (shower apparatus), Vichy table with mat, and system installation (plumbing).
5	Styling Chairs (10)	\$6,500	Cosmetology/Barbering	7035	Additional chairs are needed for the salon area. Students use the chairs to provide services for their customers and to simulate a salon environment.

6	Reception Area Furniture, Signage & Display	\$3,000	Cosmetology/Barbering	7035	The area of "first impression" would have furniture in a seating area for visitors, tour groups, potential students, and sales reps. Also t-shirt or college products and information can be displayed here.
7	Microneedle Pen with Replacement Heads	\$1,200	Master Esthetics	7035	Used to train students on services they will perform in a spa or salon. This service is taught as part of the curriculum. Microneedle pens are needed for students to use and gain experience and pass competencies.
	Cell Extraction/Riot Protective Gear	\$3,000	Police Academy	7210	The current protective gear is over six years old. This equipment is used to protect the cadets from injury during the forced cell and critical incident training for the corrections block of the Police Academy. They engage in full contact cell extraction scenarios and updated protective gear is important to prevent injuries. The amount requested would provide six different suits, including helmets. Different sizes would be purchased to allow for more use among the different sized cadets.
	Cardiac Monitor	\$30,000	Paramedic	7240	One more cardiac monitor is needed to complete another lab room. This will allow us to run consecutive labs as our program grows.
1	Fire Engine	\$100,000	Fire and Rescue Services	7250	Our two fire engines continue to get older, cost more to repair, become more unreliable, and have the appearance of an antique fire engine. Having a more modern fire engine would also allow us to show it off at Career Days, parades, or other PR events.
5	Altendorf Sliding Table Saw	\$30,000	Building Technology	7320	This will allow instructors to teach on current technology/equipment that is being used in industry today.
6	16" jointer	\$8,000	Building Technology	7320	This will allow instructors to teach on current technology/equipment that is being used in industry today and provide for a safer work environment. (Current equipment being used is one breakdown from being obsolete.)
7	Grizzly Table Saw	\$6,000	Building Technology	7320	This will allow instructors to teach on current technology/equipment that is being used in industry today. (Current equipment being used is one breakdown from being obsolete.)
8	51" Double Head Sander	\$25,000	Building Technology	7320	This will allow instructors to teach on current technology/equipment that is being used in industry today.
9	Straight Line Ripsaw	\$9,000	Building Technology	7320	This will allow instructors to teach on current technology/equipment that is being used in industry today.
10	Tiger Stop	\$6,000	Building Technology	7320	This will allow instructors to teach on current technology/equipment that is being used in industry today.

11	8" Jointer	\$3,000	Building Technology	7320	This will allow instructors to teach on current technology/equipment that is being used in industry today. (Current equipment being used is one breakdown from being obsolete.)
12	Planer	\$10,000	Building Technology	7320	This will allow instructors to teach on current technology/equipment that is being used in industry today. (Current equipment being used is one breakdown from being obsolete.)
13	Shaper Cutters	\$3,000	Building Technology	7320	This will allow instructors to teach on current technology/equipment that is being used in industry today.
1	Power Screed	\$2,500	Building Technology	7420	This will allow instructors to teach on current technology/equipment that is being used in industry today and provide for a safer work environment.
2	Power Trowel	\$2,800	Building Technology	7420	This will allow instructors to teach on current technology/equipment that is being used in industry today and provide for a safer work environment.
3	Plate Compactor	\$2,000	Building Technology	7420	This will allow instructors to teach on current technology/equipment that is being used in industry today and provide for a safer work environment.
4	Cement Forms	\$2,000	Building Technology	7420	This will allow instructors to teach on current technology/equipment that is being used in industry today and provide for a safer work environment.
14	Skid Loader/Backhoe	\$20,000	Building Technology	7420	This will allow instructors to teach on current technology/equipment that is being used in industry today and provide for a safer work environment.
15	Job Trailer	\$10,000	Building Technology	7420	Tool storage and update our image.
16	Truck	\$40,000	Building Technology	7420	This will be used to get people and materials to the jobsite.
1	Tool Sets and Equipment for IPC 620 Certification Lab (10)	\$10,000	Electronic Engineering Technology	7510	Our electronics teacher is newly certified as an instructor for IPC 620. We need to setup a better lab to run industry workshops. This requires specialized tool sets for hands-on training for industry and our certificate-seeking students.
2	Instrumentation Sensors and Equipment (2 sets)	\$20,000	Electronic Engineering Technology	7510	This is a new course requested by our industry Advisory Committee that will require the purchase of sensors, equipment, data loggers, and software to have hands-on training to match industry standards and employment requirements. This is a new high tech area that will draw interest for students and industry alike. This will help engage students for retention in the more advanced courses to complete the certificate.

3	Spectrum Analyzers (2)	\$20,000	Electronic Engineering Technology	7510	Allows us to teach a better communication circuits class and have the training requested by industry. Again, we will retain more students when it all works. New labs are appealing to prospective students. Companies recommend our program to potential employees when they know we are using the latest equipment that is used in industry. It also opens up possibilities for more advanced training and industry workshops.
4	Printed Circuit Board Laser Router	\$125,000	Electronic Engineering Technology	7510	Will allow us to do capstone projects where a student could design a circuit, make the PCB, assemble and solder the components, troubleshoot if needed, and use it to do something impressive. This is also a great recruiting tool as students come to check out the program to show how a board is made from start to finish. Also, it is great to do prototype projects for students and companies alike who are sponsoring a student's capstone project. We could add new classes and modules to the program with design and build of circuit boards. We also need it to make boards for our soldering certification courses. We could make all our training boards for the IPC soldering certification courses. This is a big draw to get and keep student's excitement throughout the program. Our equipment has been broken down beyond repair and it is not safe anymore to use chemicals. This router is safe without any toxic chemicals. Safer for students and teaches CNC principles. Lasers are the latest technology and run much faster.
1	LG - 86" Class - LED - UM8070PUA Series - 2160p - Smart - 4K UHD TV with HDR (Need 3, \$3,000 each)	\$6,000	Information Technology	7520	Current projectors are old and aren't very bright. Lights have to be turned off to see anything then turned back on to do the work continuously. TVs are bright enough to not have to turn the lights off. It also makes the room have a more up-to-date look and feel.
2	4 Foot Desk with Cable Management (Qty 24, \$170 each)	\$4,080	Information Technology	7520	Current desks in classroom range from three to five feet long. It has forced us to rearrange desks in an abnormal manner. Desks are old and falling apart. We have patched them with pieces of wood and screws that are poking up through the bottom of the desk. New desks will allow us to rearrange the classroom in a more traditional way (all facing the front of the room) and give it a professional, clean, and up-to-date look.
1	Motor Grader Simulator	\$50,000	Heavy Equipment Operator	7550	An additional simulator would allow more students to participate in the simulation exercises without having to have the actual Motor Grader.

2	Dump Truck	\$25,000	Heavy Equipment Operator	7550	Dump trucks are part of the curriculum and are needed to maintain the current student numbers.
3	New Chairs for Classroom	\$2,000	Heavy Equipment Operator	7550	Replacement of old non-matching chairs will make for a more professional atmosphere.
1	Day Cab Semi Tractor	\$30,000	Commercial Driver's License (CDL)	7560	Replacement of our current day cab backing tractor will allow for the students to perform all of the required skills with newer equipment.
2	New Chairs for Classroom	\$1,500	Commercial Driver's License (CDL)	7560	Replacement of old non-matching chairs will make for a more professional atmosphere.
1	Paint Booth	\$100,000	Auto Collision	7570	The majority of students want to enroll in classes that will provide training on current or state-of-the-art equipment.
2	Side Winder Solvent Recovery	\$4,500	Auto Collision	7570	Hazardous waste control is essential to meeting environmental goals and gives students examples of the importance of keeping hazardous waste to a minimum.
3	Wire Feed Mig Welders	\$3,000	Auto Collision	7570	Welding is a very important part of the Auto Collision process. Updated and correct working welders is essential.
4	Welding Helmets and Safety Equipment	\$2,000	Auto Collision	7570	Protective clothing and properly functioning helmets with the ability to see is a very important part of the welding process.
5	Chief Mo Clamp Board and Accessories	\$3,500	Auto Collision	7570	Students need a variety of clamps and chains to correctly perform structural repair on vehicle frames and unibodies.
1	Hunter Premium Scissor Alignment Rack	\$29,691	Automotive Service	7580	This lift is the dominant type used in our local employers' facilities.
2	Shop Exhaust Hoses	\$1,500	Automotive Service	7580	More students would be able to safely work in the shop at the same time.
3	Glass Bead Cleaning Cabinet	\$2,200	Automotive Service	7580	A newer style cabinet would reduce repair, maintenance costs, and down time.
1	Dry Curing Chamber	\$25,000	Meat Services	7770	We have a demand for dry-aged meats. This would allow students the opportunity to increase their skill level on processing and handling of this product.
2	Vacuum Chamber Sealer	\$26,000	Meat Services	7770	Current equipment is over ten years old and has been repaired numerous times. This equipment is used to seal primals for customers and to package and preserve meat.
3	Pellet Smoker	\$2,000	Meat Services	7770	Students would have knowledge and experience on running a pellet smoker.
4	Kitchen Range	\$900	Meat Services	7770	Part of the curriculum includes teaching students how to practice and prepare meat dishes. The range currently being used is only functioning at half capacity.

1	Zeiss - Duramax Coordinate Measuring Machine	\$50,000	Machining Technology	7780	CMMs are used in industry to inspect parts created in machine shops. We have a very old manual CMM that needs to be updated to be current with industry practices in part inspection.
2	CNC 5 Axis Machining Trunnion and V2 Axis Drives	\$32,000	Machining Technology	7780	Being able to offer 5 axis training will increase growth in our department because of the higher level skill set that we would be able to offer to current students and those in industry. In a regular shop environment, 5 axis training is reserved for the few people who are at the top of their skill set. There are many more individuals that are interested in becoming more skilled, but do not get a chance to learn on the equipment at work because those positions are already filled by someone else.
1	Pipe and Tubing Bender	\$22,000	Welding	7800	This bender will be used to train students to plan, layout, and fabricate using pipe and tubing similar to what is done in the industry to fabricate railings, handrails, and piping fixtures. Many of the local companies that hire our students are using similar benders. This gives students the practical experience they need to be prepared for employment in the manufacturing field of welding.
2	Anvils, Forges, and Tongs	\$5,000	Welding-Blacksmithing	7800	This equipment will be used to update and replace our blacksmithing equipment. We currently have several students using each forge and anvil at a time which cause safety concerns. Without new/more equipment we will have to limit the number of those in the course. Current equipment is in disrepair.
1	IT Equipment	\$90,000	Information Systems Dept.	8600	Big Buy
2	High Capacity Data Storage(NAS)	\$50,000	Information Systems Dept.	8600	We keep generating more data (videos, curriculum, documents, etc.) everyday. We need a reliable and secure place to put all these files. A NAS would allow us to increase the size of G: drives and other network drives.
3	Network Equipment Upgrades (Switches)	\$20,000	Information Systems Dept.	8600	Some of the network switches are over 20 years old and need to be upgraded so we can provide 1GB network links throughout the college.
4	Hard Drive Wiper/Eraser	\$2,000	Information Systems Dept.	8600	A device that erases hard drives so we can dispose of them or reuse them with confidence that they don't contain personal identifiable information.
1	Man Lift 80' for Maintenance	\$120,000	Maintenance	8800	Enable access to maintain lighting, security cameras, and building.
2	Salt and Equipment Storage Shed	\$50,000	Maintenance	8800	By having a salt storage shed at the west end of the yard we can buy salt in bulk for snow removal and melting. The shed will provide a way to keep the material dry and ready for use.

3	Ride-on Carpet Extractor	\$10,000	West Campus Custodial	8801	Because of the increasing amount of carpet and future improvements, this will be needed to help the department be more effective in keeping the building clean.
	High Speed Burnisher	\$1,500	West Campus Custodial	8801	The current equipment is very old and needs to be replaced. The cost to repair exceeds the equipment value. This will help the department be more effective in keeping the building clean.
1	Industrial Rider Floor Scrubber	\$20,000	Custodial	8850	The current equipment is very old and needs to be replaced. The cost to repair exceeds the equipment value. This will help the department be more effective in keeping the building clean.
2	Ride-on Carpet Extractor	\$10,000	Custodial	8850	Because of the increasing amount of carpet and future improvements, this will be needed to help the department be more effective in keeping the building clean.
4	Buffers (2)	\$2,800	Custodial	8850	This is being requested because it is worn out and needs replaced. This will help the department be more effective in keeping the building clean. The aging equipment has been repaired over and over again. The buffers we have now were originally purchased about 40 years ago and are transported from building to building.
5	Heavy-Duty Platform Trucks (4)	\$2,400	Custodial	8850	All of the equipment that is being requested is worn out and needs replaced. This will help the department be more effective in keeping the building clean. The aging equipment has been repaired over and over again.
6	Outdoor Trash Receptacles for Entrances	\$4,000	Custodial	8850	The trash cans at the outside entrances are from the original building and are in need of replacement
	Total	\$2,384,791			
	Less Current ongoing funding equipment	-\$720,700			
	Total Equipment Request	\$1,664,091			

Bridgerland Technical College
FY 18-19 Q4
Enrollment Summary

Membership Hour					Head Count					Graduates				
	2018 Hours	2019 Hours	Difference	Difference %		2018 (HC)	2019 (HC)	Difference (HC)	Difference % (HC)		2018 (GR)	2019 (GR)	Difference (GR)	Difference % (GR)
Certificate Seeker	665,262	684,730	19,468	2.93%	Certificate Seeker	1,852.00	1,951.00	99.00	5.35%	Certificate Seeker	764.00	786.00	22.00	2.88%
High School	422,026	407,944	-14,082	-3.34%	High School	2,142.00	2,038.00	-104.00	-4.86%	High School	54.00	96.00	42.00	77.78%
Occupational	116,550	126,150	9,600	8.24%	Occupational	2,532.00	2,371.00	-161.00	-6.36%					
Grand Total	1,203,838	1,218,824	14,987	1.24%	Grand Total	6,019.00	5,742.00	-277.00	-4.60%	Grand Total	818.00	882.00	64.00	7.82%
	2018 Hours	2019 Hours	Difference	Difference %		2018 (HC)	2019 (HC)	Difference (HC)	Difference % (HC)		2018 (GR)	2019 (GR)	Difference (GR)	Difference % (GR)
High School	350	4,464	4,114	1175.43%	High School	8.00	101.00	93.00	1162.50%					
Occupational	28,045	29,840	1,795	6.40%	Occupational	653.00	700.00	47.00	7.20%					
Total	28,395	34,304	5,909	20.81%	Total	661.00	798.00	137.00	20.73%					
High School	11,505	6,133	-5,372	-46.69%	High School	70.00	43.00	-27.00	-38.57%					
Occupational	420	1,506	1,086	258.57%	Occupational	12.00	18.00	6.00	50.00%					
Total	11,925	7,639	-4,286	-35.94%	Total	80.00	61.00	-19.00	-23.75%					
Certificate Seeker	27,330	29,010	1,680	6.15%	Certificate Seeker	77.00	92.00	15.00	19.48%	Certificate Seeker	35	50	15	42.86%
High School	16,860	14,760	-2,100	-12.46%	High School	80.00	80.00	0.00	0.00%					
Total	44,190	43,770	-420	-0.95%	Total	149.00	162.00	13.00	8.72%	Total	35	50	15	42.86%
Certificate Seeker	15,660	19,080	3,420	21.84%	Certificate Seeker	100.00	116.00	16.00	16.00%	Certificate Seeker	12	16	4	33.33%
High School		16			High School	0.00	1.00	1.00						
Occupational	1,056	1,628	572	54.17%	Occupational	100.00	139.00	39.00	39.00%					
Total	16,716	20,724	4,008	23.98%	Total	199.00	248.00	49.00	24.62%	Total	12	16	4	33.33%
Certificate Seeker	6,390	8,730	2,340	36.62%	Certificate Seeker	40.00	51.00	11.00	27.50%	Certificate Seeker	4	7	3	75.00%
Occupational	144	246	102	70.83%	Occupational	24.00	28.00	4.00	16.67%					
Total	6,534	8,976	2,442	37.37%	Total	64.00	79.00	15.00	23.44%	Total	4	7	3	75.00%
Certificate Seeker	6,000	15,300	9,300	155.00%	Certificate Seeker	14.00	21.00	7.00	50.00%	Certificate Seeker	5	12	7	140.00%
High School	15,812	12,220	-3,592	-22.72%	High School	92.00	65.00	-27.00	-29.35%					
Occupational	72	144	72	100.00%	Occupational	3.00	6.00	3.00	100.00%					
Total	21,884	27,664	5,780	26.41%	Total	109.00	86.00	-23.00	-21.10%	Total	5	12	7	140.00%
Certificate Seeker	38,310	43,140	4,830	12.61%	Certificate Seeker	145.00	139.00	-6.00	-4.14%	Certificate Seeker	64	43	-21	-32.81%
High School	27,636	24,710	-2,926	-10.59%	High School	212.00	148.00	-64.00	-30.19%	High School	2	3	1	50.00%
Occupational	15,393	12,838	-2,555	-16.60%	Occupational	255.00	150.00	-105.00	-41.18%					
Total	81,339	80,688	-651	-0.80%	Total	597.00	431.00	-166.00	-27.81%	Total	66	46	-20	-30.30%
Certificate Seeker	22,920	15,555	-7,365	-32.13%	Certificate Seeker	32.00	36.00	4.00	12.50%	Certificate Seeker	12	14	2	16.67%
High School	31,300	21,116	-10,184	-32.54%	High School	187.00	129.00	-58.00	-31.02%					
Occupational	420	525	105	25.00%	Occupational	1.00	1.00	0.00	0.00%					
Total	54,640	37,196	-17,444	-31.93%	Total	220.00	164.00	-56.00	-25.45%	Total	12	14	2	16.67%
Certificate Seeker		4,515			Certificate Seeker	0.00	5.00	5.00		Certificate Seeker	0	5	5	
Total		4,515			Total	0.00	5.00	5.00		Total	0	5	5	
Certificate Seeker	11,600	7,630	-3,970	-34.22%	Certificate Seeker	21.00	12.00	-9.00	-42.86%	Certificate Seeker	10	7	-3	-30.00%
High School	9,488	5,768	-3,720	-39.21%	High School	47.00	29.00	-18.00	-38.30%	High School	2	2	0	0.00%
Occupational	6,180				Occupational	66.00	0.00	-66.00	-100.00%					
Total	27,268	13,398	-13,870	-50.87%	Total	133.00	41.00	-92.00	-69.17%	Total	12	9	-3	-25.00%
Certificate Seeker	34,785	27,360	-7,425	-21.35%	Certificate Seeker	102.00	87.00	-15.00	-14.71%	Certificate Seeker	10	23	13	130.00%
High School	6,659	4,298	-2,361	-35.45%	High School	43.00	28.00	-15.00	-34.88%					
Occupational	7,089	7,350	261	3.68%	Occupational	179.00	168.00	-11.00	-6.15%					
Total	48,533	39,008	-9,525	-19.62%	Total	323.00	281.00	-42.00	-13.00%	Total	10	23	13	130.00%
Certificate Seeker		990			Certificate Seeker	0.00	3.00	3.00		Certificate Seeker	0	2	2	
High School		4,260			High School	0.00	26.00	26.00						
Occupational		6,780			Occupational	0.00	68.00	68.00						
Total		12,030			Total	0.00	97.00	97.00		Total	0	2	2	
Occupational	822	282	-540	-65.69%	Occupational	137.00	47.00	-90.00	-65.69%					
Total	822	282	-540	-65.69%	Total	137.00	47.00	-90.00	-65.69%					
Occupational	93				Occupational	31.00	0.00	-31.00	-100.00%					
Total	93				Total	31.00	0.00	-31.00	-100.00%					
Occupational	36				Occupational	3.00	0.00	-3.00	-100.00%					

Commercial Driver's License	Total	36				Total	3.00	0.00	-3.00	-100.00%	Certificate Seeker					21	33	12	57.14%
	Certificate Seeker	11,700	9,000	-2,700	-23.08%	Certificate Seeker	46.00	30.00	-16.00	-34.78%									
	Occupational	588	210	-378	-64.29%	Occupational	12.00	5.00	-7.00	-58.33%									
	Total	12,288	9,210	-3,078	-25.05%	Total	58.00	35.00	-23.00	-39.66%		Total	21	33	12				
Controls Engineering Technology	Certificate Seeker	4,200	8,565	4,365	103.93%	Certificate Seeker	12.00	31.00	19.00	158.33%	Certificate Seeker					0	5	5	
	Occupational		690			Occupational	0.00	4.00	4.00										
	Total	4,200	9,255	5,055	120.36%	Total	12.00	35.00	23.00	191.67%		Total	0	5	5				
	Certificate Seeker	27,000	40,950	13,950	51.67%	Certificate Seeker	43.00	64.00	21.00	48.84%		Certificate Seeker	14	25	11				
Cosmetology/Barbering	High School	35,524	34,316	-1,208	-3.40%	High School	86.00	78.00	-8.00	-9.30%	High School					2	0	-2	-100.00%
	Total	62,524	75,266	12,742	20.38%	Total	124.00	133.00	9.00	7.26%		Total	16	25	9				
	Certificate Seeker	12,210	11,670	-540	-4.42%	Certificate Seeker	28.00	31.00	3.00	10.71%		Certificate Seeker	13	8	-5				
	High School	16,736	12,368	-4,368	-26.10%	High School	116.00	82.00	-34.00	-29.31%									
Culinary Arts	Occupational	568	232	-336	-59.15%	Occupational	41.00	30.00	-11.00	-26.83%	Occupational					13	8	-5	-38.46%
	Total	29,514	24,270	-5,244	-17.77%	Total	185.00	143.00	-42.00	-22.70%		Total	13	8	-5				
	Certificate Seeker		1,770			Certificate Seeker	0.00	5.00	5.00			Certificate Seeker	0	2	2				
	Total		1,770			Total	0.00	5.00	5.00			Total	0	2	2				
Dental Assisting	Certificate Seeker	42,810	36,915	-5,895	-13.77%	Certificate Seeker	85.00	80.00	-5.00	-5.88%	Certificate Seeker					32	30	-2	-6.25%
	High School	38,092	38,688	596	1.56%	High School	152.00	136.00	-16.00	-10.53%		High School	0	1	1				
	Occupational	495	450	-45	-9.09%	Occupational	11.00	7.00	-4.00	-36.36%		Occupational							
	Total	81,397	76,053	-5,344	-6.57%	Total	231.00	212.00	-19.00	-8.23%		Total	32	31	-1				
Diesel	Certificate Seeker	18,540	12,000	-6,540	-35.28%	Certificate Seeker	26.00	26.00	0.00	0.00%	Certificate Seeker					8	10	2	25.00%
	High School	18,248	19,240	992	5.44%	High School	92.00	92.00	0.00	0.00%		High School							
	Total	36,788	31,240	-5,548	-15.08%	Total	118.00	118.00	0.00	0.00%		Total	8	10	2				
	Certificate Seeker	23,490	30,360	6,870	29.25%	Certificate Seeker	62.00	76.00	14.00	22.58%		Certificate Seeker	9	15	6				
Drafting	High School	7,274	10,190	2,916	40.09%	High School	47.00	56.00	9.00	19.15%	High School					1	2	1	100.00%
	Occupational	1,180	1,350	170	14.41%	Occupational	24.00	23.00	-1.00	-4.17%		Occupational							
	Total	31,944	41,900	9,956	31.17%	Total	131.00	152.00	21.00	16.03%		Total	10	17	7				
	Certificate Seeker	9,465	7,410	-2,055	-21.71%	Certificate Seeker	32.00	34.00	2.00	6.25%		Certificate Seeker	6	8	2				
Electronic Engineering Technology	High School	4,936	4,240	-696	-14.10%	High School	35.00	24.00	-11.00	-31.43%	High School								
	Occupational	1,350	376	-974	-72.15%	Occupational	19.00	14.00	-5.00	-26.32%		Occupational							
	Total	15,751	12,026	-3,725	-23.65%	Total	86.00	70.00	-16.00	-18.60%		Total	6	8	2				
	High School	420	2,220	1,800	428.57%	High School	7.00	31.00	24.00	342.86%		High School							
Emergency First Responder	Total	420	2,220	1,800	428.57%	Total	7.00	31.00	24.00	342.86%	Total								
	Certificate Seeker	9,672	13,020	3,348	34.62%	Certificate Seeker	68.00	87.00	19.00	27.94%		Certificate Seeker	67	71	4				
	High School	140	280	140	100.00%	High School	1.00	2.00	1.00	100.00%		High School	1	0	-1				
	Total	9,812	13,300	3,488	35.55%	Total	69.00	89.00	20.00	28.99%		Total	68	71	3				
Farm and Ranch Management	Occupational	23,280	27,270	3,990	17.14%	Occupational	46.00	48.00	2.00	4.35%	Occupational								
	Total	23,280	27,270	3,990	17.14%	Total	46.00	48.00	2.00	4.35%		Total							
	Certificate Seeker	2,760	3,390	630	22.83%	Certificate Seeker	8.00	16.00	8.00	100.00%		Certificate Seeker	1	4	3				
	High School	8,380	8,423	43	0.51%	High School	80.00	62.00	-18.00	-22.50%		High School							
Fashion Merchandising and Development	Total	11,140	11,813	673	6.04%	Total	87.00	73.00	-14.00	-16.09%	Total					1	4	3	300.00%
	Certificate Seeker	6,880	10,205	3,325	48.33%	Certificate Seeker	11.00	17.00	6.00	54.55%		Certificate Seeker	10	8	-2				
	High School	40	40	0	0.00%	High School	1.00	1.00	0.00	0.00%		High School							
	Occupational	1,560	3,384	1,824	116.92%	Occupational	35.00	47.00	12.00	34.29%		Occupational							
Fire and Rescue Services	Total	8,480	13,629	5,149	60.72%	Total	43.00	63.00	20.00	46.51%	Total					10	8	-2	-20.00%
	High School	26,954	19,972	-6,982	-25.90%	High School	260.00	192.00	-68.00	-26.15%		High School							
	Occupational	12,630	18,138	5,508	43.61%	Occupational	624.00	653.00	29.00	4.65%		Occupational							
	Total	39,584	38,110	-1,474	-3.72%	Total	884.00	844.00	-40.00	-4.52%		Total							
Health Sciences	Certificate Seeker	2,700	1,080	-1,620	-60.00%	Certificate Seeker	14.00	6.00	-8.00	-57.14%	Certificate Seeker					10	4	-6	-60.00%
	High School	4,840	10	-4,830	-99.79%	High School	26.00	1.00	-25.00	-96.15%		High School	1	1	0				
	Occupational	1,300	1,494	194	14.92%	Occupational	103.00	143.00	40.00	38.83%		Occupational							
	Total	8,840	2,584	-6,256	-70.77%	Total	142.00	150.00	8.00	5.63%		Total	11	5	-6				
Heavy Equipment Operator	Certificate Seeker	2,700	7,890	5,190	192.22%	Certificate Seeker	14.00	21.00	7.00	50.00%	Certificate Seeker					14	8	-6	-42.86%
	High School		3,196			High School	0.00	22.00	22.00			High School							
	Total	2,700	11,086	8,386	310.59%	Total	14.00	42.00	28.00	200.00%		Total	14	8	-6				
	Certificate Seeker	52,230	40,875	-11,355	-21.74%	Certificate Seeker	155.00	125.00	-30.00	-19.35%		Certificate Seeker	28	41	13				
Heavy Equipment Operator/CDL	High School	31,708	35,456	3,748	11.82%	High School	219.00	256.00	37.00	16.89%	High School					0	5	5	
	Occupational	1,770	1,740	-30	-1.69%	Occupational	12.00	15.00	3.00	25.00%		Occupational							
	Total	85,708	78,071	-7,637	-8.91%	Total	381.00	393.00	12.00	3.15%		Total	28	46	18				
	Certificate Seeker	6,390	11,085	4,695	73.47%	Certificate Seeker	27.00	21.00	-6.00	-22.22%		Certificate Seeker	5	5	0				
Information Technology	High School					High School					High School								
	Occupational					Occupational													
	Total					Total													
	Certificate Seeker					Certificate Seeker													
Interior Design	High School					High School					High School								
	Occupational					Occupational													
	Total					Total													
	Certificate Seeker					Certificate Seeker													

IT/Web Technology	High School	6,668	5,168	-1,500	-22.50%	High School	43.00	35.00	-8.00	-18.60%					
	Occupational	330	420	90	27.27%	Occupational	5.00	13.00	8.00	160.00%					
	Total	13,388	16,673	3,285	24.54%	Total	73.00	65.00	-8.00	-10.96%	Total	5	5	0	0.00%
	Certificate Seeker	1,320	30	-1,290	-97.73%	Certificate Seeker	5.00	1.00	-4.00	-80.00%					
Machining Technology	Total	1,320	30	-1,290	-97.73%	Total	5.00	1.00	-4.00	-80.00%					
	Certificate Seeker	26,535	23,295	-3,240	-12.21%	Certificate Seeker	42.00	47.00	5.00	11.90%	Certificate Seeker	6	11	5	83.33%
	High School	8,860	10,840	1,980	22.35%	High School	58.00	60.00	2.00	3.45%					
	Occupational	450	1,350	900	200.00%	Occupational	8.00	22.00	14.00	175.00%					
Master Esthetics	Total	35,845	35,485	-360	-1.00%	Total	104.00	120.00	16.00	15.38%	Total	6	11	5	83.33%
	Certificate Seeker	16,200	16,200	0	0.00%	Certificate Seeker	26.00	29.00	3.00	11.54%	Certificate Seeker	12	14	2	16.67%
	Total	16,200	16,200	0	0.00%	Total	26.00	29.00	3.00	11.54%	Total	12	14	2	16.67%
	Certificate Seeker	8,400	9,150	750	8.93%	Certificate Seeker	16.00	21.00	5.00	31.25%	Certificate Seeker	8	9	1	12.50%
Meat Services	High School	3,924	5,476	1,552	39.55%	High School	22.00	30.00	8.00	36.36%					
	Occupational	300				Occupational	2.00	0.00	-2.00	-100.00%					
	Total	12,624	14,626	2,002	15.86%	Total	40.00	50.00	10.00	25.00%	Total	8	9	1	12.50%
	Certificate Seeker	26,520	31,470	4,950	18.67%	Certificate Seeker	62.00	71.00	9.00	14.52%	Certificate Seeker	21	11	-10	-47.62%
Media Design	High School	18,378	27,136	8,758	47.65%	High School	148.00	181.00	33.00	22.30%	High School	0	2	2	
	Occupational	1,785	1,610	-175	-9.80%	Occupational	42.00	41.00	-1.00	-2.38%					
	Total	46,683	60,216	13,533	28.99%	Total	247.00	289.00	42.00	17.00%	Total	21	13	-8	-38.10%
	Certificate Seeker	34,470	34,950	480	1.39%	Certificate Seeker	61.00	60.00	-1.00	-1.64%	Certificate Seeker	20	20	0	0.00%
Medical Assisting	High School	1,140	2,100	960	84.21%	High School	6.00	19.00	13.00	216.67%					
	Total	35,610	37,050	1,440	4.04%	Total	67.00	79.00	12.00	17.91%	Total	20	20	0	0.00%
	Certificate Seeker	16,200	14,700	-1,500	-9.26%	Certificate Seeker	185.00	163.00	-22.00	-11.89%	Certificate Seeker	142	114	-28	-19.72%
	High School	33,356	25,712	-7,644	-22.92%	High School	290.00	224.00	-66.00	-22.76%	High School	41	77	36	87.80%
Nursing Assistant	Total	49,556	40,412	-9,144	-18.45%	Total	475.00	387.00	-88.00	-18.53%	Total	183	191	8	4.37%
	Certificate Seeker		4,110			Certificate Seeker	0.00	10.00	10.00						
	High School		60			High School	0.00	1.00	1.00						
	Occupational		1,200			Occupational	0.00	19.00	19.00						
Paramedic	Total		5,370			Total	0.00	22.00	22.00						
	Certificate Seeker	11,100	9,180	-1,920	-17.30%	Certificate Seeker	23.00	22.00	-1.00	-4.35%	Certificate Seeker	8	12	4	50.00%
	High School	1,620	2,580	960	59.26%	High School	13.00	10.00	-3.00	-23.08%					
	Total	12,720	11,760	-960	-7.55%	Total	36.00	32.00	-4.00	-11.11%	Total	8	12	4	50.00%
Phlebotomy	Certificate Seeker		3,360			Certificate Seeker	0.00	56.00	56.00		Certificate Seeker	40	46	6	15.00%
	Occupational	2,820				Occupational	47.00	0.00	-47.00	-100.00%					
	Total	2,820	3,360	540	19.15%	Total	47.00	56.00	9.00	19.15%	Total	40	46	6	15.00%
	Certificate Seeker	14,175	14,965	790	5.57%	Certificate Seeker	44.00	44.00	0.00	0.00%	Certificate Seeker	15	13	-2	-13.33%
Police Academy	Total	14,175	14,965	790	5.57%	Total	44.00	44.00	0.00	0.00%	Total	15	13	-2	-13.33%
	Certificate Seeker	43,680	43,200	-480	-1.10%	Certificate Seeker	70.00	69.00	-1.00	-1.43%	Certificate Seeker	45	43	-2	-4.44%
	Occupational	522	756	234	44.83%	Occupational	29.00	42.00	13.00	44.83%					
	Total	44,202	43,956	-246	-0.56%	Total	70.00	69.00	-1.00	-1.43%	Total	45	43	-2	-4.44%
Real Estate	Certificate Seeker	3,360	4,320	960	28.57%	Certificate Seeker	28.00	36.00	8.00	28.57%	Certificate Seeker	24	20	-4	-16.67%
	High School	960	1,080	120	12.50%	High School	7.00	8.00	1.00	14.29%					
	Occupational	288	261	-27	-9.38%	Occupational	43.00	30.00	-13.00	-30.23%					
	Total	4,608	5,661	1,053	22.85%	Total	76.00	72.00	-4.00	-5.26%	Total	24	20	-4	-16.67%
Web & Mobile Development	Certificate Seeker	23,970	27,975	4,005	16.71%	Certificate Seeker	67.00	81.00	14.00	20.90%	Certificate Seeker	5	12	7	140.00%
	High School	2,772	14,160	11,388	410.82%	High School	18.00	124.00	106.00	588.89%					
	Occupational	400	360	-40	-10.00%	Occupational	10.00	9.00	-1.00	-10.00%					
	Total	27,142	42,495	15,353	56.57%	Total	94.00	212.00	118.00	125.53%	Total	5	12	7	140.00%
Welding Technology	Certificate Seeker	40,350	30,330	-10,020	-24.83%	Certificate Seeker	93.00	79.00	-14.00	-15.05%	Certificate Seeker	32	25	-7	-21.88%
	High School	30,486	27,248	-3,238	-10.62%	High School	164.00	144.00	-20.00	-12.20%	High School	2	3	1	50.00%
	Occupational	4,980	3,720	-1,260	-25.30%	Occupational	104.00	66.00	-38.00	-36.54%					
	Total	75,816	61,298	-14,518	-19.15%	Total	358.00	279.00	-79.00	-22.07%	Total	34	28	-6	-17.65%



BRIDGERLAND
TECHNICAL
COLLEGE
btech.edu

**BRIDGERLAND TECHNICAL COLLEGE
BOARD OF DIRECTORS' MEETING
JUNE 17, 2019, 4 P.M.
LOGAN CAMPUS – MAIN BOARDROOM
1301 NORTH 600 WEST, LOGAN, UTAH**

MINUTES

~ DRAFT ~

Board Members Present

Ann Geary, Chair – Logan School District, Logan
Jack Draxler – Draxler Appraisal Services, Inc., North Logan
Nancy Kennedy – Box Elder School District, Brigham City
Jeffrey Packer – All Pro Real Estate, Brigham City
Neil Perkes, Vice Chair – Logan Regional Hospital, Logan
Michael Madsen, Past Chair – Michael J. Madsen Construction, Garden City
Roger Pulsipher – Cache School District, Avon
Eric Wamsley – Rich School District, Laketown

Board Members Excused

Taylor Adams – Utah State University, Logan
Dave Brown – Western AgCredit, South Jordan
Brian Hyde – Autoliv, Smithfield

Bridgerland Technical College Present

K. Chad Campbell, President
Troy Christensen, Vice President for Brigham City
Emily Hobbs, Chief of Staff
Lisa Rock, Controller
Frank Stewart, Chief Development Officer
Jim White, Vice President for Student Services

Bridgerland Technical College Absent

Wendy Carter, Vice President for Instruction
John Davidson, Vice President for Instruction

Guest(s) Present

Mike Liechty, Cache School District

Item 1

Welcome & Pledge of Allegiance

Ann Geary conducted the meeting and welcomed those in attendance. The meeting was called to order at 4 p.m. The Pledge of Allegiance was recited.

Item 2

Consent Calendar

A. **Minutes from the April 22, 2019, Board meeting** were available online for review and subsequent approval.

B. **2019-2024 Strategic Plan & Mission Statement**

To review the Strategic Plan for the next year, a questionnaire was sent to faculty, staff, students, and Board members to gather input. Administration, with the direction of the President, evaluated all input and suggested the additions as outlined. Items no longer applicable were removed and will be reported at the November Board Meeting. These changes are designed for continual improvement and to fulfill the mission of the College. This draft plan was approved by faculty and staff at the Faculty Senate meeting on May 16, 2019. The mission statement was reviewed, but no changes were made at this time.

ACTION: Mike Madsen made a motion to approve the Consent Calendar. Eric Wamsley seconded. Motion carried.

Item 3

Fiscal Year (FY) 2019-2020 Strategic Planning and Mission-Driven Operating Budget

President Campbell carefully reviewed the FY 2019-2020 Operating Budget, which was provided for review. The spreadsheet displayed a comparison of the changes among FY15-16, 16-17, 17-18, 18-19, and 19-20. During the April 22, 2019, Board Meeting, a brief update and implementation plan for new programs and equipment funding was provided and discussed. The following list of the legislative appropriations used to develop this budget were reviewed.

The Board of Directors approved a \$.05/hour tuition increase that was subsequently approved by the Board of Trustees. The increased rate results in an estimated increase in tuition revenue of \$39,100 across the programs.

The following funds were appropriated directly to Bridgerland.

Ongoing:

- HB08 – \$366,600 for Compensation and Benefits
- SB02 – \$15,700 for Internal Service Fund Adjustments
- SB02 – \$581,400 Market-Driven New or Expanded Programs

Direct Appropriation (Ongoing) Subtotal – \$963,700

Legislative Transfer from UTECH to BTECH Budget:

- HB02 – \$366,200 Equipment
- HB01 – \$199,900 1.5% Restoration
- HB01 – \$56,000 “Jobs Now”

Legislative Transfer from UTECH to BTECH (Ongoing) Subtotal: \$622,100

Total Appropriation (Ongoing): \$1,585,800

One-Time:

- SB02 – \$156,700 Equipment

The following funds were previously appropriated to Bridgerland through the Utah System of Technical Colleges (UTECH) and come directly from the Legislature for FY19-20 going forward:

- HB02 – (\$366,200) Equipment (see above)
- HB01 – (\$199,900) 1.5% Restoration (see above)
- HB01 – (\$56,000) “Jobs Now” (see above)

Previously appropriated through UTECH subtotal: (\$622,100)

Performance measure appropriation funding through UTECH: \$242,540

Strategic Workforce Initiative/Investment (SWI) grants through USU and WSU: \$79,605

Total revenue increase: \$1,481,645

Implementation of the new funds appropriated by the Legislature includes a 2.5 percent Cost of Living increase, along with the associated salary-driven and non-salary-driven benefit increases.

In addition, BTECH received funding to expand the Machining Technology Program, to expand and support the Animal Sciences Program and the pathway to USU, add a Database Manager position, and add additional Student Success Advisors with the new funds for market-driven program expansion shown above.

The net increase in equipment funds is \$156,700 (one-time), which has been prioritized by BTECH Administration from equipment requests submitted by the respective department heads.

This budget also includes the repurposing of existing funds as a result of internal efficiencies and natural attrition. In addition to the discussion and subsequent approval of the proposed

“appropriated” budget, a brief discussion of the other sources and uses of revenue at the College were provided.

Mike Madsen commended Lisa Rock and President Campbell for their hard work on the budget.

ACTION: Nancy Kennedy made a motion to approve the FY2019-2020 Operating Budget. Roger Pulsipher seconded. Motion carried.

Item 4

Postsecondary Student Fees

In accordance with the Utah System of Technical College (UTECH) Tuition and Fees Policy 204.8.1, Jim White reviewed the fees for postsecondary students, which was provided as an online attachment. Every effort is made to reduce the cost for students, and only necessary fees are assessed. These fees help offset the cost of training and may consist of required external industry certifications, exam fees, background checks, expendable supplies, consumable goods, technology, and lab expenses.

Jim White explained the new computer and technology fee, which is applied college-wide. This fee supplements the cost of computers, hardware, and software. For years, the College has maintained a 10- to 13-year replacement cycle and is working to reduce that to a five-year rotation. Board members agreed with the decision to place a priority on reducing the cycle and mentioned students should be current as they enter the workforce. Also, Jim explained that for convenience, students can choose a payment plan, which allows them to pay a minimal monthly payment with no interest assessed.

ACTION: Roger Pulsipher made a motion to approve the Postsecondary Student Fees as presented. Mike Madsen seconded. Motion carried.

Item 5

Policies and Plans Review

Although evaluated throughout the year, Administration coordinates a formal annual review of all policies and plans. This review has been in progress for a few months and has resulted in several suggested updates, which were outlined in the spreadsheet provided. Changes in laws and accreditation requirements prompt the majority of updates. Proposed changes were indicated with red and strikethrough. Policies and plans not listed on the spreadsheet were evaluated, but no changes were suggested at this time. Board members were referred to the web site to see the full list of policies and plans.

President Campbell led a Board review and addressed questions and comments. Board members commented on Policy 350: Educational Benefits. They felt the expansion of reduced tuition to non-benefitted employees would enhance comradery throughout the College. The Board agreed to add “electronically” to Policy 600.625.3: “Any changes are communicated to the faculty and staff *electronically* or during faculty senate meetings...”

ACTION: Nancy Kennedy made a motion to approve the Policies and Plans with the recommended change. Jack Draxler seconded. Motion carried.

Item 6

Election of New Vice-Chair

The election of a new vice-chair, in accordance with Bridgerland Policy 103.4.2 Election of Officers was conducted. Board members were given an opportunity to submit nominations prior to the meeting. Votes were tallied and a total was provided to the nominating committee who then recommended Nancy Kennedy for vice-chair. No further nominations were made. Nancy provided her background and experience so the Board could get to know her better. She expressed her love for technical education. The Board is pleased to have representation from Box Elder County in a leadership position.

Ann Geary will rotate to past chair and Mike Madsen will rotate off Board leadership, but will continue as a Board member until June 2022. Mike was thanked for his many years of service in leadership.

ACTION: Neil Perkes, on behalf of the nominating committee, recommended Nancy Kennedy for vice-chair of the BTECH Board of Directors. Nancy was given a vote of acclamation.

Item 7

Development Office Updates

This has been a big year as the College lays the groundwork for the proposed Health Sciences building. The Development Office has been busy securing donations for this new building and corporate sponsorships for events. A donor list was provided (see attached).

Frank Stewart, Chief Development Officer, provided an overview of success for the year. He talked about the many corporate sponsorships that supported events such as high school competitions, fashion show, Gene HAAS Conference, Career Days, etc. He is currently working to secure funds for the next year.

Frank reported that the College is close to 1 million in fundraising. He has been focusing on the medical profession as much as possible for donations for the Health Sciences Building. Frank announced that a donor wall in the atrium at the east entrance of Logan Campus – Main will be installed soon. Frank encouraged Board members to continue to foster awareness and encourage donations for the new building as we start another prosperous year.

Item 8**Information Items****A. Custom Fit – Year to Date**

Fiscal Year	Trainees	Training Hours	Total Companies	New Companies
16-17	4,762	62,014	167	30
17-18	4,856	67,118	182	34
18-19 1 st Qtr	1,246	13,840	127	24
18-19 2 nd Qtr	1,731	24,140	143	33
18-19 3 rd Qtr	3,281	44,345	180	38

B. Stand-Alone Courses

- In accordance with USTC Policy 200, Section 5.1.2, courses not part of an approved certificate shall be approved by the Chief Instructional Officer and reported to the College Board of Directors as an information item. The current schedule was included as a link and is always available online at btech.edu. No new courses needed approving at this time.

C. Calendar/Happenings

- Faculty and staff had a full day of training at the Professional Development Conference on June 7, 2019. Instructional staff attended an interactive workshop presented by Dr. Trevor Roberts from USU focusing on enhancing curriculum. Besides hearing the presentation, faculty were able to work on projects. Non-instructional staff attended a workshop by MindTune focusing on mind optimization, focus, and performing at your best. Dr. Dave Schramm wrapped up the conference with a presentation on building connections.
- Calendar available at btech.edu/event-calendars
- Board Meeting Dates
 - August 26, 2019
 - November 18, 2019
 - January 27, 2020

D. Other Items

Jack Draxler expressed concern with rumors of Utah State University and BTECH merging. President Campbell explained that the Higher Education Strategic Planning Commission is engaging in a strategic planning process for the state of Utah, which includes projections relating to the future of higher education. A third party consulting service has been contracted to gather information and provide a recommendation. This is still in process, so the outcome has not been determined. Regional meetings have already been conducted where many of our Board members and the community/business leaders were invited to participate and provide feedback.

Jack Draxler, speaking on behalf of the Board, said they are willing to do whatever they can to be proactive in supporting technical education. He said it is crucial to be involved in the

process before legislation is finalized. President Campbell will keep the Board apprised as new information becomes available.

Monica Holdaway informed the Board of a legislative town hall meeting on June 25 from 6 p.m. to 9 p.m. at USU in Brigham City. This meeting will be conducted by the Tax Restructuring and Equalization Task Force. Legislative leaders are encouraging the public to attend, offer feedback, and listen to the challenges facing future budgets.

Item 9

Next Meeting Date & Adjournment

The next Board meeting will be Monday, August 26, 2019, at 4 p.m. The meeting adjourned at 5:22 p.m.

Capital Improvement Request FY20-21

Agency/Institution
Bridgerland Technical College

Priority Classification	(check one)		Agency Priority	Energy Component (yes or no)	Project Name	Cost Estimate	Facility Condition Assessment (FCA) Information		Project Description/Justification	Building Risk ID #
	90	10					F+G Project #			
2-Critical	X		1	Yes	Main Campus - Meat Services Lab Area - Cooling System and Walk-In Refrigerator/ Freezer Refrigeration systems.	\$ 600,000.00	F&G Project #57855,57854, 57858, and 57857 FCA-117094, Item # D3010-D3050		Meat Services - Currently the lab's temperature cannot be maintained at the suggested temperature of 55 degrees for proper meat handling and food safety conditions. An updated and more efficient cooling system for the lab environment is needed. Replacing or eliminating the southern exposure sky lights would also decrease the heat load in the lab area. Replace the split system walk-in and display cooler condensor units. This project also includes updating to current food safety standards. i.e., temperature, flooring, surfaces, lab equipment.	7471
2-Critical	X		2	Yes	Main Campus - Culinary Arts - Walk-In Refrigerator/ Freezer Refrigeration systems. Replace flooring, appliances, plumbing fixtures, and lighting in the classroom, demonstration kitchen area.	\$ 500,000.00	F&G Project #57859,57862, 57863, and 57860 FCA-117094, Item # D3010-D3050		Culinary Arts - Currently the refrigeration equipment for the walk-in freezers in the Culinary Arts Department are exhausted into the lab area creating excessive noise and heat. These systems need redesigned and upgraded, relocating or venting the compressors and condensers to the exterior of the building will reduce noise and increase energy efficiency. The demonstration kitchen and classroom are at the end of its useful life and needs to be replaced. This project also includes updating to current food safety standards. i.e., temperature, flooring, surfaces, lab equipment.	7471
1 - Life Safety	X		3	No	Main Campus, West Campus, Brigham City Campus - Waterless Fire Suppression systems in IT/ Server Data Rooms	\$ 300,000.00	2018 Risk Audit Item 14		Waterless fire suppression systems are needed in all server rooms and data centers to avoid major electrical damage of critical servers in case of fire or accidental discharge of water-based fire system. Various types of gaseous clean agents are available. FM-200 is commonly use agent for datacenter fire suppression.	7471, 10004, and 8441
3 - Necessary	X		4	Yes	Main Campus, West Campus - Improve the power factor in the electrical systems.	\$ 150,000.00	Line item on monthly Electrical Power bill		To help eliminate power factor penalties, a study and updates need performed to help reduce the \$15,000 to \$20,000 per year Power Factor penalties currently being assessed by the power provider at Logan Campus - Main and West buildings.	7471, 10004
1 - Life Safety	X		5	Yes	Main Campus Parking Lot Lighting	\$ 60,000.00	F+G FCA DFCM Project No 10194300/Contract # 117094 ID#57941, 57942 D5022		Logan Campus - Main - parking lot lighting is insufficient to safely or efficiently light the parking lots. After dark, there is a serious life-safety concern because there isn't enough light for constituents to safely navigate the parking lot and obstacles therein. In addition, the existing lighting has been in place for more than 30 years and is extremely inefficient. Replacing the current lighting with new LED systems is imperative.	7471

2-Critical	X	6	No	Main Campus - Hallway flooring, lighting replacement, wall refinishing	\$	250,000.00	F+G FCA DFCM Project No 10194300/Contract # 117094 ID# D5022	Building Renovation/ Floor Replacement: Replace the main hallway flooring with a durable material, update the corridor lighting to LED fixtures, and repaint halls and overhead beams. This aesthetic update reflects our College goal of training that is current and high tech. Life Safety Update: The flooring in the main hallway has been in place since the building was occupied in 1977. Some of the flooring has become loose and is uneven in places, which creates a tripping hazard.	7471
2-Critical	X	7	Yes	Brigham City Campus - Backup Generator and Facility Improvements	\$	120,000.00	N/A	BTECH occupies the DFCM-owned Brigham City Educational Complex on 1100 South in Brigham City. As BTECH expands programs into this facility, the need to modify areas for specific program functions is required. Developing the Information Technology Program at the Brigham City facility requires updating labs for their specific requirements and providing essential infrastructure. Also, the need for a backup generator option is needed to facilitate both BTECH and USU infrastructure. The fiber optic lines for both USU's new branch campus building and existing facilities, as well as BTECH, all run through this facility; and if power is lost, all of these buildings are left without network connection. This would result in shutting all buildings down. Even if power remains at the new USU building, they are left without the ability to communicate. It is in hopes that the generator request for improvements will be pursued by DFCM, but BTECH also wants to cover any possible contingency by submitting this request.	8441
3 - Necessary	X	8	No	Main Campus - Meat Services Sales area floor	\$	20,000.00		Meat Services - Currently the tile floor in the sales area has lost its bond to the concrete floor and has created a void underneath the finished floor. The tile floor needs to be removed and replaced.	7471
2-Critical	X	9	No	West Campus - Replace EPDM Single-ply Membrane	\$	950,000.00	F+G FCA DFCM Project No 10194300/Contract # 117094 Section B3011 Item 60916	Replace the existing roof with new roofing material without the gravel ballast. The EPDM single-ply roof membrane is in poor to fair condition, as it has had numerous repairs. Therefore, based on the typical EUL of twenty years and condition, we expect replacement to be necessary. Please note: the roof has been in place longer than its rated recommended life expectancy.	10004
2-Critical	X	10		Main Campus - Replace BUR System With Gravel Ballast that is on the south end of the building	\$	2,000,000.00	F+G FCA DFCM Project No 10194300/Contract # 117094 ID#57830	The BUR roof covering has exceeded the typical EUL of twenty years for this type of roof covering and there are several leaks appearing. Remove the BUR and ballast and replace with single ply PVC or similar material roof matching the rest of the building.	7471

2-Critical	X	11		Main Campus - Glazed Skylights (reseal, replace with Obscure glass or remove)	\$	40,000.00	F+G FCA DFCM Project No 10194300/Contract # 117094 ID#57831	The glazed skylight systems are in poor to fair condition. The sealant at the windows is in poor to fair condition. Through exposure to moisture, heat, and ultraviolet radiation, the sealant has lost its movement capabilities due to loss of plasticizers. Sealant such as this has a typical EUL of fifteen years therefore, it will need replacement with a suitable polyurethane sealant in the near-term to maintain water integrity and prevent water penetration. There has been multiple issues with these skylights. Replacement or removal will improve the energy efficiency, functionality, and appearance.	7471
3 - Necessary	X	12	Yes	West Campus HVAC System upgrade Phase IV.	\$	650,000.00	FCA-FM-96150 building 10004, item HV3A	Replace air handlers, exhaust fans, ductwork, VAV's, VFD's, DDC's, heat exchangers, pumps, piping, electrical connections, and demolition of existing system. Rooms 1919, 1912, 1906, 1908, 1918, 1806, and 1835 need automated controls added and system upgrades to be able to regulate classroom and lab air temperatures. The FCA estimated the total HVAC system retrofit/replacement cost at just over \$3.5 million. BTECH is requesting funding for Phase IV of the multi-year phased project. At \$550,000 per year, the project will take approximately seven years to complete.	10004
Total Amount Requested for FY 21					\$	5,640,000.00			
Priority Classification									
1 Life Safety									
2 Critical									
3 Necessary									
4 Programmatic									

NUMBER: 382

SUBJECT: STANDARD WORK HOURS AND ATTENDANCE

APPROVAL DATE OF LAST REVISION: JANUARY 24, 2011

PAGE 1 OF 2

382.1 – POLICY

This policy establishes basic hours of work, recording time, absenteeism and tardiness, flexible time scheduling, and meal and rest period guidelines for Bridgerland Technical College employees.

382.2 – PROCEDURES**382.2.1 – Standard Work Week and Hours**

The standard work week begins at 12:01 a.m. Sunday and ends at midnight the following Saturday. Bridgerland may change employees' work hours to ensure smooth and continuous operations.

The standard work schedule for most benefits eligible, full-time employees is a 40-hour week consisting of five (5) 8-hour days, for 52 weeks out of the year. ~~The normal hours are 8 a.m. to 5 p.m., Monday through Friday, with one (1) hour for lunch each day.~~ Part-time employee hours are based on a schedule determined by the Department Head or supervisor and the employee to meet the needs of the department.

Overtime should be avoided except in extreme or unusual conditions and then should be kept to a minimum (refer to Sections 300.376 and 300.378 of the Policy Manual). All overtime must be approved by the employee's Department Head or supervisor, in advance.

382.2.2 – Recording Work Hours

Hours worked by employees, who are not full-time, benefits eligible employees, must be recorded by the employee and reported through the Department Head or supervisor to the Controller's Office, monthly, using the appropriate payroll form.

382.2.3 – Absenteeism and Tardiness

Regular attendance and punctuality are part of each employee's job responsibility. Employees are expected to be at work on time every scheduled day. When unexpected illness or accident prevents an employee from doing this, the Department Head or supervisor should be notified as soon as possible.

Patterns of excessive unauthorized and/or inappropriate absence and/or tardiness may lead to a verbal warning. Each incident thereafter may lead to more severe discipline, including possible termination.

Failure to report for work for three (3) consecutive days without notice may result in termination for job abandonment. Such termination is considered to be voluntary. If the failure to report is due to circumstances beyond the employee's control, the employee may be considered for reinstatement, depending on the circumstances.

382.2.4 – Meal and Rest Periods

Non-exempt employees may take 15-minute rest periods within each 4-hour work period. An unpaid meal period of 30 or 60 minutes will be provided to non-exempt employees who work more than five (5) hours in a day. If a non-exempt employee is required to remain at his or her work station for lunch, it is considered paid work time.

NUMBER: 382

SUBJECT: STANDARD WORK HOURS AND ATTENDANCE

APPROVAL DATE OF LAST REVISION: JANUARY 24, 2011

PAGE 2 OF 2

382.2.5 — Flexible Hours

Bridgerland encourages flexible work arrangements to facilitate customer service during peak periods, allow for effective supervision, encourage use of public transportation, accommodate employee needs (e.g., child care), and expand job opportunities to individuals who may be denied access due to restricted time requirements.

Departments may choose a flexible work approach that best fits the department's needs and the needs of the College. Flexible work schedules must be approved by the appropriate administrative authority (the College President or the applicable Vice President). Flexible scheduling does not affect overtime policies for non-exempt employees, as provided by the Fair Labor Standards Act.

382.2.6 – Holidays and Holiday Scheduling

The College observes specific holidays each year. For work scheduled on a holiday, employees will report as directed and will be compensated in accordance with policy.

382.3 – Responsibility**382.3.1 – Department Head, Supervisors, Accounting Department**

Department Heads, supervisors, and the Accounting Department are responsible for ensuring that the College complies with applicable legislation on work hours and meal and rest periods and that the employees comply with established procedures for recording time, absenteeism, tardiness, and flexible schedules. Department Heads and supervisors are responsible for accurately recording hours worked and reporting them monthly to the Controller's Office.

382.3.2 – Employees

Employees are responsible for regular attendance and punctuality and for accurately recording work hours and for cooperating with balancing college and personal needs when establishing flexible work schedules.

NUMBER: 608

SUBJECT: STUDENT GRIEVANCE

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; JULY 1, 2008; JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017;
JULY 29, 2019

PLEASE NOTE: CHANGES MUST BE SUBMITTED TO ADMINISTRATIVE RULES (RULES.UTAH.GOV)

PAGE 1 OF 2

608.1 – POLICY

In the course of technical training at Bridgerland Technical College (BTECH), the student will have the opportunity for contesting any ~~action, grading, or~~ evaluation made by Administration, faculty, or staff of the College in an appeal/grievance hearing, if so desired.

608.2 – REFERENCES

- (1) United States Constitution, Amendment 14, Due Process
- (2) Utah Constitution, Article 1, Section 7, Due Process of Law
- (3) Title 53B, Chapter 27, Section 302, Campus Civil Liberties Protection Act

608.3 – DEFINITIONS

- (a) An appeal/grievance is a claim or charge of injustice or discrimination based upon an event or condition that affects the welfare or conditions of an individual student or group of students.
- (b) The grievance must be filed in writing within 90 days of the occurrence of the circumstance upon which it is based.
- (c) It must specifically identify the policy, procedure, or ~~status~~ **statute** violated, misinterpreted, or inequitably applied.
- (d) It must furnish sufficient background concerning the alleged violation, misinterpretations, or inequitable applications to identify persons, actions, and/or omissions that led to the allegation.

608.4 – PROCEDURES

In accordance with Title 53B, Chapter 27, Section 302, Campus Civil Liberties Protection Act, this policy establishes general elements of due process that must be provided to a student prior to being expelled or suspended for 10 days or more for non-academic Student Rights and Responsibilities violations. Students are presumed not to have engaged in a Student Rights and Responsibilities violation until the college has established a violation by a preponderance of the evidence.

- (a) **Informal:** Should a student believe there is a cause for grievance, he or she should discuss the grievance with the person(s) involved (instructor, student, Student Services staff, etc.) in an effort to resolve the grievance mutually and informally. For online/hybrid courses, the same procedure applies, except the informal discussion can be through an e-mail or over the phone. Students may also contact the Student Services Office at BTECH (435) 753-6780 to ~~obtain this information or~~ to discuss any grievance issue **following the General Rights of Due Process below.**
- (b) **Formal:** If attempts to resolve the grievance informally are unsuccessful, the student should fill out the "Complaint Submission" Form and file the grievance within 90 days of the occurrence with the Vice President for Student Services. The grievance should be sent to the following address: Vice President for Student Services, Bridgerland Technical College, 1301 North 600 West, Logan, Utah 84321. The Vice President for Student Services will appoint a ~~grievance~~ **Hearing Committee** to hear the grievance **following the General Rights of Due Process below.** The committee will notify the grievant of their decision in writing.

608.4.1 – GENERAL RIGHTS OF DUE PROCESS

NUMBER: 608

SUBJECT: STUDENT GRIEVANCE

APPROVAL DATE OF LAST REVISION: AUGUST 15, 2005; JULY 1, 2008; JANUARY 24, 2011; NOVEMBER 23, 2015; JUNE 19, 2017;
JULY 29, 2019

PLEASE NOTE: CHANGES MUST BE SUBMITTED TO ADMINISTRATIVE RULES ([RULES.UTAH.GOV](http://rules.utah.gov))

PAGE 2 OF 2

In matters of non-academic conduct that may result in either expulsion or a minimum 10-day suspension, the College will provide students the following minimum due process:

608.4.1.1 – NOTICE

Prior to being interviewed about allegations of misconduct, the college shall provide students with notice of the allegations against them and of their right to have an advisor throughout the process who may, but need not be, an attorney. During an inquiry, investigation, or other informal process, an advisor may only advise the student and may not actively participate in the investigation or informal process.

608.4.1.2 – EXPLANATION OF THE EVIDENCE

Prior to a formal hearing, unless prohibited by reasonable circumstances, each party shall provide to the hearing committee chair (or hearing officer) copies of the documents they intend to submit as evidence and a list of witnesses they intend to call during the formal hearing. This information will be shared with both parties. In all circumstances, including informal processes, the college will provide students an explanation of the evidence against them.

608.4.1.3 – OPPORTUNITY TO RESPOND

The college will provide students an opportunity for a full hearing at which they can respond to the allegations and evidence against them. With the agreement of all parties, the college may also provide an informal hearing or opportunity to respond or an agreed upon informal resolution. At formal adjudicatory hearings, students may have an advisor advocate for them. The student's advisor may be an attorney. The student's advisor may actively participate in the hearing in accordance with the college's policies regarding active participation.

In the event that the grievance cannot be resolved through the above measures, students may contact the school's accrediting commission: the Council on Occupational Education, 7840 Roswell Road Building 300, Suite 325, Atlanta, Georgia 30350, (800) 917-2081 or (770) 396-3898, www.council.org.

NUMBER: 700a

SUBJECT: INTRODUCTION AND SCOPE OF POLICY

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: CODE OF FEDERAL REGULATION, TITLE 34-EDUCATION, PARTS 600-668; FSA HANDBOOK & ASSESSMENTS
HIGHER EDUCATION ACT OF 1965 AND HIGHER EDUCATION OPPORTUNITY ACT OF 2008, AS AMENDEDPAGE 1 OF 2

700a.1 – INTRODUCTION

Schools participating in Federal Student Aid (FSA) programs must observe the Higher Education Act (HEA) of 1965 (Public Law 89-329), as amended. The HEA was reauthorized in 1968, 1972, 1976, 1980, 1986, 1992, 1998. The Higher Education Opportunity Act (HEOA), signed into law in August of 2008 (Public Law 110-315), was enacted to amend, extend, and establish new programs under the HEA. The law strengthens the educational resources of colleges and universities and provides financial assistance for students receiving postsecondary education.

The principle set of rules and regulations issued by federal agencies of the United States, and to which colleges must adhere, are found in the Code of Federal Regulations (CFR), Title 34-Education. The Department of Education (Department/ED) interprets this title and provides schools with regulatory guidance, resources, and information in respect to the approval, disbursement, and delivery of Title IV funds. The Department also directs schools in the submission of required reporting to the Secretary.

The College understands its participation in FSA is an institution-wide agreement, and not just an agreement between the Financial Aid Office and the Department. Bridgerland Technical College understands and agrees to comply with laws and policies governing FSA programs and implementing regulations. In order to continue compliance, the College, at a minimum, maintains policy and procedures that satisfies the requirements set forth by the Department.

700a.2 – SCOPE OF POLICY

The Chief Compliance Officer in partnership with the Financial Aid Coordinator at the College, builds and maintains effective financial aid policy and procedures in order to comply with federal and state law, Department regulation, accrediting agency rules, and the policies and mission of the College. In an effort to increase transparency, College Administration has dedicated Section 700 of the Colleges Policies & Procedures as a place to document policies related to the approval, disbursement, and delivery of FSA. As it specifically relates to the College, this section is intended as a supplement to the FSA Handbook. Additional day-to-day procedures of the Financial Aid Office may be written under separate cover and maintained in the Financial Aid Office. Section 700 may also include policies related to VA education benefits and other sources of financial assistance.

One of the constants about financial aid administration is change. In an ongoing effort to maintain the rules set forth by federal regulation, there may be changes within financial aid policy pending the approval of the Bridgerland Board of Directors. Changes may be in effect by practice by the Financial Aid Office, and students receiving financial aid funds may be required to comply with the changes, prior to their being published. Contact the Financial Aid Office for the most current policies for which students may be held to standard, that may temporarily differ from what is posted in this section.

The Financial Aid Office will periodically conduct a review of its policies. The Office will look to see that current practices align with policy statements. The Office will compare Department guidance and current regulations to ensure that policies continue to be in compliance. Any policy changes will be archived.

Previous to its inclusion in this section, policy is in place and maintained by the Financial Aid Office in either electronic or hard copy format. Please see the Financial Aid Office for policy prior to the latest date of the Approval Date of Last Revision found in the section header. Statements will be retained for at least three years after the end of the award year, unless otherwise noted.

700a.3– DEFINITIONS

- (a) **Board of Directors.** Accountable to state authorities and citizens of the community, this group of people serve as the governing board who collectively supervise the activities of the College.
- (b) **College.** College denotes Bridgerland Technical College.

NUMBER: 700a

SUBJECT: INTRODUCTION AND SCOPE OF POLICY

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: CODE OF FEDERAL REGULATION, TITLE 34-EDUCATION, PARTS 600-668; FSA HANDBOOK & ASSESSMENTS
HIGHER EDUCATION ACT OF 1965 AND HIGHER EDUCATION OPPORTUNITY ACT OF 2008, AS AMENDED

PAGE 2 OF 2

- (c) **Department of Education/Department/ED.** Department denotes the Department of Education, a department of the United States Government that oversees the nation's education system, fosters educational excellence, and ensures equal access. The Department sets uniform rules and standards which are applied nationwide. Its primary functions include establishing policies related to federal education funding and enforcing federal laws in programs that receive funds. The Department may also be referred to as ED for the Education Department.
- (d) **Financial Aid Office/Office.** References the Financial Aid Office at the College.
- (e) **FSA.** FSA denotes Federal Student Aid, an office of the US Department of Education. It is the largest provider of student financial aid (Title IV funds) in the United States. FSA provides student financial assistance in the form of grants, loans, and work-study. At the College, FSA funds generally refers to grants such as the Federal Pell Grant.
- (f) **HEA.** HEA denotes the Higher Education Act of 1965 as reauthorized and amended, which is legislation signed into United States law intended to strengthen the educational resources of colleges and universities and to provide financial assistance for students postsecondary and higher education.
- (g) **HEOA.** HEOA denotes the Higher Education Opportunity Act, enacted in 2008 to amend the HEA. HEOA is legislation signed into United States law intended to simplify the federal aid application, make certain disclosures to students, and increase transparency for consumers.
- (h) **Pell Grant.** A subsidy provided by the US Department of Education to adult students demonstrating financial need and meeting other eligibility standards, these funds assist students in paying the costs associated with college enrollment. At Bridgerland, the Pell Grant may also be referred to by other names, such as, Title IV funds, federal student aid (FSA), the grant, etc.
- (i) **Secretary.** Secretary implies the Secretary of Education of the US Department of Education (Department).
- (j) **Title IV.** Title IV is a term that refers to federal financial aid funds. The terms Title IV and FSA are often used interchangeably. At the College, Title IV generally refers to the Federal Pell Grant.
- (k) **VA education benefits.** The Department of Veteran Affairs (VA) provides financial support to assist eligible service members, veterans, and certain dependents and survivors, with the costs of obtaining an education.

NUMBER: 734

SUBJECT: CONSUMER INFORMATION

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: HIGHER EDUCATION OPPORTUNITY ACT OF 2008 (PUBLIC LAW 110-315); FSA ASSESSMENTS
CODE OF FEDERAL REGULATIONS, TITLE 34, CHAPTER VI; FSA HANDBOOK VOLUME 2, CHAPTER 6PAGE 1 OF 2

734.1 – FEDERAL REQUIREMENTS

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), includes many disclosure and reporting requirements. Requirements were developed under the principle of promoting access to information that will allow consumers to make informed decisions about postsecondary education. Consumers include the general public, current students and employees, prospective students and employees, and families of current and prospective students. At the direction of the US Department of Education, institutions must make available through appropriate publications, mailings or electronic media, information about its academic programs, retention and graduation rates, financial aid, campus security, drug and alcohol abuse prevention, and other defined declarations.

734.2 – REPORTING AND DISCLOSURES AT THE COLLEGE

Bridgerland Technical College readily demonstrates compliance by providing consumer information on the College website in an accessible and understandable format. Consumer Information disclosures, including required reports, are available using a single portal listed on and linked directly from the College website's home page www.btech.edu. The College has adopted using a three-click approach. Each of the disclosures may be fully accessed beginning on the Consumer Information page located here: <https://btech.edu/consumer-info/>.

In general, reports are submitted to the Department of Education, and disclosures are released to students and the public. In some cases, information must be provided to both as well as to the institution's faculty and staff.

734.3 – NOTICE OF AVAILABILITY

The school will annually provide a Notice directly to all enrolled students describing the availability of the required consumer information. The Notice will briefly summarize each disclosure and tell students how to obtain it. The Notice will include the exact electronic address of the information's location and a statement that the college will provide a paper copy of the information upon request.

734.4 – ASSESSING SCHOOL COMPLIANCE

Consumer Information is an institution-wide responsibility, therefore, the collection and reporting of Consumer Information come from various offices throughout the College. The College Administration has designated a group of employees who work together to ensure all consumer information is properly prepared and provided. This group of people are members of the College's Disclosure Compliance Committee. Committee members may be selected to complete disclosure assignments relative to their job description. Members will participate on this committee by:

- (a) attending committee meetings
- (b) studying the activities, resources, laws, and links associated with the disclosure(s) assigned
- (c) creating and updating assigned disclosure(s)
- (d) facilitating the posting of assigned disclosure(s) to the website
- (e) writing a summary of each assigned disclosure for the Notice
- (f) determining dissemination requirements and ensure they are being met for each disclosure
- (g) supporting reporting requirements
- (h) frequently (at least annually) reviewing current practices, postings, policies, and links to ensure continued accuracy and compliance

Members will be available upon reasonable notice, to any enrolled or prospective student throughout normal administrative working hours of the school, to assist in obtaining Consumer Information disclosure information.

NUMBER: 734

SUBJECT: CONSUMER INFORMATION

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: HIGHER EDUCATION OPPORTUNITY ACT OF 2008 (PUBLIC LAW 110-315); FSA ASSESSMENTS
CODE OF FEDERAL REGULATIONS, TITLE 34, CHAPTER VI; FSA HANDBOOK VOLUME 2, CHAPTER 6

PAGE 2 OF 2

734.5– DEFINITIONS

- (a) **Disclosure requirement** – Information that a postsecondary education institution is required to distribute or make available to another party, such as students or employees. Disclosure and reporting requirements sometimes overlap. For certain topics, institutions are required to make information available to students or others and to submit information to the Department of Education.
- (b) **Reporting requirement** – Information that a postsecondary education institution is required to submit to the US Department of Education or other agencies. Reporting and disclosure requirements sometimes overlap. For certain topics, institutions are required to make information available to students or others and to submit information to the Department of Education or other noted agency.
- (c) **Three-click approach** – Positioning information so that it may be fully reached by clicking through no more than three web pages.
- (d) **Notice** – The annual distribution to students describing the availability of the required information.

NUMBER: 751

SUBJECT: STUDENT ELIGIBILITY-ACADEMIC QUALIFICATIONS AND OTHER CRITERIA

CURRENT: MARCH 2018

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: FSA HANDBOOK VOLUME 1, CHAPTERS 1-6; FSA ASSESSMENTS, ACTIVITIES AND RESOURCES

CODE OF FEDERAL REGULATIONS 668.16(p) AND 668.32

PAGE 1 OF 3

751.1 – ACADEMIC QUALIFICATIONS

To receive Federal Student Aid (FSA) funds a student must be qualified at the postsecondary level. Qualifying students must:

- Have a high school diploma;
- Have a recognized equivalent of a high school diploma, such as a general educational development (GED) certificate or other state-sanctioned test or diploma-equivalency certification;
- Have completed homeschooling at the secondary level as defined by state law;
- Have completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require homeschooled student to receive a credential for their education; OR
- Have completed one of the ability to benefit (ATB) alternatives; *The college does not admit students under ability to benefit criteria.*

751.2 – HIGH SCHOOL COMPLETION STATUS

Students submitting application for FSA funds (also referred to as Pell Grant) will be asked their high school completion status. Students may be required to verify their status and submit documentation to support their status to the College's Financial Aid Office before FSA funds are awarded.

751.2.1 – HIGH SCHOOL DIPLOMA

A student qualifies if he or she has a high school diploma. Verification may include a copy of the student's high school diploma or a copy of the student's final official high school transcript that shows the date when the diploma was awarded. This may be from a foreign school so long as it is equivalent to a US high school diploma. If a student who completed secondary education in a foreign country is unable to obtain a copy of his or her high school diploma or transcript, the student should submit a copy of his or her "secondary school leaving certificate."

If the institution or the Department of Education Secretary has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, the College may require that the student provide (1) documentation from the secondary school that confirms the validity of the student's diploma, and (2) documentation from the relevant department or agency in the state in which the secondary school is located that the secondary school is recognized as a provider of secondary school education. Students who completed high school at a secondary school that is not required to be recognized by the relevant department or agency in the state in which the school is located, may provide documentation stating such. The College reserves the right to confirm validity of any documentation provided.

In the state of Utah, a Certificate of Completion is not considered a valid high school diploma or recognized equivalent. An Electronic High School diploma recognized by the Board of Education following determination by the student's resident school district that the student has completed high school graduation requirements set forth by the Board is acceptable. A high school diploma issued by high school education programs collaborating with local education agencies is also acceptable.

751.2.2 – RECOGNIZED EQUIVALENT OF A HIGH SCHOOL DIPLOMA

A student qualifies if he or she has a copy of his or her General Education development (GED) certificate or GED transcript, a copy of a State certificate or transcript received after passing a State-authorized examination (such as the HiSET or TASC) that the State recognized as the equivalent of a high school diploma, or an academic transcript that indicates the student successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree at any participating institution.

The state of Utah does not offer a state sanctioned test that is recognized as an equivalent to a high school diploma. A copy of the GED certificate or transcript is acceptable.

751.2.3 – HOMESCHOOL

Homeschooled students qualify if the student is homeschooled and State law (in the state in which the student was

NUMBER: 751

SUBJECT: STUDENT ELIGIBILITY-ACADEMIC QUALIFICATIONS AND OTHER CRITERIA

CURRENT: MARCH 2018

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: FSA HANDBOOK VOLUME 1, CHAPTERS 1-6; FSA ASSESSMENTS, ACTIVITIES AND RESOURCES

CODE OF FEDERAL REGULATIONS 668.16(p) AND 668.32

PAGE 2 OF 3

homeschooled) requires a homeschool student to obtain a secondary school completion credential for homeschool (other than a high school diploma or its recognized equivalent), and has a copy of that credential.

If the student is homeschooled and State law (in the state in which the student was homeschooled) does not require a homeschooled student to obtain a secondary school completion credential for homeschool (other than a high school diploma or its recognized equivalent) --having a copy of a transcript or the equivalent signed by the student's parent or guardian, that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting, is acceptable.

In the state of Utah law requires homeschooled students to qualify for exemption from compulsory attendance requirements. Under Utah law, "a local school board shall excuse a school-age minor from attendance, if the school-age minor's parents files a signed and notarized affidavit with the school-age minor's school district of residence.... that the school-age minor will attend a home school and the parent assumes sole responsibility for the education of the school-age minor...." A signed and notarized affidavit shall remain in effect as long as the school-age minor attends a home school; and the school district where the affidavit was filed remains the school-age minors district of residence.

The Financial Aid Office at the college will accept a copy of the signed and notarized affidavit from the parent as described as proof under existing federal and state law that the homeschooled student qualifies for the exemption and is eligible to accept FSA funds.

753.3 – OTHER CRITERIA

In addition to academic qualifications, in order to qualify for FSA program funds, a student must also meet other student eligibility criteria as defined. Students may be eligible to receive the Pell Grant if they meet the following:

753.3.1 Students must be citizens of the United States or be an eligible non-citizen with documentation.

753.3.2 Students must have a valid Social Security number.

753.3.3 Students must be enrolled as a regular student in an eligible program. A regular student is defined as a person who enrolls for the purpose of obtaining a (degree or) certificate offered by the institution.

753.3.3(a) Students with a Certificate Seeking enrollment objective at the college may qualify. Students whose enrollment objective is Basic Skills, Career Advancement, Continuing Education, Personal Interest, or Secondary do not qualify. Online enrollment does not qualify.

753.3.3(b) Students may receive FSA funds (Pell Grant) up to the hours approved for each of two programs. Consecutive and concurrent program enrollment at the college, as well as withdrawing and reentering the college, may impact a student's eligibility to receive funds. Should a student experience a break in enrollment between programs, or leave and return to the same program, the student's two program limit will continue unless the break exceeds two calendar years.

753.3.4 Students must be making Satisfactory Academic Progress.

753.3.5 Students must not be in default on any FSA loan or owe an overpayment on any FSA grant. Or- students must have made satisfactory arrangements to repay a defaulted loan or grant overpayment.

753.3.6 Male students aged 18-25 are required to register with the Selective Service and must certify that this has been done.

753.3.7 Students must not have received a Bachelor's Degree.

NUMBER: 751

SUBJECT: STUDENT ELIGIBILITY-ACADEMIC QUALIFICATIONS AND OTHER CRITERIA

CURRENT: MARCH 2018

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: FSA HANDBOOK VOLUME 1, CHAPTERS 1-6; FSA ASSESSMENTS, ACTIVITIES AND RESOURCES

CODE OF FEDERAL REGULATIONS 668.16(p) AND 668.32

PAGE 3 OF 3

753.3.8 Students must fall within a Pell Lifetime Eligibility Unit (LEU) of 12 semesters or 600% of all scheduled Pell Grant awards received. Once a student reaches 600%, the student is no longer eligible to receive the Pell Grant.

753.3.9 Students will not receive Pell Grant from more than one school for the same period of time. Financial aid history will be obtained and reviewed.

753.3.10 Students with an unusual enrollment history must be able to demonstrate any assistance received was only used to meet educational costs and that fraud and abuse of FSA programs were not intended.

753.3.11 Students with a federal or state drug conviction can be disqualified.

753.3.12 Students incarcerated in federal and state penal institutions aren't eligible for FSA. Those incarcerated in local or county penal institutions or confined in a juvenile justice facility are potentially eligible for aid. The cost of attendance affecting a student's award may be adjusted.

Each of these criteria are addressed as part of the application and verification processes for Federal Student Aid/Pell Grant. All conflicts and/or concerns must be resolved before any financial aid will be awarded. Submission of supporting documentation may be required. More information about these criteria is available from the College's Financial Aid Office.

NUMBER: 780

SUBJECT: VETERANS EDUCATION BENEFITS – INTRODUCTION, OVERVIEW, AND AVAILABILITY OF INFORMATION

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: SCHOOL APPROVALS AND SURVEYS; SCO HANDBOOK (JUNE 2019)

PRINCIPLES OF EXCELLENCE - EXECUTIVE ORDER 13607

PAGE 1 OF 3

780.1 – INTRODUCTION, SCHOOL APPROVAL, AND THE SCO

The Veterans Administration (VA) offers educational support for Veterans and other eligible persons attending Bridgerland Technical College. The Utah State Approving Agency for Veterans Education (SAA) approves the institution and its education and training of veterans and other eligible persons. College programs are individually approved and submitted by the SAA for review and acceptance by the US Department of Veterans Affairs. Student required documents and evaluations, enrollment declarations, and satisfactory progress and attendance standards are defined by VA and overseen by SAA. The College is obligated to these definitions and students wishing to remain eligible for VA education benefits must abide by the standards set forth. The VA and SAA have authority over the school. Although school policies and procedures as they pertain to our veterans and other eligible persons are considered correct and complete, any error, omission, question, or concern, not addressed therein will fall under the direction of these authorities, and cannot be overlooked by college administration.

The College's applications and approvals are submitted and maintained, as required, by the College's VA Certifying Official (also known as the School Certifying Official or SCO). Primary and Secondary SCO's may be designated and must be approved by VA. It is the responsibility of the Primary SCO to manage the approval and oversee the administration and compliance of VA education benefit processes at the College. The College must notify VA of any changes in the designations shown on the approval.

780.2 – PRINCIPLES OF EXCELLENCE AND AVAILABILITY OF INFORMATION

The College is required to adhere to standards set forth by Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. This order is addressed in its entirety on the College's Consumer Information web-page and is included in Policy 700.734, Consumer Information. These principles provide access to information to help qualifying students make informed choices about their college education. All information regarding veterans' benefits may be linked from this source.

All Veteran benefit information at the college is provided in a meaningful and easy-to-understand format and posted on the VA Education Benefits page of the school's website. See the posted documents. The same information is also available from the Colleges VA Certifying Official and/or Financial Aid Office.

780.3 – SCO RESPONSIBILITIES - OVERVIEW

In addition to the management of the applications and approvals mentioned above, the College's SCO's are responsible for various aspects related to the administration of VA funding at the school under the direction of the VA. SCO's serve as liaison between the student and VA. The Primary SCO additionally serves as the competent authority at the school. Responsibilities of the SCO's include, but are not limited to the following:

780.3.1 – COMPLIANCE SURVEY

SCOs participate in Compliance Surveys conducted by the Department of Veterans Affairs. The purpose of these surveys is to advise the college administration of the laws and regulations governing the payment of education benefits to VA beneficiaries, and to examine the records of specific beneficiaries to ensure the propriety of payments. An Education Compliance Specialist from VA will contact the SCO regarding the upcoming survey and identify the required documents and information that must be gathered and made available during the survey. Under the direction of the Primary SCO, various offices of the college may be involved in compiling required documents.

780.3.2 – CERTIFYING ENROLLMENT INFORMATION

SCOs are responsible for meeting with Veterans and other eligible persons and assuring he or she meets all eligibility requirements, submits appropriate documentation, and qualifies for enrollment certification for benefit eligibility. Other staff

NUMBER: 780

SUBJECT: VETERANS EDUCATION BENEFITS – INTRODUCTION, OVERVIEW, AND AVAILABILITY OF INFORMATION

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: SCHOOL APPROVALS AND SURVEYS; SCO HANDBOOK (JUNE 2019)

PRINCIPLES OF EXCELLENCE - EXECUTIVE ORDER 13607

PAGE 2 OF 3

on campus may be assigned to assist the SCO in these efforts. Following the successful completion of VA delivered certifying officials training, and approval by VA, SCOs are authorized to certify enrollment information and are granted access to VA's certification system. SCOs must adhere to the rules and regulations outlined by VA in order for the College to maintain its eligibility to receive funding from federal military and Veterans educational benefits programs.

780.3.3 – MONITORING AND REPORTING

SCOs must keep VA informed of the status of Veterans and other eligible persons. SCOs monitor each beneficiary throughout his or her enrollment. Any enrollment, eligibility or other changes must be reported to VA.

780.3.4 – RECORDKEEPING

Records of VA students will be maintained for at least three years following the student's last date of attendance. Records will be kept in a safe place and the privacy of VA students will be protected. The file should contain all VA paperwork including transcripts, grade reports, enrollment change documents, school application, record of any disciplinary action, program outline, graduation form, and any other pertinent information and forms. Files may be maintained both in the Financial Aid Office and Registration.

780.3.4.1 – REPORTING FEES

Schools are provided reporting fees based on the number of students who were certified to VA at least once during the year and who received VA educational benefits. The VA will provide to the school a list of students receiving assistance. SCOs should compare the list and report any errors as directed.

780.3.5 – OTHER

The College agrees to keep up-to-date on current rules and benefits by allowing SCOs to participate in VA training opportunities and providing them with the resources needed to receive information and comply with regulation. The College should provide resources so that staff may assist students in applying for education benefits and resolving payment issues, disseminate and post benefit information, and ensure full awareness of student responsibilities to the school. Any internal problems that may affect service to VA students, beyond the authority of the Primary SCO, should be brought to the attention of supervisors.

780.4 – STUDENT ELIGIBILITY – OVERVIEW

The Post 9/11 GI Bill, also known as the Post 9/11 Veterans Educational Assistance Act of 2008, makes it possible for all members of military to receive educational benefits. Eligible service members, veterans and certain dependents and survivors may receive financial support for technical training and apprenticeships like those available at the College. Tuition and fee payments or monthly stipends may be available to assist with the costs of getting an education. Payments may be made directly to the College or the beneficiary. Eligibility and qualifying payments are determined by VA. Veterans and other eligible persons must adhere to certain student conduct and other school policies; beneficiaries not meeting required standards may have their benefits discontinued. Students may need to meet additional requirements as identified by VA.

780.4.1 – APPLICATION FOR BENEFITS

Veterans and other eligible persons may contact VA directly with any questions about his or her eligibility or payments, and to apply for benefits. Once eligibility is determined VA will provide the student with a certificate of eligibility. The certificate of eligibility must be submitted to the school along with any other required documents as directed.

NUMBER: 780

SUBJECT: VETERANS EDUCATION BENEFITS – INTRODUCTION, OVERVIEW, AND AVAILABILITY OF INFORMATION

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: SCHOOL APPROVALS AND SURVEYS; SCO HANDBOOK (JUNE 2019)

PRINCIPLES OF EXCELLENCE - EXECUTIVE ORDER 13607

PAGE 3 OF 3

780.4.2 – ELIGIBLE PROGRAMS

Beneficiaries may only enroll in programs approved by VA in order to qualify for benefits. Many certificate programs at the College are approved; apprenticeship programs may also be approved. Approved programs are published on the VA Education Benefits page on the school website. Request for and documentation of program approval are maintained by the school's Primary SCO. The college Administration works effectively with the Primary SCO to maintain awareness about any program changes, including changes to the programs name, length, level of offering, and effective dates. The Primary SCO works directly with SAA (and indirectly with VA through SAA) to keep the school's VA program approvals current with the offerings of the College.

780.4.3 – PRIOR CREDIT

A criterion for school approval is that it reviews prior credit and grants credit appropriate to a VA student's current program.

The school has and enforces policy with regard to transfer courses, credits and previous experience. Education at previously attended universities, colleges, or trade schools, and military education and training will be evaluated. Students work with the SCO and program instructor or department head to evaluate and determine credit to be granted. More information is available on the VA Education Benefits page on the school website.

780.4.4 – SATISFACTORY PROGRESS, ATTENDANCE AND CONDUCT

The law requires that education benefits to Veterans and other eligible persons be discontinued when the student ceases to make satisfactory progress toward his or her training objective. Standards may include competency completion, attendance, and other conduct standards. Students must abide by standards set forth and schools are required to enforce these standards. An academic record for each student will be maintained. Standards are published on the VA Education Benefits page on the school website.

780.5 – DEFINITIONS

- (a) **US Department of Veterans Affairs.** In addition to education assistance, this government agency provides benefits to eligible veterans and their families, including healthcare services, disability compensation, vocational rehabilitation, home loans, life insurance, and burial and memorial benefits.
- (b) **Veterans Administration (VA).** VA is a department of the US Department of Veterans Affairs. VA provides assistance to people who have served in the armed forces, including financial help with costs associated with obtaining an education.
- (c) **State Approving Agency (SAA).** Congress authorized the creation of SAA's to help VA review, evaluate, and approve programs at schools seeking to enroll students participating in VA education benefits programs. VA contracts with SAA's who monitor programs in their states to ensure programs are effectively and efficiently administered.
- (d) **School Certifying Official (SCO).** Approved by SAA, the SCO for the college is a liaison for students and the US Department of Veterans Affairs. If more than one SCO is authorized at the school, SCO herein refers to either the Primary or Secondary SCO unless otherwise noted.
- (e) **Supervisors.** As referred to in section 780.3.5, "supervisors" is the college administrations' Vice President assigned to be the Veteran contact for the school. The Veteran contact designation exists to assist service member and veteran students and their families with academic and financial advising (including access to disability counseling), and to assist with the successful completion of their studies, and job searches.

NUMBER: 782

SUBJECT: VETERANS EDUCATION BENEFITS – TRANSITION ACT OF 2018

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: THE VETERANS BENEFITS AND TRANSITION ACT OF 2018 (PUBLIC LAW 115-407)

US DEPARTMENT OF VETERANS AFFAIRS, EDUCATION SERVICE

PAGE 1 OF 2

782.1– INTRODUCTION OF LAW

The Veterans Benefits and Transition Act of 2018 was signed into law on December 31, 2018. This law has five sections pertinent to the administration of Veteran's educational benefits with two of the provisions directly affecting schools.

The first provision as implemented below-- in general, allows VA beneficiaries to attend school until VA provides payment without imposed penalty.

The second provision is pending direction of the US Department of Veterans Affairs and will be posted at a later date.

782.2– DISALLOWANCE OF IMPOSED LATE FEES

A popular provision included in the law stops schools from charging student's late fees and taking other punitive actions when school bills go unpaid due to the processing delays at the VA. Although Bridgerland Technical College has not participated in such practices, beginning August 1, 2019, the following policy regarding the disallowance of imposed late fees, as required, has been implemented:

782.2.1 GI Bill and VR&E (Chapter 33 and Chapter 31) beneficiaries may attend courses within their program of enrollment for up to 90 days or until VA provides payment to the institution.

Students must provide documentation that ensures that the student is entitled to GI Bill benefits. Documentation should be provided to the School Certifying Official (SCO) prior to or immediately after enrolling at the college. Students may attend or participate in program courses beginning on the date on which a certificate of eligibility for entitlement to educational assistance under Chapter 33 or Chapter 31 is provided (or the student's enrolled start date if the start date is later than then the date the student provides the certificate), and ending on the earlier of: the date on which the Secretary provides payment to the institution; or the date that is 90 days after the date on which the college certifies the student's tuition and fees.

782.2.2 The college will not impose a late fee, deny access to classrooms, libraries, or other facilities, or apply other penalty against a veteran or other eligible person due to late payment of tuition and/or fees from the VA. This restriction on penalties does not apply in cases where the student owes additional payment to the school beyond the amount of the tuition and fee payment expected from the VA to the school.

The VA is expected to make payments to schools no later than 60 days after receiving the tuition and fee certification from the school.

Beneficiaries shall pay to the school the amount that is the difference between the amount of the financial obligation to the school and the amount of the VA disbursement.

782.3– DEFINITIONS

- (a) **GI Bill** – Signed into law in 2008, and effective August 1, 2009, this bill created a new benefits program for service members who served in active duty for more than 90 days since September 10, 2001. Benefits are tiered based on the number of days served on active duty, creating a package that gives current and previously activated National Guard and Reserve members the same benefits as active duty members.
- (b) **Post 9/11 GI Bill (Chapter 33)** – Depending on a student's situation, Chapter 33 benefits can include payment of tuition and fees, a monthly housing allowance, and a stipend for books and supplies. This benefit may be available to veterans and other eligible persons.

NUMBER: 782

SUBJECT: VETERANS EDUCATION BENEFITS – TRANSITION ACT OF 2018

APPROVAL DATE OF LAST REVISION:

REGULATORY CITATIONS: THE VETERANS BENEFITS AND TRANSITION ACT OF 2018 (PUBLIC LAW 115-407)
US DEPARTMENT OF VETERANS AFFAIRS, EDUCATION SERVICE

PAGE 2 OF 2

- (c) **VR&E Program (Chapter 31)** – This program assists eligible Veterans with service-connected disabilities and an employment handicap to prepare for, find, and maintain a job.
- (d) **Beneficiary** – For the purpose of this section, a beneficiary or covered individual is one who is entitled to educational assistance under Chapter 33 or Chapter 31.
- (e) **Certificate of Eligibility** – This is a summary of education benefits to which an individual is entitled. The certificate of eligibility is provided by the Veterans Administration to eligible service members, Veterans, and certain dependents and survivors. This document ensures that the student is entitled to GI bill benefits under an identified Chapter. Chapter 33 or 31 eligible students should provide this document to the school's SCO.
- (f) **School Certifying Official (SCO)** – The SCO for the college is a liaison for students and the US Department of Veterans Affairs. The SCO may also serve as advocate for the student between various campus offices.
- (g) **Transition Act of 2018** – Title 38 of the United States Code of Federal Regulation (CFR) is the principal set of rules and regulations issued by federal agencies regarding pensions, bonuses, and veterans' relief. The Transition Act amends title 38 by providing new and minor provisions including changes to Veterans education benefits. Signed into law at the end of the 115th Congress, a number of these provisions serve to improve the lives of veterans and their families.