# Comprehensive Local Needs Assessment Worksheets

# University of Montana Western 2023-2025

## BACKGROUND

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| 1. Please briefly describe the methods and strategies used to gather input for this Comprehensive Local Needs Assessment. Examples may include the methods of stakeholder engagement (advisory boards, surveys, in-person meetings, correspondence, etc.) as well as sources of data collects to identify relevant needs. |
| The Perkins staff met in-person with secondary partners, division chairs, and senior campus leadership. Staff members also participated in workforce summits, strategic planning sessions, and career exploration conferences. The types of stakeholder engagement included the UMW Perkins advisory board (a 12-member Cabinet that includes the senior campus leadership group – e.g., chancellor, provost, and vice chancellor for administration and finance), Beaverhead County High School Perkins Board, Chamber of Commerce director (Rebecca Jones), high school counselors, middle school and high school teachers, Montana Youth Challenge leadership (Trent Gibson and Laura Thomas), Pathways coordinators, academic division chairs (Estee Aiken, Denise Holland, Michelle Anderson, Ashley Carlson), local business partners (re: welding-Harringtons and Williams), Accelerate Montana outreach coordinator (Shane Kravik), and Job Site Ready program manager (Katherine Lechman). The dean of strategic initiates (Anneliese Ripley) participates in OCHE’s Two-Year Leader’s (bi-weekly) and Perkins Coordinator’s (monthly) calls. In addition to obtaining stakeholder feedback, this CLNA was informed by the campus strategic plan, UMW’s previous CLNA, and dashboards maintained by the Office of the Commissioner of Higher Education and the Montana Department of Labor and Industry. |
| 2. Please briefly summarize the priority areas identified through the Comprehensive Local Needs Assessment process. Examples may include CTE programs, courses, work-based learning opportunities, etc. that emerged as priorities from data and stakeholder feedback. |
| Montana Western and its stakeholders are focused on three areas—secondary to postsecondary transitions, experiential & applied learning, and CTE program development. CTE pathways of interest include business management, education, agriculture, information technology, STEM, and construction trades. These pathways are consistent with the last two-year CLNA cycle and reflect career cluster enrollment as reported in UMW’s 2021-2022 Perkins report card.  The Montana Board of Regents maintains an ongoing interest in growing dual enrollment offerings. Montana Western experienced a decline in dual enrollment participation from AY19 to AY21([MUS Dashboards](https://mus.edu/data/performancefunding/dashboards/index.html)). Participation has steadily increased from AY21 to the present, but campus performance relies on a limited number of offerings. Montana Western needs to increase the number of course offerings and MOU agreements to maintain its MUS performance funding and to help secondary students transition to postsecondary programs. Along with increasing the number of offerings the university needs to assess and ensure that all DE courses meet established learning outcomes. Nowhere is this alignment more important than in the numerous concurrent early childhood and teacher education courses that the University offers in seven different high schools.  Objective One of Montana Western’s strategic plan, [Building on the Promise of Experience One](https://www.umwestern.edu/wp-content/uploads/UMW-Strategic-Plan-20-26.pdf), is focused on improving experiential teaching practices that immerse students in authentic learning experiences. These experiences include undergraduate research, service learning, and culminating experiences (such as work-based learning, internships, and apprenticeships). To meet this objective, STEM faculty are challenged to introduce authentic experiential learning experiences throughout the curriculum—not just capstone experiences. The Mathematics, Biology, and Environmental Sciences Departments have been particularly creative in designing interdisciplinary research projects for general education math and science courses. The Hogsback Project engages first-year students in modeling the 3-dimensional foraging and burrowing habits of harvester ants. This project requires students to apply fundamental math concepts to authentic science applications.  The Mt Department of Labor and Industry ([Data Dashboards](https://dli.mt.gov/data-dashboards/)) reports that Beaverhead County has experienced more than 13% growth in employment from April 2022 to 2023. This is the largest percent increase in the state and the top hiring sector relates to agricultural jobs. Montana Western’s newly approved options in the AAS Business program (Farm & Ranch and Outdoor Industry), existing AAS in Natural Horsemanship, and proposed construction and meat processing certificates support local stakeholder needs in this sector. They also support employment needs statewide. Some of the coursework necessary to address these needs is already developed, other courses, especially in the trades, are an identified need. |

## PART A: Evaluation of Student Performance

Please answer the following questions to evaluate how your CTE programs support and improve student performance and Perkins measures. **Data will be provided to each Local Eligible Agency OCHE via the annual Report Card.** Address those statements and questions that provide the best and most relevant feedback to your campus.

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| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. How are all students performing on the Perkins Core Indicators? What improvements can be made to ensure support for all students? | | | |
| Above the state goals for all core indicators. | Annual Report Card (ARC) | OCHE/UMW/Cabinet |  |
| 2. How are students from special populations performing in CTE programs? What improvements can be made support them? | | | |
| 41% of participants and 40% of concentrators were identified in one or more special population categories. The groups that showed the most need for additional support included individuals with economic disadvantages, out-of-workforce individuals, single parents and individuals preparing for non-traditional fields. | Annual Report Card (ARC) | OCHE/UMW Cabinet | It is difficult to propose improvement strategies. The performance percentages are based on very small numbers (many <10). The main objective is to increase enrollment in CTE programs. To accomplish the goal UMW will need to add programs and enhance success strategies—address recruitment and retention. |
| 3. Are there any CTE programs where special populations are performing below average? What improvements can be made to address this? | | | |
|  | Annual Report Card (ARC) | OCHE/UMW Cabinet |  |
| 4. How are students from different genders, races, and ethnicities performing in CTE programs? Do any performance gaps exist? | | | |
|  | Annual Report Card (ARC) | OCHE/UMW Cabinet |  |
| 5. What are the potential root causes of inequities in performance in each CTE program? | | | |
| The campus is currently disaggregating program enrollment data to identify disparities. | CIP codes, gender, minority, special populations | OCHE/UMW/Registrar/Institutional Researcher | Institutional effort related to NWCCU requirements and the strategic plan |

## PART B-1: Evaluation of Size, Scope and Quality

Please answer the following questions to evaluate the Size, Scope, and Quality of your CTE programs. Address those statements and questions that provide the best and most relevant feedback to your campus.

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| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Does your campus offer CTE programs that students choose to enroll in? Are programs regularly filled or with waiting lists?  Programs in business, education, early childhood education, glass blowing and natural horsemanship. | | | |
| The courses are full. Programs are not impacted, however, there is interest in expanding program options in construction/industrial technology, welding, and meat packing. The high school is also interested in education, business and trades offerings. | Registrations  Stakeholder feedback  Student feedback to Business Dept | Registrar  Business department  Montana Youth Challenge  Beaverhead County High School – Pathway instructors | Update industrial technology lab  Revise industrial technology curriculum  Collaborate with other MUS campuses to bring in coursework in meat processing and welding |
| 2. Does you campus offer a sufficient number of courses and sections within programs? Are there any courses that students have difficulty enrolling in because they are regularly full? How might you address this? | | | |
| More sections are not needed. New courses will be needed to offer new CTE programming options. |  | Division Chairs and Provost | Update industrial technology lab  Revise industrial technology curriculum  Collaborate with other MUS campuses to bring in coursework in meat processing and welding |
| 3. Are all students who wish to access district/campus CTE programs are able to do so? | | | |
| No, the university has received interest in new workforce programs – e.g., industrial technology, construction, welding, commercial driver’s license, and health professions. | Continuing feedback from community groups, MT Youth Challenge program. | Admissions  Chamber of Commerce  Beaverhead County High School  Barretts Hospital  Montana Youth Challenge | Update industrial technology lab  Revise industrial technology curriculum  Collaborate with other MUS campuses to bring in coursework in meat processing and welding  Collaborate with non-credit providers to address healthcare shortages |
| 3. What are the demographics of students not accepted into CTE programs? Are there any gaps in admission for students in special populations or based on different genders, races, and ethnicities?  UMW is open enrollment. There are some admission requirements that limit 4-year program enrollments; however, there are no limitations to 2-year enrollments. | | | |
| There are gender gaps in some fields-e.g. education and business. The majority of UMW’s CTE participants and concentrators are female. This majority is reflective of overall campus enrollment. | Annual Report Card (ARC) | OCHE  Registrar | Conduct more career exploration activities with the middle school and high school. Collaborate with the high school on career fair. Use dual enrollment offerings as opportunity to promote special populations participation in non-traditional pathways. |
| 4. Are your programs strongly aligned to local business/industry requirements? | | | |
| There is a need to conduct some alignment of learning outcomes with concurrent enrollment teachers. The programs are aligned with industry requirements, but training on program outcomes is necessary for teacher adjuncts. | Teacher feedback  Department of Education feedback | Division Chair for Education | Conduct training of concurrent credit teachers contracted to teach education classes. |
| 5. Do your programs include embedded industry recognized credentials, internships, and/or apprenticeships? Are there work-based learning opportunities?  Yes, the ECE program includes a CDA certification, apprenticeship opportunity, and work-based learning. Education is also working on a residency program for teachers in rural areas of the state. | | | |
| Montana Western’s baccalaureate programs require a capstone experience (internship/student teaching). Workforce programs also incorporate industry recognized credentials. There may be more work in this area, but it is not identified as a need specific to Perkins funding. |  | Division Chair for Education  Provost | Continue to work with OPI, and MDPHHS on opportunities to stack credential and licensing requirements within our education programs. Participate in OCHE prior learning assessment activities to credit work-based learning. |

## PART B-2: Evaluation of Labor Market Alignment

Use the prompts on this worksheet to determine how well your campus/district’s CTE programs are aligned to local, regional, and state labor demands. Address those statements and questions that provide the best and most relevant feedback to your campus.

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| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Do your CTE programs prepare students for occupations that are high skill, high wage, and in-demand? | | | |
| There are needs to align education, business, and agriculture programs with local and state labor demands. For example, local businesses are looking for more construction trade workers, meat processors, and industrial technology teachers. | Mt L&I Dashboards  Stakeholder feedback | MT Board of Education, OPI, Education Division, Montana Youth Challenge, CAEP, Dean of Strategic Initiatives, Accelerate MT, OCHE, Chamber of Commerce | Pathways Coordinators will work with the stakeholders and division chairs to design CTE and accelerate workshop opportunities that meet these demands. |
| 2. What are the highest projected growth industries in the region/state? What occupations are part of that industry? | | | |
| Agriculture, healthcare | Mt L&I Dashboards  Stakeholder feedback | Barretts Hospital leadership, Chamber of Commerce, Division Chair in Business, Equine Science and Health and Human Performance | Pathways Coordinators will work with the stakeholders and division chairs to design CTE and accelerate workshop opportunities that meet stakeholder demands. |
| 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? | | | |
| Need more work on this. |  |  |  |
| 4. Are your CTE programs strongly aligned to local business/industry requirements? | | | |
| Need more work on this. | Mt L&I Dashboards |  |  |
| 5. Does your campus have policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs? | | | |
| Policies are aligned with the BoR, the NWCCU, Faculty Senate, and the provost. |  |  |  |
| 6. Do your industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage job positions? | | | |
| Yes, as determined from program review documents. |  |  |  |
| 7. Do your CTE program graduates thrive in the workplace? Do you have procedures in place to measure this? | | | |
| Yes, as determined from program review documents, but this effort needs more work relative to CTE programming. |  |  |  |
| 8. Do your programs provide opportunities for students with disabilities, English-language learners, or other special populations to access the local labor market? | | | |
| ? |  |  |  |
| 9. Do your programs include embedded industry recognized credentials, internships, and/or apprenticeships? Are there work-based learning opportunities? | | | |
| Yes |  |  |  |

## PART C: Evaluation of Progress toward Implementing CTE Programs/Programs of Study

Use the prompts on this worksheet to determine how well your campus/district’s CTE programs are implemented with fidelity and aligned to secondary/post-secondary or occupational options. Address those statements and questions that provide the best and most relevant feedback to your campus.

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| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Are your CTE programs fully aligned and articulated across secondary and post-secondary education? Are there clear career pathways outlined? | | | |
| Yes |  | Division chairs  BCHS Perkins Advisory Board  Secondary HS partners | DE Coordinator and Pathways staff work to educate secondary students, teachers, and counselors on the career pathways. |
| 2. Do your programs incorporate relevant academic, technical and employability skills at every learner level? | | | |
| No, this is an area that needs further development, especially as related to DE education coursework. |  | DE Teachers  Education Department | Bring DE education teachers together with education faculty to better communicate and align learning outcomes and authentic practices in the concurrent offerings of EDU201 and EDEC 247. |
| 3. Do your CTE programs have opportunities available for secondary students to earn dual credit? | | | |
| Yes, but more DE CTE courses and offerings are needed. Regent Buchanan recently approached Chancellor Reid to increase DE opportunities at Red Lodge High School. | Stakeholder feedback | Secondary schools & students, OCHE, UMW Division Chairs, Provost, MUS Regents | DE Coordinator work with faculty and high schools across the state to identify additional needs and plan new CTE offerings. |
| 4. Do your CTE programs have multiple entry and exit points for students? | | | |
| Some not all |  |  |  |
| 5. What is the role of business and industry partners in the current CTE program of study development and delivery? | | | |
| More advisory feedback is welcome. We often hear demands from industry, but receive little assistance in developing new programs. More engagement with advisory board members is needed. |  |  | Work with industry partners to develop new advisory mechanisms for CTE program development. This work is a shared responsibility between the Perkins staff, program faculty and industry members. |

## PART D: Evaluation of Recruitment, Retention and Training of CTE Educators

Use the prompts on this worksheet to analyze your campus/district’s strategies for attracting and keeping qualified CTE instructors, and its policies and procedures for professional development planning. Address those statements and questions that provide the best and most relevant feedback to your campus.

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| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Does your campus CTE staff reflects the demographic makeup of the student body? | | | |
| Not available | Not available |  |  |
| 2. Do you have processes in place to recruit new CTE educators? Does your campus have onboarding processes in place to bring new professionals into the system? | | | |
| There is a need to provide better onboard training for faculty and staff. New employees need to know the institutional mission, adopt immersive teaching methods, access online resources, utilize technology, access mentors. . . the list goes on and on. | Years of anecdotal feedback from the campus. | Human resources staff, department faculty, provost, adjunct faculty, and students. | The Education Department has proposed an DE Education Summit to better train concurrent teachers on the learning outcomes expected in EDU 201 and EDEC 247. |
| 3. Are all educators teaching in CTE programs adequately credentialed? | | | |
| Yes, the university follows relevant BoR policies. |  |  |  |
| 4. Is regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction? | | | |
| No, especially during the years of the COVID pandemic. The university needs to be more proactive in training up and continuing professional development for all faculty, administrators, and staff. |  | Human resources staff, department faculty, provost, adjunct faculty. | The Education Department has proposed an DE Education Summit to better train concurrent teachers on the learning outcomes expected in EDU 201 and EDEC 247.  UMW proposes sending Perkins-related staff to local and regional conferences for professional development. |
| 5. In what CTE subject areas are more educators needed? | | | |
| Healthcare, industrial technology, construction trades, business agriculture, and education. | Stakeholder feedback | Barretts Hospital, Montana Youth Challenge Program, Accelerate MT,  BCHS Perkins Advisory Board, UMW Chancellor’s Cabinet, and Division Chairs | Work with local and regional stakeholders to design new CTE programs. Montana Western is currently interested in developing more DE opportunities, certificates of technical skills in construction, meat processing, industrial technology, and teacher endorsements. |

## PART E: Evaluation of Progress toward Improving Equity and Access

Use the prompts on this worksheet to investigate the steps your campus/district is taking toward equitable access and inclusion in CTE programs. Address those statements and questions that provide the best and most relevant feedback to your campus/district.

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| **Identified Needs**  There may be multiple needs in a part. | **Evidence/Data Used**  to identify the need | **Stakeholders**  who were/will be consulted | **Strategies**  to address the identified need |
| 1. Does your campus have policies in place to ensure equal access to all CTE programs for all Perkins subpopulations? | | | |
| Montana Western’s 2-year programs are open admission. There are no policies that exclude special populations from accessing CTE programs. |  |  |  |
| 2. Are there any enrollment discrepancies for students from special populations in programs that lead to high-wage, high-skill and in-demand occupations? | | | |
| The numbers of special populations enrolled in UMW’s CTE programs is low; however, these numbers are consistent with other campus and statewide demographics. |  |  |  |
| 3. Does your campus have processes in place to actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs? | | | |
| Yes, the newly established Institutional Research Office is researching potential discrepancies. |  |  | Ongoing discovery efforts are underway. |
| 4. Are accommodations, modifications, and supportive services are provided to CTE students as required? | | | |
| The campus provides disability services, TRIO SSS and Montana 10 services to CTE students. |  |  | Work with staff in these programs to support CTE students. |
| 5. Does your campus have procedures in place to actively recruits to encourage special population students to enroll in high quality CTE programs? Which recruiting efforts for special populations seem to be most effective? | | | |
| Not specifically |  |  | Potential future effort to consider. |
| 6. Which population groups are underrepresented in your CTE programs overall? Which program area? Which are over-represented? | | | |
| Like in the overall campus, males are underrepresented in UMW’s CTE programs. The university has recently added an AAS:Business option in Farm and Ranch Management. This and new technical skill certifications are expected to attract more males. | Annual Report Card (ARC)  Registrar | OCHE/UMW Cabinet  Division Chairs | Develop new CTE offerings and certificates that attract males and special populations. |

## Part F: Performance Measures

* *As part of your comprehensive needs assessment, it is important to include a review of your performance measures. Recipients must use this form to review levels of performance.*
* *Recipients must identify and address any disparities or gaps in performance among population subgroups [§134(b)(9)].*

*In the space provide, please complete the rating for each performance measure.*

***Table 2: For Post-secondary LEA’s Only***

| Rating | Met | Not Met for at least year | Not Met three consecutive years or more | Any disparities or gaps in performance among population subgroups? Briefly list your primary areas of focus |
| --- | --- | --- | --- | --- |
| Performance Measure 1P1: Post-secondary Retention and Post-Program Placement | 98% | NA | NA | Females and white students outnumber other groups, but no performance discrepancies were significant. |
| Performance Measure 2P1: Earned Recognized Post-Secondary Credential | 100% | NA | NA | Same as above. |
| Performance Measure 3P1: Non-traditional Program Concentration | 29% | NA | NA | Individuals preparing for non-traditional fields performed the best. Economically disadvantaged, out-of-workforce individuals and single parents did not perform as well. The numbers of students in special populations was low, but economically disadvantaged students are an ongoing concern. |