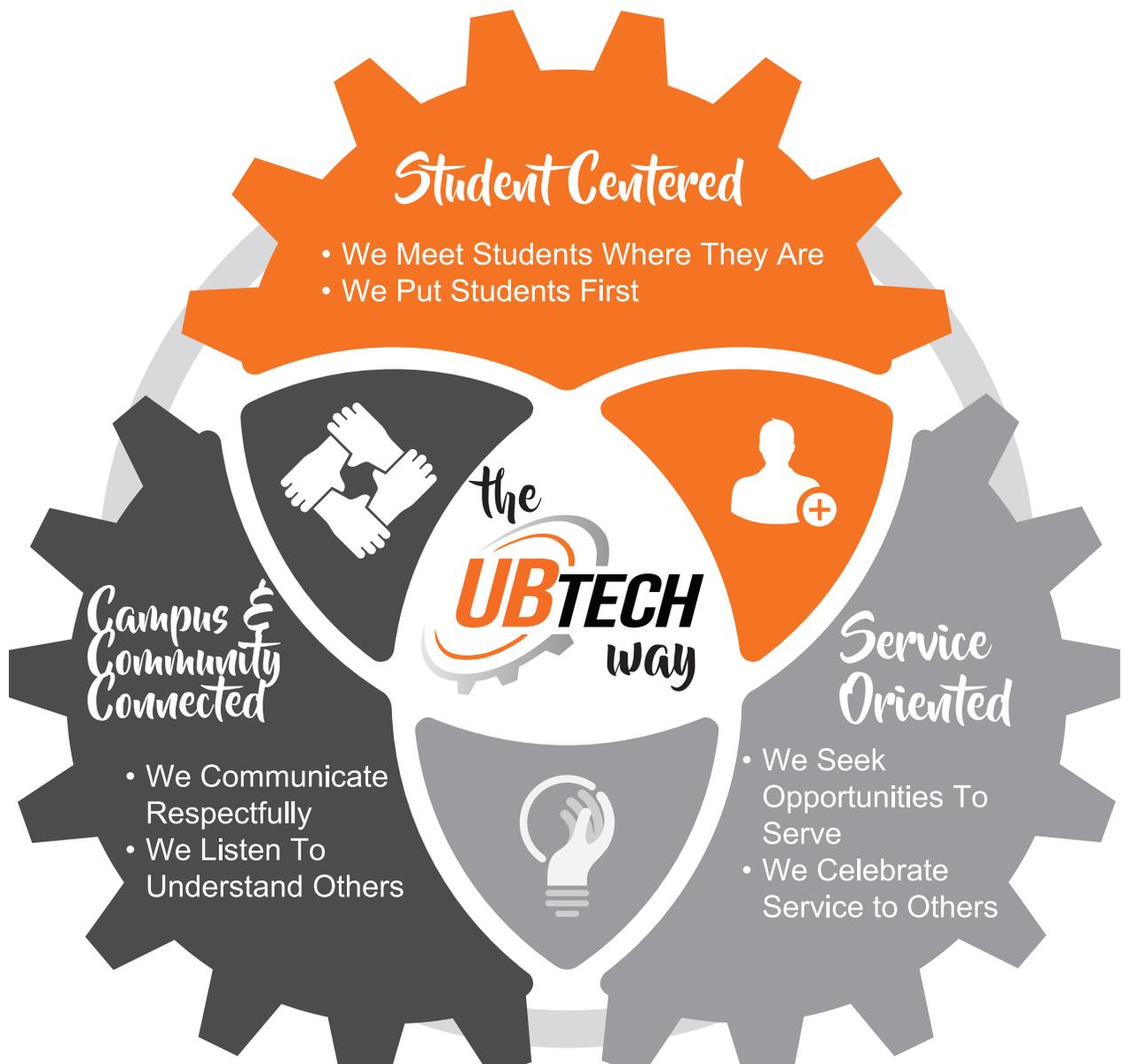




Uintah Basin Technical College

Strategic Plan

Preparing for the Future - The UBTECH Way | 2022 - 2027



Going Where We Haven't Been Before - 1,000 by 2030

PRESIDENT'S MESSAGE

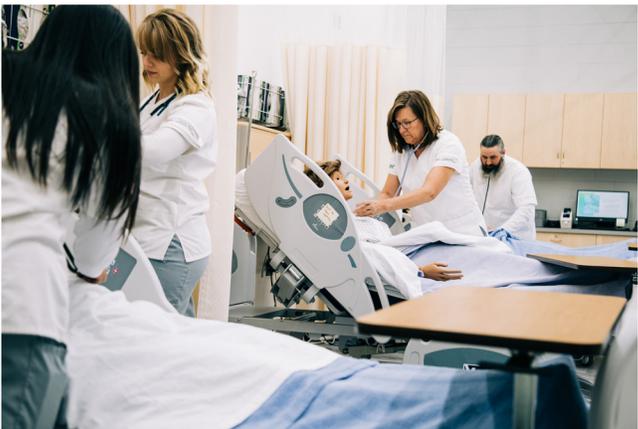
Uintah Basin Technical College (UBTech) is the oldest technical college in the State of Utah. UBTech is a nationally recognized technical education leader in preparing students for success in the career path of their choice. Thousands of today's business owners, managers, and employees have educational roots and branches at UBTech.

UBTech faculty, staff, and administrators are committed to the success of every student and stand ready to serve and assist each student in their educational pursuit. UBTech graduates are employment-ready and recognized financially for the skills they obtain through our nationally accredited certificate programs.

We ask all walks of life to experience a hands-on approach to the world, through the eyes of technical education. Our College has a legacy of student success, the choice to enroll at UBTech is a wise investment for the future. I invite you to experience the earning power of technical education. Great opportunities await you at UBTech!

Aaron K. Weight
President/CEO



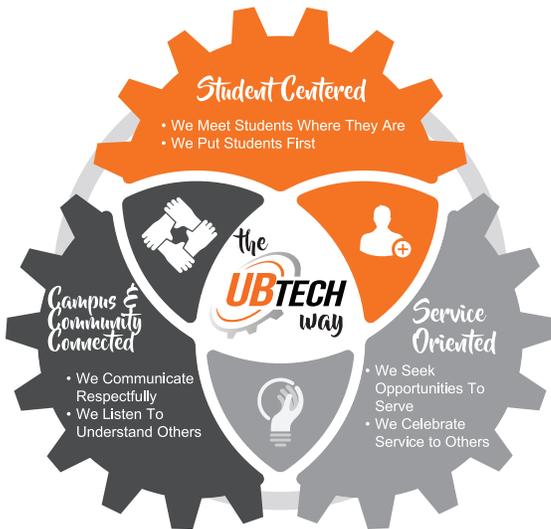


EXPERIENCE THE *Power* OF TECHNICAL EDUCATION



Our Vision Uintah Basin Technical College will be recognized as the source for technical education in the Uintah Basin.

Our Mission The mission of Uintah Basin Technical College (UBTech) is to provide technical education and training for secondary and adult students, to fulfill labor market needs, and promote economic development in the Uintah Basin.



The UBTECH Way

- Student Centered
- Service Oriented
- Campus & Community Connected

Guiding Principals

As a UBTech professional:

- I will be an ambassador of UBTech.
- I will build unity.
- I will seek opportunity and embrace change.
- I will act with professionalism.

Building a Skilled Workforce



MASEN HOLMES
2017 Utah SkillsUSA Gold
Electrical Construction Wiring



MARLIE HOLMES
2017 Utah SkillsUSA Gold
Welding Sculpture



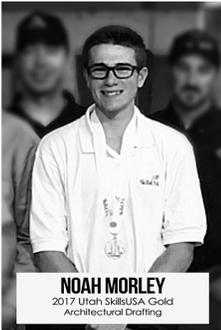
MADI BULLOCH
2017 Utah SkillsUSA Gold
Medical Terminology



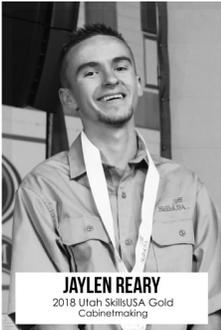
JOSHUA COSTELLO
2017 Utah SkillsUSA Gold
Cabinetry



JORDAN WYNN
2017 Utah SkillsUSA Gold
Welding



NOAH MORLEY
2017 Utah SkillsUSA Gold
Architectural Drafting



JAYLEN REARY
2018 Utah SkillsUSA Gold
Cabinetmaking



MADISON BULLOCH
2018 Utah SkillsUSA Gold
Medical Terminology



MASEN HOLMES
2018 Utah SkillsUSA Gold
Electrical Construction Wiring



DALTON VAN
2018 Utah SkillsUSA Gold
Welding



MCKINLEE THACKER
2019 Utah SkillsUSA Gold
Motorcycle Service Technology



BRIGG EDWARDS
2019 Utah SkillsUSA Gold
Cabinetmaking



JAYLEE MORELL
2019 Utah SkillsUSA Gold
Nursing Assisting



HUNTER WEBB
2019 Utah SkillsUSA Gold
Aviation Maintenance Technology



**MASON TAIT, TYMARIE WHITE,
HAYDEN BOREN, JESSE ANDERSON**
2019 Utah SkillsUSA Gold
Carpentry-Team Works



ALEC FOSTER
2019 Utah SkillsUSA Gold
Culinary Arts



MADISON BULLOCH
2019 Utah SkillsUSA Gold
Medical Terminology



MASEN HOLMES
2019 Utah SkillsUSA Gold
Electrical Construction Wiring



DALTON VAN
2019 Utah SkillsUSA Gold
Welding



KOBY THACKER
2019 Utah SkillsUSA Gold
Automotive Service Technology



SCOTLYN WILLIAMS
2021 Utah SkillsUSA Gold
Extemporaneous Speech



TAYDN HOLMES
2021 Utah SkillsUSA Gold
Carpentry



TRINITY LONG
2021 Utah SkillsUSA Gold
Job Interview



AIMEE SMITH
2021 Utah SkillsUSA Gold
Prepared Speech



BETNY ALLEN
2021 Utah SkillsUSA Gold
First Aid/CPR



IVAN SHEFFER
2021 Utah SkillsUSA Gold
Medical Terminology



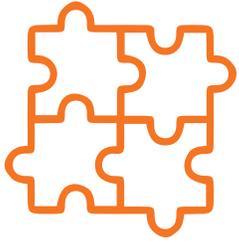
LAURA ANDERSON
2021 Utah SkillsUSA Gold
Nurse Assisting



MAX CHRISTENSEN
2021 Utah SkillsUSA Gold
Medical Math

Strategic Plan

| PRIORITIES



System Unification

Role: Develop, strengthen, and leverage a seamless and articulated system of higher education.



Access

Role: Remove structural barriers to entry.



Affordability

Role: Remove structural barriers of affordability.



Completion

Role: Remove structural barriers to graduation.



Workforce Alignment

Role: Increase availability and stackability of high-demand, high-wage programs.

| USHE GOALS



Develop, strengthen, and leverage a seamless and articulated system of higher education.



Increase the college-going rate of high school graduates by 3% in 5 years. Increase the college-going rate of underrepresented* groups by 4% in 5 years.



Increase student ability to pay cost of attendance. Ensure institutional cost of attendance remains within the standard of affordability year over year.



Increase timely completion of degrees and awards by 3% in 5 years. Increase the timely completion of underrepresented** students by 4% in 5 years.



Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years. Increase completion rate of underrepresented*** groups in programs aligned with high-demand, high-wage jobs by 8% in 5 years.

1,000 Certificates by 2030

UBTECH GOALS



Develop, strengthen, and highlight USHE institution relationships semi-annually.



Increase the college-going rate of high school graduates at UBTech by 3% in 5 years. Increase the college-going rate of underrepresented* groups at UBTech by 4% in 5 years.



Establish and maintain a partnership for every program.



Increase timely completion of certificate programs by 3% over 5 years. Increase the timely completion of underrepresented** students at UBTech by 4% in 5 years.



Increase completion rate of graduates in high-demand, high-wage programs at UBTech by 4% over 5 years. Increase completion rate of underrepresented*** groups in programs aligned with high-demand, high-wage jobs at UBTech by 8% in 5 years.

STRATEGIES



Each UBTech department will collaborate with a USHE institution annually. UBTech will celebrate a USHE institution semi-annually.



Connect secondary students to UBTech courses and program certificates.



Identify, share, and invite others to participate in partnership opportunities.



Identifying barriers of completion through weekly student advising.



Counsel students on high-demand and high-wage programs.



Access

51 HIGH SCHOOL GRADUATES

25 UNDERREPRESENTED* HIGH SCHOOL GRADUATES

The Access metric looks at the three-year college-going rate of Utah high school graduates. The graduates from the Utah State Board of Education high school graduation cohort from three years previous to the metric year are matched to the National Student Clearinghouse and then to the USHE technical college data warehouse to identify student enrollments in postsecondary education after high school graduation. Students are included as college-going if they have an enrollment at any postsecondary education institution within three years of their high school graduation cohort. Students count as part of an institution's share of the cohort if it is the first institution the student attended after high school graduation.

*Underrepresented students for the Access metric are those graduates from the USBE high school graduation who are low-income students OR are Hispanic, Pacific Islander, Multiracial, American Indian/Alaska Native, or Black/African American.



Timely Completion

62% ALL STUDENTS

58% UNDERREPRESENTED** STUDENTS

The Timely Completion metric takes all the students who enter an institution as an undergraduate degree or certificate-seeking postsecondary student for the first time in a given academic year and measures their completion status in the year of the metric. Like the IPEDS Outcome Measures metric, students are part of the entering cohort in a given year whether the student is first-time in higher education or transferring into the institution. Similar to the IPEDS Graduation Rate metrics, the year of the cohort is determined based on the predominant level of the institution (bachelor's, associate's, certificate), and students count as timely completers if the length of the degree they earned was completed within 150% of the time of entering the institution.

**Underrepresented students for the Timely Completion metric are low-income students OR those whose race/ethnicity, as classified for IPEDS, is Hispanic, Pacific Islander, Multiracial, American Indian/Alaska Native, or Black/African American.



High-Yield Graduates

61% ALL STUDENTS

53% UNDERREPRESENTED*** STUDENTS

The High-Yield Award metric examines all graduates reported by Utah higher education institutions and identifies the proportions of which are associated with high-wage, high-demand career fields as identified by the Utah Department of Workforce Services. In performing this analysis, USHE staff examined expected educational levels associated with DWS' 4- and 5-star jobs, then crosswalked those jobs with certificates and degrees conferred, based on IPEDS award levels and CIP codes. Consideration was given to region-specific high-wage/high-demand jobs, in addition to statewide needs. Note that though a job may be highly demanded within a particular region, the job must also be categorized as high-wage for inclusion in this analysis.

***Underrepresented students for the High-Yield Graduate metric are graduates who are female OR Hispanic, Pacific Islander, Multiracial, American Indian/Alaska Native, Asian, or Black/African American.

Impacting Lives

"I loved this class completely. I feel like I was able to learn so much and am very grateful for Sam."

ANONYMOUS | CIVIL DRAFTING STUDENT

"I just wanted to express my gratitude for being able to attend the college with a scholarship and complete my certificate. I was an empty nester and had very little job experience. I now work from home as leasing customer service agent. I feel that my education was key to getting hired. I learned many foundational business skills that I will be using in my personal life as well as my career. For this I am truly grateful. Now that I have a job, there are so many things I will be able to do that I couldn't do before, including paying for my healthcare, transportation, and having a little extra to spend on my family. I am excited to be starting a new life."

ANN | ADMINISTRATIVE ASSISTANT STUDENT

"I cannot thank you enough for the influence that you have had in my son's life. He was really struggling to find motivation to go to school and he really didn't have any subject or class that he had a passion for. Then he took Anatomy and Physiology and he had found a purpose, he had something to motivate him to keep going. He talks about his medical classes all of the time. He tells us about what he has been learning and is excited to learn more. I could not miss this opportunity to tell you that the time and energy that you put into your teaching has made a positive difference in our lives!"

PEARL | PARENT

Evaluating Progress

UBTech's administrative council meets regularly to review the strategic plan goals and their associated strategies. At the end of each fiscal year, progress is analyzed towards the achievement of our institutional goals. The College President then reports to the Board of Trustees, on progress made toward achieving the strategies assigned to each goal.

Financial Resources

UBTech's administrative council meets regularly to review the strategic plan goals and their associated strategies.



Summary

UBTech establishes goals in harmony with the theory of continuous improvement. As a living document, the strategic plan is updated and measured for progress at least annually and is reviewed frequently as a road map for success.



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