# Missoula College CLNA

# 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 academic year 21-22, Missoula College hosted and participated in numerous advisory board meetings, community partner events, workshops, conversations, and 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, Become an Alum, 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 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. |

Continue supporting our CTE Career Coach, Program Coordinator I Business & Technology, and Industrial Trades Realignment.

Upgrade our Health Department Equipment Upgrade to keep programs current and relevant.

Create a SalesForce course to improve keep our Business & Technology students up to date on industry needs.

Support online course development for Chemical Addiction Studies, allowing the CTS to become a fully online program.

Hire a consultant for our Precision Machining Technology program to assist in restructuring the current program.

Professional Development for Industrial Technology faculty to support programmatic realignment, new software, and new certifications.

New supplies and equipment for industrial Technology Programs. Continued development of online courses in Engineering Technology.

# 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.

| Identified Needs<br><br>There may be multiple needs in a part. | Evidence/Data Used<br><br>to identify the need | Stakeholders<br><br>who were/will be consulted | Strategies<br><br>to address the identified need |
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| 1. How are all students performing on the Perkins Core Indicators? What improvements can be made to ensure support for all students? | | | |
| On average, students met, and/or exceeded state goals pertaining to performance on Perkins Core Indicators, with the exception of postsecondary placement (80% vs. state goal of 84%). | LEA Performance Report; University Data Office | Dean's Office; Provost's Office; Missoula College Faculty; Missoula College Student Support Staff | Continue work in Industrial Technology to realign trades education. |

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| **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.<br><br>Increased staffing capacities in advising and student success for students from special populations for improved touch points, early interventions, and retention efforts. |

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| 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.<br><br>Improved professional development and programming pertaining to pedagogical and advising best practices pertaining to special student populations in CTE and STEM based disciplines. |
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| **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 | University Data Office | Dean's Office; Provost's Office; Missoula College Faculty; Missoula College Student Support Staff; American Indian | Current efforts have been made to increase gendered representation of female identified students in traditionally male |

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| 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 and Alaskan Natice identified students. Additionally gender disparities | | Student services (AISS); | 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.<br><br>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 |

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| in enrollment and retention concerning specific CTE programs (Diesel Technology, Welding, and Heavy Equipment Operations exist. | | | 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 | | 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 |

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| 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 main campus have identified the | | | 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.<br><br>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.<br><br>Increased student support capacities that allow for more high touch points advising and |

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| potential need for increased staffing and programming aimed at student success and retention efforts for enhanced retention in CTE programs. | | | student success interventions. |

# 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.

| Identified Needs | Evidence/Data Used | Stakeholders | Strategies |
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| There may be multiple needs in a part. | to identify the need | who were/will be consulted | 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? | | | |
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| 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, have time for these students who did not get in to pivot to another one of our programs.

With new administrative team |

| | | | members added to the Dean's team this year, we are hoping to use more scholarships for recruitment tools for our under-enrolled CTE programs. |
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| 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? | | | |
| Strategic course planning is something we are continually improving at Missoula College so faculty, staff, and students can plan ahead accordingly. Even still, we do offer sufficient number of courses and sections within our programs for students to be able to plan.This aids in attributing to 1P1, postsecondary placement (students | Our health professions run into the biggest issues of program and course capacity because of the standards within clinical settings in the hospitals (i.e. nursing)<br><br>We have also seen capacity issues in a few areas of our Industrial Technology as well due to only a certain amount of | EAB<br><br>OCHE<br><br>Chairs<br><br>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 |

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| can ensure they are graduating in a specific amount of time) and 2P1, earning a recognized postsecondary credential<br><br>Missoula College carefully monitors course enrollments and when a class is full, we look to the waitlists to see how many students are on the wait lists. We open up another section if we can determine there is enough demand. | machines (heavy equipment operation). | | registration status data.<br><br>We have been working with and plan to continue to utilize Quottly for sections that are under enrolled<br><br>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. |
| 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 | Unfortunately, we can't accept 100% of the applicants so there are some | Departments across Missoula College<br><br>Chairs | We have an open application for anyone that would like to apply to any |

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| Campus and Bitterroot Campus). Accessibility is our mission! | students that do not get into the programs the first time, but we are really trying to steer them towards other CTE programs and encourage them to apply again. | Department leads | 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?

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| Luckily, Missoula College just filled our new Director of Student Success position, Jimmy Kendall who has been at Missoula College for a few months. A deeper dive into the data into the students who are not admitted needs to occur by Jimmy and others on the Dean's team. First, it's going to be important to ensure we have an | 56% of the CTE participants are female and 44% are male<br><br>59% female concentrators and 41% male concentrators | Financial Aid<br><br>Office of Disability Equity<br><br>Title 9 Office<br><br>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 |

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| accurate way of tracking these students that is streamlined and collaborative across all of Missoula College. | | | 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 that we have is essentially guided and mentored by our industry partners and businesses. We have great relationships across Missoula that we want to continue to evolve and nurture. | Curriculum has been vetted by industry partners | Accelerate MT<br><br>Missoula Lifelong Learning Center<br><br>MCPS<br><br>Elite One Manufacturing Company<br><br>UM mountain campus<br><br>UM Online | 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 |

| | | Missoula Fire Department | classroom to speak directly to the students. |
| | | Missoula Emergency Services | Finally, as already mentioned, we have many academic and non-academic partnerships with our industry partners. |
| | | Aerie Backcountry Medicine | |
| | | St. Patrick's Hospital | |
| | | Community Hospital | |

| 5. Do your programs include embedded industry recognized credentials, internships, and/or apprenticeships? Are there work based learning opportunities? | | | |
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| 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 | 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 |

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| students are really getting the practical experience "in the classroom" that they will be getting in industry.<br><br>We also offer internships across Missoula College that can be taken in the fall, spring and summer semesters. | | | 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.

| Identified Needs | Evidence/Data Used<br><br>to identify the need | Stakeholders | Strategies |
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| There may be multiple needs in a part. | | who were/will be consulted | to address the identified need |
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| **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. | New labor market group was formed from Missoula Economic Partnership, Accelerate MT, and Department of Labor and Industry |
| **2. What are the highest projected growth industries in the region/state? What occupations are part of that industry?** | | | |

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| Three career-technical education focus areas for high growth industries are:<br><br>(1) Healthcare,<br><br>(2) Trades,<br><br>(3) Technology. | Regional data from Burning Glass Technologies subscription and websites (eg CyberSeek.org).<br><br>BLS Occupational Outlook Handbook (bls.gov/ooh).<br><br>Montana Labor Market Information (lmi.mt.gov/career) | Local industry employers.<br><br>Accelerate Montana.<br><br>Missoula Economic Partnership.<br><br>DLI - Job Service. | Enhance existing CTE degree programs and construct short-term certificates and microcredentials.<br><br>Recognize non-credit education through PLA<br><br>Enhance career coaching to attract more CTE concentrators. |
| **3. How do CTE program enrollments match projected job openings? Where are the biggest gaps?** | | | |
| Providing sufficient capacity in current programs.<br><br>Generating student interest among students to pursue high demand occupations. | Mapping occupational data (question 2) with sufficient program capacity.<br><br>Mapping student interest to high demand occupations | Employers<br><br>Guidance & employment counselors. | Enhanced career coaching to develop more CTE concentrators.<br><br>Combining stackable career certificates with general |

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| **4. Are your CTE programs strongly aligned to local business/industry requirements?** | | | |
| Needs assessment 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?** | | | |
| Industry advisory boards identified a need for updating Precision Machining Technology, as well as creating a SaleForce course, and increasing online courses across the college. | 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, psychology, communications, information | No policies, but regular review practices are in place. |

| | | 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. | |
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| 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 upon 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? | | | |
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| Employers have expressed that graduates are well-qualified in technical, greater focus should be devoted to the development of professional or soft 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? | | | |
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| 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 | 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. |

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| 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. | | | |
| 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 | 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 |

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| of pride at Missoula College- that the students are really getting the practical experience "in the classroom" that they will be getting in industry.<br><br>We also offer internships across Missoula College that can be taken in the fall, spring and summer semesters. | | | 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 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.

| Identified Needs<br><br>There may be multiple needs in a part. | Evidence/Data Used<br><br>to identify the need | Stakeholders<br><br>who were/will be consulted | Strategies<br><br>to address the identified need |
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| 1. Are your CTE programs fully aligned and articulated across secondary and post-secondary education? Are there clear career pathways outlined? | | | |

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| MC has approximately 15 well-defined baccalaureate tracks, which are specific plans of study designed to help students earn a two-year degree. This allows all of our students across all departments simultaneously work towards UM baccalaureate degree requirements. | MC has worked with individual UM Departments to forge agreements to ensure that students completing Baccalaureate Tracks will enter into the major with numerous major requirements already fulfilled. | Missoula College faculty, Missoula College guided pathways living learning community, mountain campus stakeholders | MC's Academic Advising team also utilizes the BESt (Broad Exploratory Studies Program) to advise students into more broad academic pathways to help undecided students hone in on a major area of study. There are three different groups that students may choose from:<br><br>● Discover Business and Communications<br>● Explore Social Sciences, Humanities, and Arts<br>● Investigate Technology, Math, and Sciences |

2. Do your programs incorporate relevant academic, technical and employability skills at every learner level?

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| 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. | Anecdotally, since the pandemic began we still have employers actively calling and contacting Missoula College trying to recruit our upcoming CTE graduates | Office of the Provost<br><br>Missoula College faculty and staff<br><br>Faculty Senate<br><br>Office for Experiential Learning & Career Success<br><br>MC Career Coach | Missoula College students graduate with knowing the soft skills that are essential in the workplace in addition to their technical CTA programs (i.e.how to effectively communicate, articulate and present an opinion, work with others in the workplace, etc.)<br><br>With our new career coach, our goal is that each MC student has career coaching and a plan directly after they graduate or earn their credential (transfer to a four-year, move from credential to two-year degree, head into the workforce). |

3. Do your CTE programs have opportunities available for secondary students to earn dual credit?

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| 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).<br><br>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.<br><br>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<br><br>Missoula College faculty and instructors<br><br>Office of Public Instruction, Commissioner of Higher Education's Office | This year, MC and Frenchtown High School partnered to create a "Bronc Fast Track Program" to allow high school students to earn a General Studies Certificate concurrently with their high school diploma. This reduces time to college graduation for these students, reduces the cost of higher education, and helps students become academically prepared.<br><br>We are trying to promote our dual enrollment offerings to potentially all eligible students through visits at high schools, website information, mailings, high school counselors, etc. We are also trying to increase our offerings in terms of the available |

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| | | | dual enrollment courses available.<br><br>On April 26, Missoula College hosted the 2022 Industrial Expo on our 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.<br><br>Additionally, we plan to offer two different Certificate of Technical Studies programs and two microcredentials (marketed to dual enrollment students) that can be completed almost entirely online and assist students with the skills they need to enter the workforce |

| | | | directly after high school. |
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| **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.<br><br>Aside from our Health Professions, where there are not many entry/exit (except for medical assisting)<br><br>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<br><br>We also award credits based off of PLA's and are trying | 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.<br><br>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 | Accelerate MT<br><br>Missoula Lifelong Learning Center<br><br>MCPS<br><br>Elite One Manufacturing Company<br><br>UM mountain campus<br><br>UM Online<br><br>Missoula Fire Department<br><br>Missoula Emergency Services | Aside from our Health Professions department, students can start and stop in any program we offer.<br><br>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 |

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| to really promote our stackable credentials and rapid training programs | 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. | | skills, communication, career readiness, human relations, and workplace safety.<br><br>*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. |
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| **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<br><br>Accelerate MT & Blackstone Launchpad<br><br>Missoula Lifelong Learning Center<br><br>MCPS<br><br>Missoula Economic Partnership<br><br>Missoula Job Service<br><br>Office of Public Instruction | Missoula College has been selected as one of 15 recipients for the [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 |

| | | Missoula areas hospitals | 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.

| Identified Needs<br><br>There may be multiple needs in a part. | Evidence/Data Used<br><br>to identify the need | Stakeholders<br><br>who were/will be consulted | Strategies<br><br>to address the identified need |
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| 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 trainings, 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? | | | |
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| 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 | Units Standards for each academic department. | Faculty, department chairs, Dean's Office, Provost's Office. | Continue to ensure access to faculty for Professional Development. |

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| 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. | | | |
| 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 | 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. |

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| Professional Development fund that is overseen by a faculty committee as well as Perkins funds for professional development activities for faculty. | | | |
| **5. In what CTE subject areas are more educators needed?** | | | |
| Industrial Technology continues to need educators with relevant industry experience and education backgrounds. | Lack of applicants for positions posted. | Human Resources, Dean's Office, Department Chair | Continue Industrial Trades realignment, hire consultants. |

# 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.

| Identified Needs<br><br>There may be multiple needs in a part. | Evidence/Data Used<br><br>to identify the need | Stakeholders<br><br>who were/will be consulted | Strategies<br><br>to address the identified need |
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| 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 | 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:<br><br>● Forming and sustaining a |

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| excellence and prosperity.<br><br>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. | | | Missoula College DEI committee composed of key campus stakeholders.<br>● 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 | UM data office | Deans Office; Office of the Provost; Missoula College Faculty; Missoula | Potential for increased marketing and recruitment capacities to improve |

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| 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.<br><br>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 | | College Student Success Staff; Office of Equal Opportunity and Title IX | enrollment of special student populations into CTE programs that lead to high-wage, high-skill, in-demand occupations.<br><br>Increased funding opportunities to host recruitment events for prospective students along with industry partners and programs.<br><br>Increased funding capacities to create and sustain direct-admit opportunities for underrepresented students in CTE programs. |

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| admit pipelines, as well as increased advising/mentoring support capacities for CTE programs wherein equity gaps in recruitment, retention, and persistence exist overall. | | | |
| 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 | 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. |

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| 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. | | | 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? | | | |

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| 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.<br><br>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.<br><br>Given student to staff ratios at Missoula College and Main Campus for students who receive accommodations, campus stakeholders | 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.<br><br>Cultivation of better communication and partnerships between Missoula College student success services and Office of Disability and Equity.<br><br>Identification of need for increased staffing capacities for ODE. |

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| have identified a need for increased staffing for Office of Disability and Equity at Missoula College. | | | |
| 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 | 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.<br><br>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 |

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| need for improved recruitment efforts of special student populations into health designated CTE programs, as well industrial tech programs. | | | 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 | UM Data office | Deans Office; Office of the Provost; Office of Equal Opportunity and Title IX; Missoula College Faculty; Missoula College Student Success Staff | |

| health designated CTE programs.

Additionally, data shows that female identified students and | | | |
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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: <u>**For Post-secondary LEA's Only**</u>

| 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 |
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| Performance Measure 1P1: Post-secondary Retention and Post-Program Placement | | 80% | | Special populations, Industrial Trades, Career Coaching. |
| Performance Measure 2P1: Earned Recognized Post-secondary Credential | 100% | | | |
| Performance Measure 3P1: Non-traditional Program Concentration | 20% | | | |