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**MONTANA PERKINS V**

**COMPREHENSIVE LOCAL NEEDS ASSESSMENT**

***Update Worksheets***

**2022-2024**

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**College Name:** Great Falls College Montana State University

**Authorized Representative:** Jeri Pullum

**Date of Submission:** Click or tap here to enter text.

**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?**

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| **Section of CLNA** | **Significant Impact on Identified Needs?** | **Details** |
| **1: Student Performance** | Yes  No | **Anatomy & Physiology**  Anatomy & Physiology is a required course in Dental Hygiene, Physical Therapy Assistant, Registered Nurse, Respiratory Therapy and Surgical Tech. It is a biology option for Paramedic, Practical Nurse and Dental Assistant. Yet the pass rate for A&P I is 65% and for A&P II is 73%. These pass rates are in the lowest 10% of pass rates of all courses at the college where the median pass rate is 87%. In the past 10 years, 27% of students who took A&P I and II or BIOH108 repeated the course. Concerns about student difficulty with these courses led to a realization of the need to address this stumbling block to high-demand, high paying health care jobs.  **Distance health care students**  Historically, the distance practical nurse students struggle. Since the program began in 2017, 23 of 37 distance students (62%) earned at least one D, F, or W, meaning that they had to repeat the course. (Great Falls College IR)  **Good placement and median entry-level salaries for healthcare graduates**  Placement in these programs ranges from 66.7% to 90%; median salaries for graduates are mostly above $40,000 – with Dental Hygiene graduate median salaries at $51,415. Projected job openings from the Montana Department of Labor and Industry range from 46 to 662. Barriers that slow student progress or prevent students from entering these fields need to be addressed. (Great Falls College IR)  **Placement**  Placement: Great Falls College overall median: 65%. AA placement: 58.5%, AS placement 60.7% (NOTE: These degrees are intended for transfer so placement rate is not a fair comparison.)  Great Falls College CTE placement on OCHE report card: 80%. State goal: Only Information Technology cluster exceeds state goal of 84%; Manufacturing and Health Sciences clusters approach that goal at 81% each; Finance (74%) and Construction (50%) clusters fell much below.  Great Falls College Program snapshots (5-year median): Dental Hygiene 86.7%, Surg 90%, PTA 66.7%, Practical Nurse 75.2%, RN 63.7%, Resp. 75%, Accounting 68.8%, HICS 57.1%, HIT 50%, CIT Info 75%, Ind Tech AAS 41.7%, Ind Tech CAS 50%, Network Sec 66.7%, Welding CAS 63.3%, Welding AAS 66.7%.    It should be noted that OCHE determines placement by counting graduates employed in the second quarter after graduating; Great Falls College counts graduates employed all four quarters in the year following graduation.  Females (82%) were closer to the state placement goal (84%) than males (75%). Males were below the campus total (80%). All races were under the state goal. (OCHE report card)  **Special populations placement**  Individuals with disabilities (74%), individuals from economically disadvantages families (78%) and individuals preparing for non-traditional fields (57%) were below the state placement goal and below the campus total (80%). There were too few single parents to report and there were no data for English learners, homeless or foster care. (OCHE report card) |
| **2: Size, Scope and Quality** | Yes  No | **Practical Nursing:** Currently, a shortage of nurses exists in the workforce. The college’s Practical Nurse (PN) program has the capacity to take 30 PN students per cohort. However, the college currently has 16: 10 face-to-face and 6 distance. The college added the distance option in 2017 to meet the demands of rural students and rural healthcare facilities. The distance option enables students to stay in their home communities to learn and work. But the distance students are struggling. With additional support, the program director believes the program (which is operating under capacity) could run at capacity, enabling an additional 10-12 students to complete the program each year.  **Welding** Industry partners stress the need for updated equipment used in industry:  “Welding equipment that has the ability to run multiple processes makes for a great opportunity for the students to grow their skills.  Not all welding machines have the same capabilities as the next. Machines with the ability to run constant current or constant voltage and the ability to support a suit case welder while supplying enough power to run multiple sizes and types of wire is extremely important.” (Ironworkers Local 732)  “One thing that would be very beneficial to both your students and the local businesses would be teaching more tig welding for pipe fabrication. Many industries are now requiring that all pipe be Tig welded. These skills will ensure that your students are prepared to join the work force after graduation.” (Loenbro)  Trades Advisory Board, May 2022, “Everybody wants TIG.”  **Physical Therapy Assistant**  Program snapshots: median placement 66.7%, median salary $39,874, annual job openings 59. High demand, good placement and competitive starting salary. |
| **3: Labor Market Alignment** | Yes  No | **Connect with industry**  Although demand remains high for programs offered at Great Falls College, community, secondary and post-secondary education leaders recognized a disconnect between education and industry. For years, local high schools have offered field trips to connect students directly to employers. They offer an opportunity to relate what students are learning in the classroom to what to expect on the work site. “This is what you should expect … where you’re starting, what you will be doing,” secondary teacher/administrator. Trades advisory board members complained that newly hired workers had unrealistic expectations about what they would be doing (Trades Advisory Board meeting).  Secondary partners have been using field trips for years to help students connect with industry. Mark Yaeger, GFPS, called the high school field trips “awesome.” For high school, exploration of opportunities and career paths. Students also are invited to view specific projects. For college: still more opportunity to relate from classroom to work site; this is what you should expect…where you’re starting and what you will be doing, he said.  “The ability to have the students come and visit our facilities and job sites gives each student an opportunity to see the real life scenario they will have in the future. Sometimes a student is on the fence of where their field of choice will be and by allowing them the opportunity to speak with like individuals in the trade it can offer better insight on where the student wants to take their journey.” Felix Belmontez, Felix J, Phillips 66  “The benefits for the college site visits in the past have been the exposure the students get to the environment they may possibly work in. These visits give them insight to the process as a whole VS just an idea of what they think welding in a production environment looks like. The face to face interactions also help them put a face to the place, as you know for many students getting to know some of those you may work for and or with helps them build confidence to prepare for the interview process as well as establish a relationship with a future employer.” Trevor Floerchinger, ADF  **Central Montana Works career fair**  Central Montana Works is a community group organized to build better connections between education and industry, modeled after the highly successful west Alabama Worlds of Work effort. Partners include Chamber of Commerce, Great Falls Development Authority, Great Falls Public Schools, Great Falls College, private secondary schools, Job Service, industry, Pre-release Center, United Way, military.  **Healthcare supply and demand**  High demand for students in Practical Nursing, Respiratory Therapy and Surgical Technology (MT Labor and Industry projected job openings: practical nursing 163 and respiratory therapy/surgical tech at 46 each) and the lack of higher education offerings in the state led the college to begin offering these programs via distance, allowing students to remain in or close to their home communities. |
| 4: Progress Toward Implementing CTE Programs/Programs of Study | Yes  No |  |
| **5: Recruitment, Retention, and**  **Training of CTE Faculty and**  **Staff** | Yes  No | **Faculty and Staff Professional Development**  When discussing serving the needs of special populations, Job Service stressed training as staff may not have the skills they need to assist the students with certain issues, they need to know where to direct students to services and a knowledge of the technology students may be using.  During a December 2021 Trades Advisory Board meeting, faculty members expressed frustration with trying to teach and keep up with the demands of higher education. Great Falls College works hard to use technology to make learning more accessible to all students. But this technology often has a learning curve for faculty to use it effectively. |
| **6: Progress Toward Improving Equity and Access** | Yes  No | Great Falls College had 11 concentrators who were single parents and 212 individuals from economically disadvantaged families. No single parents and only 13% of individuals from economically disadvantaged families were enrolled in non-traditional fields. (OCHE report card)  **Great Falls Job Service** stressed individual attention for students in special populations. 1) Talk to individuals to identify barriers that are specific to them; 2) know where to direct them to services the college doesn’t provide; 3) training – staff may not feel they have the skills to deal with certain issues. More and more, Job Service is seeing individuals who lack even enough computer skills to enroll in beginning computer classes; they don’t know how to use their iPhones to submit job applications or access government benefits; Job Service staff lack the expertise to guide them through the use of all the different devices they may be trying to use; it sometimes takes one-on-one extremely basic remedial work to help them remember a password they used a week ago.  **GFPS principal at alternative high school** which serves students in special populations. You have to walk students through the door of services they need, not just direct them. Transportation is a huge issue – the No. 2 barrier. Childcare is potentially a huge issue, especially for sick children.  **Child care report**: Analysis of existing facilities indicate that the current market rate for childcare facilities is approximately $40-$45 per day (equivalent to $200 to $250 per week if full time). However, nearly one-third of survey respondents pay more than $300 per month per child for childcare suggesting that higher price points may be achievable for a new facility. **There is also a need for more affordable and/or subsidized childcare to support working families and single parents. Nearly 60% of survey respondents believe they are paying too much for childcare and cost was the most reported thing that survey respondents would change about their current situation.**  As of 2020, the median household income in the City of Great Falls was approximately $47,000. Compared to the other geographies, the City of Great Falls ranks the lowest with Montana ranking the highest at nearly $55,000.  -- Great Falls Development Authority  <https://growgreatfallsmontana.org/wp-content/uploads/2021/10/Great-Falls-Childcare-Demand-Assessment-10-21.pdf> |

**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.**

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| **Section of CLNA** | **Strategies Still Relevant?** | **Updated activities and strategies if available** |
| **1: Student Performance** | Yes  No | **Anatomy and Physiology support**  Data indicating that Anatomy and Physiology represented a barrier to almost a third of students in the healthcare cluster led to a strategy to fund a position to directly assist students in these important classes, as well as engage a curriculum consultant to review the courses to recommend design and methodology changes that would lead to better student performance.  **Physical Therapy A & P Models**  The difficulty students have with Anatomy and Physiology supports the need to reinforce this learning with anatomic models specifically designed for PTA students.  **CTE field trips**  Great Falls will seek to improve its placement rates by implementing industry field trips to foster better connections between employers and students. The work on the Central Montana Works, beginning with the Worlds of Work career fair, will help cement education/industry collaboration and communication. These better connections should help students be better prepared for the job market and demonstrate the value of a Great Falls College education to employers.  **Special Populations Case Manager**  The performance of students in special populations led to the proposal for a full-time Case Manager to help these populations manage the college environment and access services available to help them succeed.  **Healthcare distance support**  The performance of distance students in Practical Nurse led to the proposal for a special adjunct to help improve pass rates in these courses, leading to faster completion and better retention. |
| **2: Size, Scope and Quality** | Yes  No | **Healthcare distance support**  Analysis of the distance Practical Nurse enrollment and potential capacity led to the proposal for a special adjunct to assist these students. This position can also assist distance students in other healthcare programs.  **Welding equipment**  Discussions with welding employers led to the request for updated TIG welding equipment to ensure students are using equipment that is being used in the industry.  **Physical Therapy anatomy support**  Student difficulty with anatomy and physiology dictates that faculty do everything possible to reinforce these subjects throughout the CTE healthcare programs. This support the proposal for anatomical models specific to the physical therapy practice.  **Respiratory Therapy distance support**  The increase of live online and hyflex teaching modalities increases the need to provide students at all locations with equal learning experiences. This led to a proposal for the Elsevier Clinical Skills Program which provides students and clinical preceptors with clinical competencies and procedural videos/instructions at all locations. |
| **3: Labor Market Alignment** | Yes  No | **Connect students with industry: CTE Field Trips**  Discussions with secondary partners and employers led to the proposal for Career and Technical field trips to industry work sites. Students in some CTE programs rarely interact with employers prior to graduation and may have unrealistic expectations of what to expect and what is expected of them.  **Healthcare distance support**  Misalignment between the statewide demand for healthcare workers and the college’s ability to successfully fill that demand supports the proposal for a dedicated position to support these distance students. |
| 4: Progress Toward Implementing CTE Programs/Programs of Study | Yes  No |  |
| **5: Recruitment, Retention, and**  **Training of CTE Faculty and**  **Staff** | Yes  No | **CTE professional development**  Based on the success of its advising model, training on intensive coaching is proposed for both the special populations case manager and the distance healthcare support positions.  NWCCU provided the following response on GFC MSU’s advising model, which uses intensive coaching and will be employed by both the special populations case manager and health distance support specialist: “Great Falls College is to be commended for the quality of their advising program. They have required advising prior to registration each semester. The approach is holistic, and advisors connect students to other student success resources noted in 2.G.1. as needed.”  The increase in online, live online, blended and hyflex courses led the college to invest in zSpace technology to improve the quality of instruction. But this technology takes dedicated effort and training to make best use of its features. Faculty have expressed the need to learn to better use zSpace. |
| **6: Progress Toward Improving Equity and Access** | Yes  No | **Special Population Case Manager**  Several special population groups, when analyzed individually, are too small to draw accurate conclusions. But taking the data as a whole, these individuals appear to need assistance in overcoming barriers and completing their CTE programs. As childcare and transportation are both mentioned as barriers to education, Great Falls College is proposing a small pilot to evaluate the effectiveness of providing childcare vouchers to single parents and low-income students. |