## **Missoula College CLNA - AY 2023-24**

[Perkins Report Card](https://umt.box.com/s/vmehj6srecz44up2m8xa13owjp078roj)

## **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 collected to identify relevant needs.  Throughout the Academic Year 2022-23, Missoula College hosted and participated in numerous advisory board meetings, community partner events, workshops, employer career fairs, conversations, and CTE accreditation site visits. Missoula College works closely with the Department of Labor and Industry to identify workforce needs within Missoula and surrounding areas, as well as AHEC, Missoula Economic Partnership, AccelerateMT, and area high schools. All CTE programs in the Departments of Health Professions and Business & Technology have program-specific advisory committees, while Industrial Technology has a single department-specific advisory committee to serve all trades education programs. Employer surveys are provided in assessing students participating in work-based learning experiences such as internships and clinical experiences. |
| 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.   * Continuation of past priorities to support program improvement efforts through the CTE Program Coordinator for Business & Technology, and the Industrial Trades Realignment project. * Program improvements for healthcare CTE including: (1) Nursing *Adult Patient Care* specialty curriculum and (2) Outreach intervention for under-enrolled, high-demand allied healthcare programs * Provide CTE faculty professional development specifically geared toward improving career pathways, student retention, and completion across all CTE sectors. * Address student success and career preparation through (1) Trades internships, (2) Gateway course identification and intervention, (3) * Professional Development for Industrial Technology faculty to support programmatic realignment, new software, and new certifications. * Support for trades education programs through the purchase of modernized equipment and supplies. |

## **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? | | | |
| Students have met, and/or exceeded state goals pertaining to Perkins V Core Indicators including 1P1:91%, 2P1:100%, and 3P1:19%. Respectively State goals were 1P1:84%, 2P1:100%, 3P117% | 2021-2022 Perkins Report Card, LEA Performance Report; | Dean’s Office; Provost’s Office; Missoula College Faculty; Missoula College Student Success Staff | Continue work in Industrial Technology to realign trades education. |
| 2. How are students from special populations performing in CTE programs? What improvements can be made support them? | | | |
| On average, students from special populations graduate and retain at lower rates than students from non-special populations across CTE programs. Campus stakeholders have identified needed improvements for increased retention and persistence for special populations in CTE programs, primarily in pre-health disciplines, namely nursing, radiologic technology, and surgical technology. | University Data Office | Dean’s Office; Provost’s Office; Missoula College Faculty; Missoula College Student Success Staff | Increased tutoring and student/staff mentoring capacities for students pursuing pre-health pathways.  Increased staffing capacities in advising and student success for students from special populations for improved touch points, early interventions, and retention efforts. |
| 3. Are there any CTE programs where special populations are performing below average? What improvements can be made to address this? | | | |
| Based on institutional research, special student populations perform below average in pre-health, and health CTE programs and disciplines, namely those that identify as American Indian and Alaskan Native students. | University Data Office | Provost Office, Deans Office, Missoula College Faculty, Missoula College Student Support Staff; American Indian Student Services (AISS); | In coordination with Missoula College faculty and staff, we have identified a need for improved recruitment efforts, student support staffing, and mentoring/support programming for special student populations in pre-health and health disciplines.  Increased potential for advising and student outreach staffing for retention and support purposes have also been identified as necessary strategies for increased enrollment/retention of special populations in pre-health CTE disciplines.  Improved professional development and programming pertaining to pedagogical and advising best practices pertaining to special student populations in CTE and STEM based disciplines. |
| 4. How are students from different genders, races, and ethnicities performing in CTE programs? Do any performance gaps exist? | | | |
| Currently, Missoula College admits higher proportions of female-identified students than male-identified students (Fall 2021 data conveyed MC admitted 727 female-identified students vs. 549 male students). Given enrollment disparities across genders, retention and persistence data finds that female-identified students retain and persist at higher rates than male-identified students. As aforementioned, identified performance gaps in pre-health and health CTE programs exist for special student populations, namely Native American-identified students. Additionally gender disparities in enrollment and retention concerning specific CTE programs (Diesel Technology, Welding, Cybersecurity, and Heavy Equipment Operations) exist. | University Data Office | Dean's Office; Provost's Office; Missoula College Faculty; Missoula College Student Support Staff; American Indian Student services (AISS); | Current efforts have been made to increase gendered representation of female identified students in traditionally male CTE programs. Missoula College faculty and staff have also identified a potential need for increased sustainment of these efforts through improved marketing and student outreach campaigns and front facing website content and student success programming.  While programs such as Montana 10, Trio, and services provided through AISS support students from specialized populations, stakeholders have noted that increased staffing and programming that specialized in early intervention and advising, career, and financial support for pre-health special student populations, namely Native American and Alaskan native student populations would be beneficial.  Potential funding for direct admit pipelines for special student populations into health designated CTE professions. |
| 5. What are the potential root causes of inequities in performance in each CTE program? | | | |
| Educational research has long identified financial obstacles, disparities in cultural norms, and racial/cultural tensions navigating traditional campus climates and cultures in Higher Education as primary obstacles special student populations face when navigating both two and four-year institutions. In addition, special student populations from underfunded, underrepresented, and rural k-12 school districts on average come to institutions of Higher Education with lower math and writing readiness, which data has shown as paramount to college success. Lastly, Missoula College and stakeholders from the Mtn Campus have identified the potential need for increased staffing and programming aimed at student success and retention efforts for enhanced retention in CTE programs. | University Data | Dean’s Office; Office of the Provost; Missoula College Faculty; Missoula College Student Success Staff | Potential to increase advising and student support capacities.  Increased opportunities for professional development for faculty and staff related to diversity, equity, and inclusion, as well as best practices pertaining to supporting and retaining BIPOC students in CTE-designated programs.  Attentiveness to orientation and weeks of welcome programming aimed at enhancing college success literacies and skill sets for minoritized and historically underrepresented students in higher education.  Increased student support capacities that allow for more high touch points advising and student success interventions. |

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## **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? | | | |
| Yes, three of the four departments that we have (Health Professions, Business & Technology, and Industrial Technology) are all CTE related.  Yes, every year our CTE programs (particularly in Industrial Technology and the Health Professions) fill up and we currently have waiting lists for each program. We also try to ensure waiting lists are placed on courses. | Health Professions  Industrial Technology  Business & Technology | John Freer, Chair of Industrial Technology  Ginger Sillars, Chair of Health Professions  Michelle Boller, Chair of Business & Technology  Office of the Provost  Financial AID/UM Foundation | This past year, Missoula College has been working hard to ensure that those students who don’t place into one of our programs have an alternative educational option to pursue.  We are looking at potentially revamping/moving up when applications are due for some CTE programs so we can get a better idea of the incoming cohorts, and have time for these students who did not get in to pivot to another one of our programs.  We are connecting scholarships for recruitment tools for with a focus on under-enrolled CTE programs. |
| 2. Does your 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? | | | |
| We continually optimize the course scheduling process across CTE programs each semester to ensure we provide sufficient capacity to serve students.  Missoula College closely monitors enrollments and course capacity with the goal of expanding as needed. | Health professions are limited by clinical capacity. Clinical courses have limited capacity due to clinical settings. (i.e. nursing)  We have also seen capacity issues in a few areas of our Industrial Technology as well due to only a certain amount of machines (heavy equipment operation). | EAB  OCHE  Chairs  UM registrar’s office | Utilizing the new Academic Performance Solutions (APS) dashboards from EAB- Course Planning Optimization and Course Planning Optimization. In these dashboards, we can view historical course fill rates, course planning, course analyses data and registration status data.  We have been working with and plan to continue to utilize Quottly for sections that are under enrolled  We plan to have a Strategic Course Planning working group this summer to ensure our offerings align with the needs of our learners and ensuring that not all of our classes fall on a certain amount of days/times.  Course waitlists.  Strategic course planning continues to be a work in progress. |
| 3. Are all students who wish to access district/campus CTE programs are able to do so? | | | |
| We are an accessible campus with three different locations (River Campus, West Campus, and Bitterroot Campus). Accessibility is our mission! | Capacity is limited for healthcare programs due to clinical sites. Trades programs experience limited capacity due to shop-based safety and equipment limitations. | Departments across Missoula College  Chairs  Department leads | We have an open application for anyone that would like to apply to any CTE program. There are some prerequisites for some of our health programs that are clearly stated on our MC website. |
| 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? | | | |
| Missoula College has a full-time Director of Student Success monitoring student data. | There is a fairly equal split of CTE gender participants are female-identified (51.7%) and male-identified (48.2%) based on the AY2021 report card. are male (AY2021)  51.7% of the  59% female concentrators and 41% male concentrators | Financial Aid  Office of Disability Equity  Title 9 Office  Office of the Provost | Intentionally, we are going to review and potentially revamp our CTE program application process with the overall goal of trying to include more historically underrepresented and BIPOC students. Other strategies in this area to address our gaps will be to create programs that can help target and recruit historically underrepresented students to encourage them to apply and also ensure that scholarship opportunities are available that they can apply for (at the same time they are applying to the program). |
| 4. Are your programs strongly aligned to local business/industry requirements? | | | |
| Yes, every CTE program is guided and mentored by our industry partners and businesses through participation in programmatic and sector-based using advisory committees. We have great relationships across Missoula that we want to continue to evolve and nurture. | The curriculum has been vetted by industry partners. Agendas and notes from advisory committee meetings are collected by faculty program directors. | Accelerate MT  Missoula Lifelong Learning Center  MCPS  Elite One Manufacturing Company  UM mountain campus  UM Online  Missoula Fire Department  Missoula Emergency Services  Aerie Backcountry Medicine  St. Patrick’s Hospital  Community Hospital | Our CTE health programs and students are in clinical settings almost everyday throughout the academic year, our industry partners for the rest of the departments are closely “in the know” and aligned with Missoula College. All departments usually have their industry partners also in the classroom to speak directly to the students.  Finally, as already mentioned, we have many academic and non-academic partnerships with our industry partners. |
| 5. Do your programs include embedded industry-recognized credentials, internships, and/or apprenticeships? Are there work-based learning opportunities? | | | |
| Nearly all CTE programs have industry-recognized credentialing (IRC) options and/or work-based learning experiences through clinical experiences, internships, and apprenticeships. | According to the Perkins V Core Indicators, Missoula College has a 100% in the 2P1 category for the percentage of students that have earned a recognized postsecondary credential in or within 1 year of program completion. | All departments at Missoula College, chairs, faculty, MC career coach, Office of Experiential Learning and Career Success, Office for Student Success | One strategy is to develop better alignment with the Office of Experiential Learning and Career Success (ELCS) on mountain campus in terms of “tracking” these internships and field experiences. Our data is not lining up because not all of our faculty utilize the same “portal” or report their experiential learning opportunities. Our Director of Academic Affairs will be taking the lead to help organize this and ensure that our Missoula College career coach is centralizing and coordinating these efforts as well. |

## **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? | | | |
| The Missoula College dean meets monthly with community partners from the Missoula Economic Development Agency (MEP), job service, and Accelerate Montana to ensure high skill, high wage, and in-demand programs are in place to serve the region. | Meeting Agendas. Accreditation visits. Curriculum review. | Program employer advisory committees, accreditation processes, and IRCs are in place to align industry demand. | Regular meetings with the Missoula Economic Partnership, Accelerate MT, and the Department of Labor and Industry take place monthly to address this question. |
| 2. What are the highest projected growth industries in the region/state? What occupations are part of that industry? | | | |
| Three career-technical education focus areas for high growth industries are:  (1) Healthcare,  (2) Trades,  (3) Technology. | Regional data from Burning Glass Technologies subscription and websites (eg CyberSeek.org).  BLS Occupational Outlook Handbook (bls.gov/ooh).  Montana Labor Market Information (lmi.mt.gov/career) | Local industry employers.  Accelerate Montana.  Missoula Economic Partnership.  DLI - Job Service. | Enhance existing CTE degree programs and construct short-term certificates and microcredentials.  Recognize non-credit education through PLA  Enhance career coaching to attract more CTE concentrators. |
| 3. How do CTE program enrollments match projected job openings? Where are the biggest gaps? | | | |
| Provide sufficient capacity in existing programs.  Generating student interest among students to pursue high-demand occupations. | Mapping occupational data (question 2) with sufficient program capacity.  Mapping student interest to high-demand occupations | Employers  Guidance & employment counselors. | Enhanced career coaching to develop more CTE concentrators.  Combining stackable career certificates with general education in building AA/AS degree plans. |
| 4. Are your CTE programs strongly aligned to local business/industry requirements? | | | |
| Needs assessments are created through regular program reviews. | Meeting agendas, accreditation site visits, curriculum review. | Program employer advisory committees, accreditation processes, and IRCs are in place to align industry demand. | Continuation of labor market and industry employers. |
| 5. Does your campus have policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs? | | | |
| Program directors, chairs, and deans conduct regular reviews of existing programs and adjacent career opportunities to consider for expansion. | New programs are continually evaluated and existing programs are refined. | Academic departments across the college are structured to represent industry sectors. These include health, business, legal studies, addiction counseling, information technology, and trades. The structure provides a catalyst for developing new workforce education programs and responding to industry needs. Policies to develop new programs are in place. | No policies, but regular review practices are in place. |
| 6. Do your industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage job positions? | | | |
| Employer advisory committees and accreditation processes are in place and regular feedback is collected. Changes are made based on feedback. | Advisory committee and accreditation body recommendations | Industry partners | Advisory committee input process |
| 7. Do your CTE program graduates thrive in the workplace? Do you have procedures in place to measure this? | | | |
| Employers have expressed that graduates are well-qualified in technical skills, but recommend a greater focus should be devoted to the development of soft skills (power skills). | Feedback from employer advisory committee members and case managers from the Montana Department of Labor & Industry. | Industry employers and students | Regular industry advisory committees. |
| 8. Do your programs provide opportunities for students with disabilities, English-language learners, or other special populations to access the local labor market? | | | |
| The Office of Disability Equity (ODE) for Students at the University of Montana ensures that programs of the University of Montana are as accessible and usable by students with disabilities as they are for any student. (UM-DSS Mission statement). A student's eligibility for reasonable accommodations and coordinated services are delivered through UM-DSS. | UM Disabilities Student Services Website: https://www.umt.edu/disability-services/ | Students and employers | Work with DLI and ODE to address disabilities and individualized solutions for serving students. |
| 9. Do your programs include embedded industry recognized credentials, internships, and/or apprenticeships? Are there work based learning opportunities? | | | |
| Yes, again, almost everyone of our CTE programs has an industry credential or apprenticeship where students can participate in work-based, experiential and hands-on learning opportunities and experiences. It’s one of our greatest points of pride at Missoula College- that the students are really getting the practical experience “in the classroom” that they will be getting in industry.  We also offer internships across Missoula College that can be taken in the fall, spring and summer semesters. | According to the Perkins V Core Indicators, Missoula College has a 100% in the 2P1 category for the percentage of students that have earned a recognized postsecondary credential in or within 1 year of program completion. | All departments at Missoula College, chairs, faculty, MC career coach, Office of Experiential Learning and Career Success, Office for Student Success | Goal- better alignment with the Office of Experiential Learning and Career Success on mountain campus in terms of “tracking” these internships and field experiences. Our data is not lining up because not all of our faculty utilize the same “portal” or report their experiential learning opportunities. Our Director of Academic Affairs will be taking the lead to help organize this and ensure that our Missoula College career coach is centralizing and coordinating these efforts as well. |

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## **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? | | | |
| MC has identified various meta-majors that lead to careers and further education.  Several of these programs have been extended to begin in high school and others continue on to baccalaureate degrees. | Early college programs in Medical Assisting and Cybersecurity have developed using career pathways that begin in high school and are accessible through remote learning and early college programming.  Interdisciplinary baccalaureate degrees are available to CTE students using bachelor of applied science (BAS) | High school, Missoula College, and Mtn Campus faculty. | Further development of the Guided Pathways approach beginning in high school and extending into four-year degrees. |
| 2. Do your programs incorporate relevant academic, technical and employability skills at every learner level? | | | |
| MC offers numerous stackable credentials, such as Certificates of Applied Sciences, Certificates of Technical Studies, and micro-credentials. These allow students to combine workforce credentials with any two-year degree program at the college, or simply to focus their studies on one of these areas shorter term areas of professional development. | Employers continue to actively contact Missoula College to recruit CTE students and graduates | Office of the Provost  Missoula College faculty and staff  Faculty Senate  Office for Experiential Learning & Career Success  MC Career Coach | Missoula College students graduate with knowing the soft skills that are essential in the workplace in addition to their technical CTE programs (i.e.how to effectively communicate, articulate and present an opinion, work with others in the workplace, etc.). We have identified these as “power skills” |
| 3. Do your CTE programs have opportunities available for secondary students to earn dual credit? | | | |
| Yes, our Dual Enrollment program offers high school students an opportunity to earn college credit while they’re still enrolled in high school through early college (taken through one of our campuses) or concurrent enrollment (at high schools).  Currently at Missoula College we offer approximately 60 concurrent enrollment courses among 13 different high schools. The majority of these courses are either offered through a CTE program at the high school or fulfill a requirement for one of our many CTE programs. | Over 1,000 high school students participated in Missoula College’s Dual Enrollment Program.  According to OCHE (2022), 30% of Montana’s Dual Enrollment courses are in the field of Career & Technical Education | All Missoula and Ravalli county high schools, high school counselors, teachers, administrators  Missoula College faculty and instructors  Office of Public Instruction, Commissioner of Higher Education’s Office | This past year (AY2023), we experienced our first high school graduates earning workforce certificates (CTS) in Medical Assisting and Cybersecurity.  We continue to promote CTE dual enrollment offerings to eligible students through visits at high schools, website information, mailings, high school counselors, etc.  We have offer an annual Career Industrial Technology Trades Expo on the West Campus. Over 100 high school students from across the region, joined faculty and staff to learn more about careers in the trades and brought awareness to the amazing careers available through the trades programs at Missoula College. |
| 4. Do your CTE programs have multiple entry and exit points for students? | | | |
| Yes, our curriculum and programs are designed to be flexible to try and best accommodate students.  Aside from our Health Professions, where there are not many entry/exit (except for medical assisting)  Students in any of our CTE program can earn a certificate, head out into the workforce, and then come back and get an AA/AS  We also award credits based off of PLA’s and are trying to really promote our stackable credentials and rapid training programs | To continue to address workforce education and expanding access to rural communities, Missoula College is keenly aware and ready to partner with business to provide workforce education partnerships.  Last year, the Montana Department of Public Health and Human Services released the results of a survey of 61 in-state EMS agencies and 42 hospitals identifying staffing and recruitment issues as among the primary drivers of what it characterized as a “crisis.” That survey, titled “Emergency Medical Services in Montana: Crisis on the Horizon,” also noted that roughly three quarters of all EMS providers in the state rely heavily on volunteers to respond to medical emergencies — a pool of first responders that are, demographically, getting older. | Accelerate MT  Missoula Lifelong Learning Center  MCPS  Elite One Manufacturing Company  UM mountain campus  UM Online  Missoula Fire Department  Missoula Emergency Services | Aside from our Health Professions department, students can start and stop in any program we offer.  Missoula College created a new certificate this year called “Manufacturing Certificate of Technical Skills”. MC partnered with Elite One Source, a contract manufacturing company to provide a new workforce education program. Employees that work for Elite One can pursue coursework in manufacturing processes, technical skills, communication, career readiness, human relations, and workplace safety.  Job Site Ready ("JSR") micro-credential was created as a job-preparedness program designed to equip learners with the work experience and essential skills to start an entry-level job in the Construction trades. Applicants will walk away with exposure to tool use and maintenance, materials handling, workplace safety, industrial practices, and project management. The program combines classroom and hands-on experience, concluding with onsite training offered several times a year and in locations all across Montana.  Newly created paramedicine program at Missoula College in partnership with Missoula Fire Department. |
| 5. What is the role of business and industry partners in the current CTE program of study development and delivery? | | | |
| Our businesses and industry partners serve as our colleagues, mentors, guiding boards, influencers, advisory committees on most of the work that we do at Missoula College. | Without them, many of our programs would crumble. We rely on them heavily and in many areas, they are part of the curriculum (clinicals, internships, field experiences, etc.). | Department of Labor and Industry  Accelerate MT & Blackstone Launchpad  Missoula Lifelong Learning Center  MCPS  Missoula Economic Partnership  Missoula Job Service  Office of Public Instruction  Missoula areas hospitals | Missoula College has been selected as one of 15 recipients for the [Rural Guided Pathways Project](https://ncii-improve.com/rural-guided-pathways-project/) where Missoula College will participate in a three-year project to implement evidence-based, institution-wide reforms grounded in the guided pathways framework. Community partners have been identified and will play a large role in the implementation of this project to help increase economic opportunity that will lead to improved educational and workforce outcomes. |

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## **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 reflect the demographic makeup of the student body? | | | |
| Faculty/staff makeup closely reflects student makeup in race/ethnicity and gender. | LEA Performance Report Card and Faculty roster. | UM Human Resources, Provost’s Office, Dean’s Office | Continue to recruit nationally for all positions, use implicit bias training, and provide DEI trainings. |
| 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? | | | |
| MC follows all hiring processes implemented by the University of Montana Human Resource Services department. All candidates are thoroughly vetted by a hiring committee, the department chair, the dean, and the provost. | UM policies and procedures. | Human Resources, Dean’s Office, Provost’s Office. | Hiring process, new employee orientation, faculty mentors. |
| 3. Are all educators teaching in CTE programs adequately credentialed? | | | |
| Unit standards require that all faculty meet the minimum credentials required by each department. Faculty hired into a tenure track position have 7 years to attain the required educational components in order to earn tenure. | Units Standards for each academic department. | Faculty, department chairs, Dean’s Office, Provost’s Office. | Continue to ensure access to faculty for Professional Development. |
| 4. Is regular, substantive, and effective professional development is offered around CTE, academic, and technical instruction? | | | |
| Professional development activities are offered at Missoula College and at UM on a regular basis. MC activities are focused on CTE and two-year education. Missoula College provides a Professional Development fund that is overseen by a faculty committee as well as Perkins funds for professional development activities for faculty. | Prior year spending on faculty development activities, UM roster of activities available. | Faculty, Dean’s Office, Provost’s Office, industry partners. | Continue supporting CTE faculty and staff. |
| 5. In what CTE subject areas are more educators needed? | | | |
| Industrial Technology continues to need educators with relevant industry experience and education backgrounds. | We experienced a second failed search for trades education faculty. tions posted. | Human Resources, Dean’s Office, Department Chair | Continue Industrial Trades realignment, hire consultants. |

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## **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? | | | |
| Missoula College maintains the same strategic commitment to diversity, equity, and inclusion regarding access to educational programs and services as outlined in UM’s strategic plan and overall commitment to inclusive excellence and prosperity.  As part of the University of Montana, Missoula College has a number of policies in place to ensure equal access to CTE programs as ensured through the Office of Equal Opportunity and Title IX, Office of Disability and Equity, American Indian Student Services (AISS), the Diversity Advisory Council, etc. | UM Data Office; UM Diversity; Educational Advisory Board (EAB). | Office of the Provost; Deans Office; American Indian Student Services (AISS); Missoula College Faculty; Missoula College student support staff; Office of Equal Opportunity and Title IX; Office of Disability and Equity. | Members of the Deans team at Missoula College have already identified strategies to better address issues concerning equal access to CTE programs for Perkins subpopulations, which include:   * Forming and sustaining a Missoula College DEI committee composed of key campus stakeholders. * Increased potential for improved recruitment efforts and outreach specialists for special student populations into CTE programs where equity gaps persist. |
| 2. Are there any enrollment discrepancies for students from special populations in programs that lead to high-wage, high-skill and in-demand occupations? | | | |
| Institutional data confirms that both gender and racial discrepancies exist in health designated CTE professions and industrial technology professions, namely low enrollment of BIPOC and male identified students in nursing, radiologic technology, respiratory care, and surgical technology, and low enrollment of female identified and BIPOC students in industrial technology CTE programs.  Concerning specific disparities in CTE program access, enrollment, and retention, stakeholders have identified potentials for improved recruitment efforts for special student populations, as well as additional funding needs that addresses abilities to create and sustain both direct admit pipelines, as well as increased advising/mentoring support capacities for CTE programs wherein equity gaps in recruitment, retention, and persistence exist overall. | UM data office | Deans Office; Office of the Provost; Missoula College Faculty; Missoula College Student Success Staff; Office of Equal Opportunity and Title IX | Potential for increased marketing and recruitment capacities to improve enrollment of special student populations into CTE programs that lead to high-wage, high-skill, in-demand occupations.  Increased funding opportunities to host recruitment events for prospective students along with industry partners and programs.  Increased funding capacities to create and sustain direct-admit opportunities for underrepresented students in CTE programs. |
| 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? | | | |
| Missoula College currently has multiple processes in place that address potential barriers that prevent special populations from participating in and persisting through CTE programs. Specifically, we offer multiple scholarship opportunities that attempt to address financial barriers, and have multiple institutional policies in place regarding credit recovery and gpa maintenance (add-drop, credit/no credit, retroactive withdrawal) that proactively support students being able to maintain their status in their CTE programs. Additionally, multiple distance learning classes exist to accommodate non-traditional, commuter, and/or students with families. | UM Data Office | Dean's Office; Office of the Provost; Missoula College Faculty and Staff; Office of Equal Opportunity and Title IX | Creating student panels consisting of special populations within CTE programs to better identify specific obstacles to persistence and completion of programs.  Increased capacities within the Student Success sector to better oversee and respond to student retention alerts and early intervention advising and support. |
| 4. Are accommodations, modifications, and supportive services are provided to CTE students as required? | | | |
| As mandated by federal policy and overseen through both the Office for Disability and Equity, as well as the Office of Equal Opportunity and Title IX, accommodations, modifications, and support services are provided to CTE students as required.  Missoula College faculty and staff are also diligent to ensure all students receive and/or are made aware of specific support services given their needs.  Given student to staff ratios at Missoula College and Main Campus for students who receive accommodations, campus stakeholders have identified a need for increased staffing for Office of Disability and Equity at Missoula College. | Office of Disability and Equity | Office for Disability and Equity; Office of Equal Opportunity and Title IX; Dean's Office; Missoula College Faculty; Missoula College Student Success Staff. | Increased professional development opportunities for staff and faculty concerning support and advocacy for neurodiverse student populations.  Cultivation of better communication and partnerships between Missoula College student success services and Office of Disability and Equity.  Identification of need for increased staffing capacities for ODE. |
| 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? | | | |
| Currently, Missoula College has a Tribal outreach specialist and is actively recruiting in native American high schools. Given overall enrollment data for special student populations, recruitment efforts geared toward Native American and Alaskan Native students in CTE programs have proven most effective. Conversely, stakeholders have identified a continued need for improved recruitment efforts of special student populations into health designated CTE programs, as well industrial tech programs. | UM Data Office | Deans Office; Office of the Provost; Missoula College Faculty; Missoula College student Support Staff; UM Admissions Staff and Leadership | Members of the Deans team and faculty and stakeholders from health sciences have identified enrollment disparities regarding special student populations in CTE programs.  To begin the process of remediating this issue, strategies discussed have begun looking at admission and program criteria to determine if there exists current barriers to equity and access for special student populations. |
| 6. Which population groups are underrepresented in your CTE programs overall? Which program area? Which are over-represented? | | | |
| Data shows that female identified students are overall underrepresented in CTE industrial technology programs compared to male identified cohorts. In addition, Native American and Alaskan Native, Black, and male identified students remain underrepresented in health designated CTE programs.  Additionally, data shows that female identified students and | UM Data office | Deans Office; Office of the Provost; Office of Equal Opportunity and Title IX; Missoula College Faculty; Missoula College Student Success Staff |  |

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## **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 | 91% |  |  |  |
| Performance Measure 2P1: Earned Recognized Post-secondary Credential | 100% |  |  |  |
| Performance Measure 3P1: Non-traditional Program Concentration | 19% |  |  |  |