MONTANA PERKINS V
COMPREHENSIVE LOCAL NEEDS ASSESSMENT
UPDATE WORKSHEETS

2022-2024

OFFICE OF THE COMMISSIONER
OF HIGHER EDUCATION

Learning that works for Montana
CTE

College Name: Gallatin College Montana State University
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Process Worksheet 1:

Based on new information and available updated data (including labor market, CTE program, and student), has anything significantly impacted the Identified Needs outlined in the original CLNA in the following areas?

Section of CLNA	Significant Impact on Identified Needs?	Details
1: Student Performance	☒ Yes ☐ No	In addition to previous strategies, Gallatin College has recently begun tracking student performance and retention through college-wide shared system. This is an all-college effort with the goal of making certain that every student has had a personal connection with either a faculty, staff or administrator. The effort is intended to strengthen relationships between students and instructors/staff and thus improve performance and retention. Additionally, this approach will identify barriers students face and successes they have achieved. This data provides institutional knowledge through evaluation of student performance patterns, retention trends, etc.
2: Size, Scope and Quality	☒ Yes ☐ No	While most Gallatin College programs are at a healthy or full capacity, we are seeing stagnation or decline in the Photonics program enrollment. At the same time, photonics companies continue to grow in our region and information about the high need for trained photonics students continues to be provided by program advisory council members and industry reports such as the Montana Photonics Industry Association annual reports). We believe this issue is due to a lack of public (prospective student and parent) understanding of the industry and lack of directly related courses in secondary education. You will see that Gallatin College has a specific project identified to address this concern.

3: Labor Market Alignment	☒ Yes ☐ No	In this past year, the IT program director completed an industry survey to determine the ability for our graduates to thrive in the workplace. These companies have expressed an increased need for employees with additional Associates-level knowledge and skills. While we have planned to create a two-year option for our IT programs, the college is ready to put plans into action utilizing an array of information about necessary industry knowledge, skills and abilities. The IT program director has also joined the Montana Cybersecurity Workforce Development (MT-CWD) committee which is collectively addressing a state-wide lack of cybersecurity skills and knowledge. Otherwise, Gallatin College continues to receive requests from local industry leaders, advisory councils, business/economic development groups, and students for additional and expanded programs; and we continue to listen and respond to these requests. Several programs have been newly established as a result of the Bozeman Labor Market survey – HVAC-R, Carpentry, Dental Assistants, IT and Cyber Security. Aviation Electronic Tech was developed as a direct plea from an industry partner (Bridger Aerospace) . this did not show up on any labor market analysis because the industry partner is expanding their service and want to be prepared with technicians so they can expand. This is precisely why data and discussions with local partners is critical for program development success.
4: Progress Toward Implementing CTE Programs/Programs of Study	☒ Yes ☐ No	Through incoming student performance as well as meetings between faculty, staff, and local school administration and CTE instructors, Gallatin College has identified a need for additional curriculum support and professional development for high school CTE and dual enrollment instructors. Meetings have also clarified feasible opportunities to translate current high school courses into dual enrollment courses and implement new CTE specific courses or learning modules in secondary classrooms. Gallatin College, Bozeman and Belgrade school administrators, and local industry members have created a Gallatin County Education and Industry

		Workforce Advisory Council whose mission is "to foster cooperation among our member schools, businesses, and the communities they serve to make our education system more aware of the local labor market; promote work-based experiences within businesses; and help students prepare for successful learning and employment opportunities." Information from MT Department of Labor & Industry and the April MT State Workforce Innovation Board also indicate state-wide initiatives to further develop hands-on CTE instruction opportunities, including access to CTE credentials for high schoolers. Gallatin College hopes to use this momentum to incorporate more CTE courses or learning modules in the secondary classroom and to streamline pathways between schools and two-year higher education.
5: Recruitment, Retention, and Training of CTE Faculty and Staff	☐ Yes ☒ No	Retention/Training: Resulting from industry advisory meetings around workforce skill expectations and the necessity for new CTE programs, the college is seeing a heightened need to support faculty in updating and developing new curriculum, specifically in IT, Carpentry, and CNC Machining.
6: Progress Toward Improving Equity and Access	☒ Yes ☐ No	The commitment to Diversity and Equity remains strong at Gallatin College. We recognize that we can improve in this area and have identified specific activities to begin improving our understanding of and ability to support special populations in our college. This includes faculty, staff, community efforts. We also acknowledge that this is an area which the college may need to lead the way and set the example for our industry partners.

Process Worksheet 2:

Are the strategies outlined in the original CLNA still relevant? Do any need to be updated? If so, please provide updated strategies and relevant activities.

Section of CLNA	Strategies Still Relevant?	Updated activities and strategies if available
1: Student Performance	☐ Yes ☒ No	While we have moved forward in the process of internally tracking special population student performance as a result of previous Perkins funding. We need to refine our information collection, culture and interpretation process. This tool will help inform how the college should shift our culture to enhance student support. Gallatin College employees will continue to track student performance and retention information in the coming academic year. The student success team is also developing orientation surveys to help inform additional retention strategies.
2: Size, Scope and Quality	☒ Yes ☐ No	CTE programs offered by Gallatin College can only accommodate a specific number of students and sections. We continue to explore ways to offer new programs (Construction Trades, IT, etc.) despite space and infrastructure challenges. Gallatin College will have to share industry partners space for 3 different programs in AY'23. This is not a sustainable model. The college has requested state funding to build technical and trades building in order to have control over lab spaces. Having control over lab spaces will allow for additional growth and support quality and accessibility for our students.
3: Labor Market Alignment	☒ Yes ☐ No	With continued industry feedback and support, Gallatin College is currently working to stand up a new Carpentry program, develop a new Robotics program, and provide two-year options within our IT Network Technology and Cyber Security programs. Activities to support this work include program director trainings, curriculum design/redesign, and purchasing of relevant equipment. These program additions/changes will appeal to local students/community members as well as encourage degree completion in high tech programs. To address Photonics program enrollment numbers, Gallatin College plans to partner with local businesses and organizations to educate the community about opportunities in Photonics as well as work with local high schools to build CTE education pathways through learning modules or dual enrollment courses.

4: Progress Toward Implementing CTE Programs/Programs of Study	☒ Yes ☒ No	Gallatin College will actively participate in Gallatin Education and Industry Workforce goals to: advise local school districts on changes in the economy and job market and the area in which future jobs are most likely available; advocate for the employment skills most critical to business and industry and the development of curriculum to teach these skills; aid and support local school districts by offering suggestions for developing a working relationship among businesses, labor organizations, and educators; advise workforce development on how to be responsive to local and regional job market; and promote the value of Career and Technical Education to parents, students, and the broad community. Gallatin College plans to offer increased CTE dual enrollment opportunities for high school students wanting to work toward CTE credentials, as well as Dual Enrollment CTE high school Instructor professional development opportunities and curriculum development workshops. This will help to better align Dual Enrollment course outcomes with expected Gallatin College and industry outcomes and proficiencies.
5: Recruitment, Retention, and Training of CTE Faculty and Staff	☒ Yes ☐ No	Due to increasing CTE programs and industry needs, the college is focusing on new curriculum development and significant curriculum updates through additional training and funding. Doing so will enhance faculty professional development and retention. With the support of MSU Gallatin College was able to increase the NTT per credit pay this will help with retention.
6: Progress Toward Improving Equity and Access	☐ Yes ☒ No	Gallatin College is planning to provide training to all college employees on diversity and inclusion information and best practices in CTE classrooms. Information from this training is intended be utilized in conversations with industry partners to create additional solutions for equity and access from a student's education to their career. The college is beginning to create Spanish versions of general college and CTE program information to assist prospective students in their search for CTE training. These can also be shared with parents or family members who do not read/speak English so that they can better support a student's educational pathway. We will also utilize new internal student tracking methods to better understand the persistence and performance of special populations and identify any gaps.