



# WEBER STATE UNIVERSITY

## Career and Technical Education

### **Perkins V: Carl D. Perkins Act** **Strengthening Career and Technical Education (CTE) for the 21<sup>st</sup> Century** **Comprehensive Local Needs Assessment Summary**

#### Introduction

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The Carl D. Perkins CTE Federal Education Act was reauthorized on July 31, 2018. One of the most significant changes in Perkins V (The Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.

The CLNA is designed to drive local application development and future spending decisions. It is an opportunity to review your entire Career and Technical Education (CTE) program with an in-depth lens. It is a vital time to identify areas where targeted improvements should be made. It is also a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.<sup>1</sup>

The purpose of the CLNA is to ensure that CTE pathways and programs are prepared to meet the ever-changing needs of learners and employers and to strengthen WSU's CTE program within the Wasatch Front North Region.

The requirements of the CLNA include each of the following elements:

Section 134 (c)(2)<sup>2</sup> –

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B) A description of how career and technical education programs offered by the eligible recipient are—

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

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<sup>1</sup> Maximizing Perkin's V Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

<sup>2</sup> PCRN Perkins Collaborative Resource Network, Legislation and Regulations, [Perkins V](#) (PDF, 234KB)

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

## Process

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The goal of WSU CTE was to identify the efficiency of current programs, and outstanding CTE needs in accordance with law. The underlying outcome of the CLNA is to enable WSU CTE programs the ability to review and analyze information gathered in the following six elements as outlined in the USBE's CLNA Guidebook:

1. Student Performance Data
2. Size, Scope & Quality
3. Local Workforce Alignment
4. Progress Towards Implementing CTE Programs of Study
5. Recruitment, Retention and Training of Faculty and Staff
6. Progress towards Improving Access & Equity

WSU CTE Department's approach was to begin with meetings and discussions from groups supported and established throughout WSU and the Wasatch Front North Consortium Partners. Wasatch Front North Region members include representatives from Davis Technical College, Ogden-Weber Technical College, Department of Workforce Services, and the Ogden, Weber, Davis and Morgan School Districts. This also included regional meetings with the following entities; the Ogden/Weber Chamber of Commerce, Department of Workforce Service (DWS), Economic and Development Boards, and WSU CTE Program Advisory boards amongst other similar collaborations. When not in attendance, meeting minutes were gathered for evaluation and consideration as well. Additionally, WSU CTE program's internal requests for WSU CTE Perkins V funding (RFPs) also shed light onto the needs and demands of the various WSU CTE programs.

Data gathering and analysis was also a large element of the WSU CLNA process. Data was gathered from the Utah School Board of Education in conjunction with WSU's Institutional Research Staff. The Institutional Research staff is responsible for all activities directed at describing the full spectrum of functions (educational, administrative, and support) occurring within the university. They examine those functions in their broadest definitions, and embrace data collection and analytical strategies in support of decision-making at the institution.

The final element was a broad engagement and consultation with defined stakeholders. This has been an on-going process throughout FY19/20. However, it is important to note the effect of the current global COVID-19 pandemic and its' extensive interference with educational, business and social systems. The significant impact this viral condition is forcing upon educational systems and structures, as well as local and national economies should not be underestimated.

At WSU, all Spring 2020 coursework was moved to a virtual format beginning March 18, 2020, based on direction from the Governor's Office, Utah System of Higher Education Board of Regents and the Utah Department of Health in order to slow the spread of COVID-19. Additionally, on March 17, 2020 all K-12 institutions in Utah dismissed school. In both instances, curriculum and learning was moved to online learning environments and will continue until the closure of the 19-20 school year. Since the time of these announcements, WSU (and other institutions) are rapidly altering plans of action to protect the health, safety and wellness of the communities they serve while still providing quality educational opportunities for students. With the uncertainty of how long this will impact Utahans coupled with the uncertainty of the economic ramifications of extreme social distancing measures it is unclear where gaps may be identified not based on past data, but on present or emerging situations.

In light of the current health crisis, planned focus groups were interrupted as all CLNA stakeholders were affected by the closure of business and educational institutions nationwide. Immediately, the WSU CTE Department created comprehensive surveys, using the Qualtrics Survey System, that were sent to over 2,100 recipients who fall into one (or more) of the following required categories:

- Representatives of CTE throughout the Wasatch Front North Region, including secondary teachers, directors, principals, counselors, advisors, administrators and specialized instructional support personnel
- Representatives of CTE programs at WSU
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries
- Students and parents
- Representatives of special populations
- Representatives of regional/local agencies serving out-of-school youth and other like services
- Representatives of Tribes and Tribal organizations
- Any other stakeholders

Aside from the student group, each of the representatives were given applicable surveys AND asked to forward the survey link to any individuals within their scope. For example, the email which was sent to DWS contact Darren Rogers, states: "Could you please help us by forwarding this request for participation to any of your northern Utah business and industry contacts including, advisory boards for colleges and programs with CTE emphasis, regional workforce and economic development connections and any other groups you believe would like their voices to be heard as it related to our CTE programs at Weber State University?" Similar requests were sent to administrators, business leaders and special population representatives to ensure a broad scope of feedback.

For more consultation information, see the following:

- [CLNA FY21 Stakeholder List](#)
- [WSU Institutional Review Board \(IRB\) – Acceptance Letter for student survey](#)

To effectively assess each element, WSU gathered and reviewed the following information:

### Element 1 – Student Performance Data

- Perkins V performance indicators and data provided by the Utah State Board of Education
  - [WSU Perkins 5 USBE Summary Data](#)
  - [Perkins V Performance Indicators Baselines \(USBE\)](#)
  - [CTE Perkins Enrollments & Completers by Primary Majors AY18-19](#)
- WSU student survey results
  - [Student Survey Total](#)
  - [Student Survey Default Report](#)
- WSU education partners survey results
  - [Secondary and Postsecondary Education Survey](#)
- USBE preliminary CTE survey results for the Wasatch Front North Region
  - [USBE Stakeholder Survey Secondary and Postsecondary](#)
  - [USBE Stakeholder Survey Business and Industry](#)
  - [USBE Stakeholder Survey Families and Community](#)

### Element 2 – Size, Scope & Quality

In addition to the information provided in Element 1 data collection, WSU also included the following information:

- [Current list of all CTE programs, certificate and degrees available at WSU](#)
- [Current list of all articulation and pathway agreements between WSU and secondary institutions and technical colleges](#)

### Element 3 – Local Workforce Alignment

In addition to the information provided in the previous two elements, WSU also collected the following information from DWS:

- [Ogden-Clearfield Labor Market Analysis – Dec. 2019](#)
- [Ogden Area Economic Summary](#)
- [Industry Projections from DWS](#)
- [Ogden-Clearfield Occupational Projections – from DWS](#)
- [Emerging, Growth and In-Demand Occupations – DWS final summary](#)
- [Northern Utah Regional Workforce Development Plan: Strategic Initiatives: 2-4-20](#)
- [Northern Utah Regional Workforce Development Plan: 2-7-20](#)
- [Northern Utah Regional Workforce Development Plan: 2-12-20](#)
  - [Regional Workforce Review Minutes: 2-12-20](#)
- [2019 Industry Roundtable Partners and Industry Workforce Organizations](#)

Other collection items include:

- Meeting minutes and reports from various economic and development discussions.
  - [Northern Utah Regional Workforce Development Plan Steering Com. Mtg.: 4-16-20](#)
  - [Demographics of the “100,00 people that leave Davis and Weber county for work in SLC or South” \(Leakage Report\)](#)
  - [Wage Differential - Final](#)
  - [Veteran Occupation Info](#)
- [Chmura JOBS-eQ – Perkins V report](#)
- [WSU Business and Industry survey results](#)

#### **Element 4 - Progress towards Implementing CTE Programs of Study**

In addition to the previous three elements data and information collections, WSU also collected the following information:

- WSU CTE program Advisory Board meeting minutes
  - [School of Business](#)
  - [Medical Laboratory Science](#)
- Internal requests for WSU CTE Perkins V funding (RFPs)
  - [WSU CTE program funding requests FY20/21](#)

#### **Element 5 - Recruitment, Retention and Training of Faculty and Staff**

Information regarding this element is found in the previously mentioned WSU surveys from the students, educational partners and business and industry stakeholders. Additional information can be found here:

- [Perkins V 2019 Transition Plan](#)
- [WSU NWCCU Accreditation](#)
- [Program Accreditation](#)

#### **Element 6 - Progress towards Improving Access & Equity**

In addition to the previously mentioned surveys, data and information, other items used for consideration include:

- [Community stakeholder survey results](#)
- [Women Diversity in STEM programs 4-13-2020](#)
- WSU common diversity and equity procedures and practices found here:  
<https://www.weber.edu/nondiscriminationandaccessibility>

## Element 1 – Student Performance Data

Overall the USBE four-year Perkins V Performance indicators show:

- 1P1 Postsecondary Retention and Placement indicators are above the state average by 3.69% and is projected to increase that gap by 5.56% in 2023.
- 2P1 Credential, Certificate or Diploma awards fall below the state average by 8.12%. The trends project this gap to widen be 11.93% in 2023. The lower number of certificates and two-year degree can be an indicator that students in CTE programs forego the option of obtaining a lesser degree and continue on to the full four-year degree.
- 3P1 Non-Traditional Program Enrollments outnumber the state average by 2.92%. However, the projected enrollment percentages are projected to drop both in the state and WSU averages by 2023, which projects a drop of 5.58%.

UTAH										
PERKINS V										
Postsecondary Level:	2016	2017	2018	2019	4-Year Avg	BASELINE 2020	2021	2022	2023	2016-2019 Trend
<b>1P1: Postsecondary Retention and Placement</b>	68.42%	70.00%	66.61%	54.89%	65.40%	54.89%	55.44%	55.99%	56.55%	
Numerator: Postsecondary CTE concentrators who retained or placed.	32,244	29,603	28,401	20,301	27,637					
Denominator: Postsecondary CTE concentrators.	47,125	42,287	42,638	36,987	42,259					
<b>2P1: Credential, Certificate or Diploma</b>	51.31%	52.66%	51.02%	50.87%	51.48%	50.87%	51.38%	51.89%	52.41%	
Numerator: Postsecondary CTE concentrators who received Credential, Certificate or Diploma.	13,060	12,558	10,784	11,375	11,944					
Denominator: Postsecondary CTE concentrators.	25,455	23,847	21,136	22,362	23,200					
<b>3P1: Non-traditional Program Enrollment</b>	30.58%	25.93%	25.84%	24.17%	27.16%	24.17%	24.41%	24.66%	24.90%	
Numerator: Postsecondary Non-traditional Program CTE concentrators in NT CIPs. (F student in F non-trad CIP or M student in M non-trad CIP.)	14,974	8,371	8,387	6,887	9,655					
Denominator: Postsecondary CTE concentrators in Non-traditional Program CIPs. (Student, M or F, in non-trad CIP.)	48,966	32,278	32,460	28,494	35,550					
WSU										
PERKINS V										
Postsecondary Level:	2016	2017	2018	2019	4-Year Avg	BASELINE 2020	2021	2022	2023	2016-2019 Trend
<b>1P1: Postsecondary Retention and Placement</b>	72.33%	73.32%	68.42%	60.28%	69.09%	60.28%	60.88%	61.49%	62.11%	
Numerator: Postsecondary CTE concentrators who retained or placed.	5,260	4,921	4,708	3,240	4,532					
Denominator: Postsecondary CTE concentrators.	7,272	6,712	6,881	5,375	6,560					
<b>2P1: Credential, Certificate or Diploma</b>	40.29%	35.22%	38.92%	42.75%	39.29%	39.29%	39.68%	40.08%	40.48%	
Numerator: Postsecondary CTE concentrators who received Credential, Certificate or Diploma.	1,475	1,040	1,101	1,164	1,195					
Denominator: Postsecondary CTE concentrators.	3,661	2,953	2,829	2,723	3,042					
<b>3P1: Non-traditional Program Enrollment</b>	37.72%	24.57%	24.41%	23.78%	30.08%	23.78%	24.01%	24.25%	24.50%	
Numerator: Postsecondary Non-traditional Program CTE concentrators in NT CIPs. (F student in F non-trad CIP or M student in M non-trad CIP.)	3,863	1,213	1,219	855	1,788					
Denominator: Postsecondary CTE concentrators in Non-traditional Program CIPs. (Student, M or F, in non-trad CIP.)	10,240	4,937	4,993	3,596	5,942					

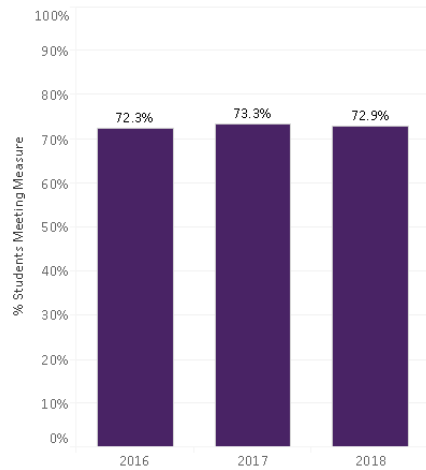
Further analysis of the 1P1 Postsecondary Retention and Placement by Colleges:

- All WSU CTE programs within each college are performing between 66-78 percent.
- The College of Business and Economics has had the most growth, followed by The College of Education.
- The College of Health Professions and the College of Engineering, Applied Science and Technology house the majority of the CTE programs but they have experienced a slight decrease in enrollment and retention.



1P1: Postsecondary Retention and Placement  
WSU Perkins Performance Measure Results

WSU Overall Trend



WSU Overall Trend Details

	2016	2017	2018
% Students Meeting Measure	72.3%	73.3%	72.9%
Student Meeting Measure	5,259	4,920	5,015
Total Students	7,271	6,711	6,879

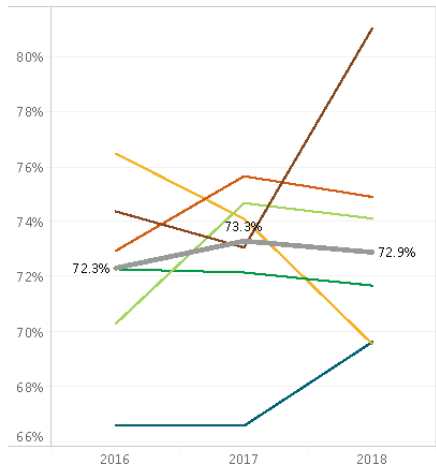


WSU Overall is reported as a slightly thicker, grayer line amongst the college trends.

WSU College Details

		2016	2017	2018
Grand Total	% Students Meeting ..	72.3%	73.3%	72.9%
	Total Students	7,271	6,711	6,879
Business & Economics	% Students Meeting ..	74.4%	73.1%	81.1%
	Total Students	82	78	95
Education	% Students Meeting ..	70.3%	74.7%	74.1%
	Total Students	229	241	259
Engineering	% Students Meeting ..	73.0%	75.7%	74.9%
	Total Students	3,383	2,507	2,655
Health Professions	% Students Meeting ..	72.3%	72.2%	71.7%
	Total Students	2,822	2,968	3,049
Science	% Students Meeting ..	76.5%	74.1%	69.6%
	Total Students	251	425	391
Social & Behavioral Science	% Students Meeting ..	66.6%	66.6%	69.6%
	Total Students	500	488	425

WSU College Trends



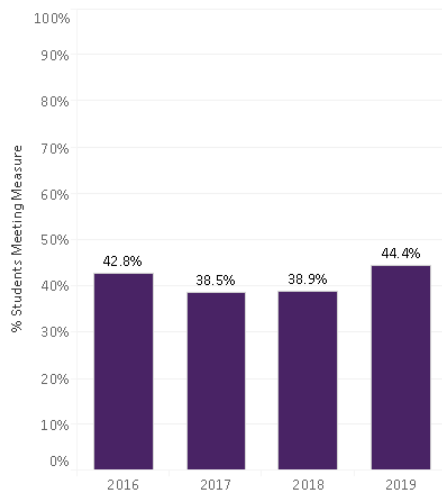
## Further analysis of 2P1: Credential, Certificate or Diploma WSU Perkins Performance Measure Results

- The College of Health Professions leads the CTE programs in students obtaining credentials, certificates and diplomas. They also are the only college that out-performs the WSU overall measurement.
- All colleges have increased the number of credentials, certificates and diplomas since 2016, with the exception of the college of Health professions.



### 2P1: Credential, Certificate or Diploma WSU Perkins Performance Measure Results

WSU Overall Trend



WSU Overall Trend Details

	2016	2017	2018	2019
% Students Meeting Measure	42.8%	38.5%	38.9%	44.4%
Student Meeting Measure	1,474	1,040	1,101	1,276
Total Students	3,446	2,703	2,829	2,877

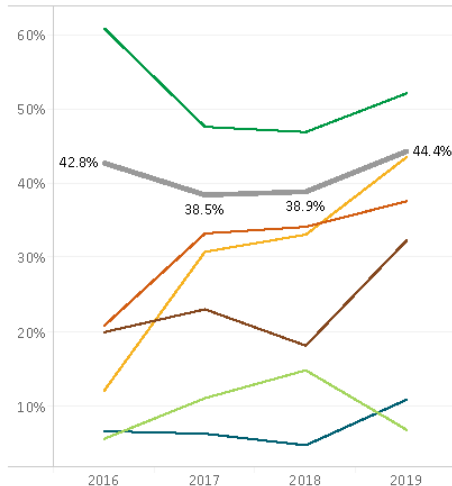


WSU Overall is reported as a slightly thicker, grayer line amongst the college trends.

WSU College Details

		2016	2017	2018	2019
Grand Total	% Students ..	42.8%	38.5%	38.9%	44.4%
	Total Stude..	3,446	2,703	2,829	2,877
Business & Economics	% Students ..	20.0%	23.1%	18.2%	32.4%
	Total Stude..	25	26	22	34
Education	% Students ..	5.6%	11.1%	14.9%	6.8%
	Total Stude..	71	63	74	73
Engineering	% Students ..	20.9%	33.3%	34.2%	37.6%
	Total Stude..	1,117	850	945	877
Health Professions	% Students ..	60.9%	47.6%	47.0%	52.2%
	Total Stude..	1,983	1,444	1,493	1,643
Science	% Students ..	12.1%	30.8%	33.1%	43.6%
	Total Stude..	66	146	169	140
Social & Behavioral Science	% Students ..	6.7%	6.3%	4.8%	10.9%
	Total Stude..	180	174	126	110

WSU College Trends





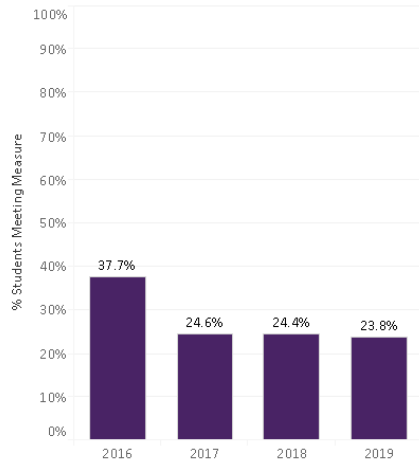
Further analysis of the 3P1 Non-Traditional Program Enrollment WSU Perkins Performance Measure Results by Colleges show:

- The College of Social & Behavioral Science has the highest percentage (four-year average of 53.3%) of participants who fall into non-traditional fields. Those programs include: Criminal Justice and Archaeological Technician
- The College of Science has a four-year average of 42.4% of CTE participants who fall into the non-traditional program enrollment numbers.
- The remaining WSU colleges fall below the WSU overall four-year average of 27.63%.
- The College of Business and Economics did not have any participants in this measurement.



### 3P1: Non-traditional Program Enrollment WSU Perkins Performance Measure Results

WSU Overall Trend



WSU Overall Trend Details

	2016	2017	2018	2019
% Students Meeting Measure	37.7%	24.6%	24.4%	23.8%
Student Meeting Measure	3,863	1,213	1,219	855
Total Students	10,240	4,937	4,993	3,596

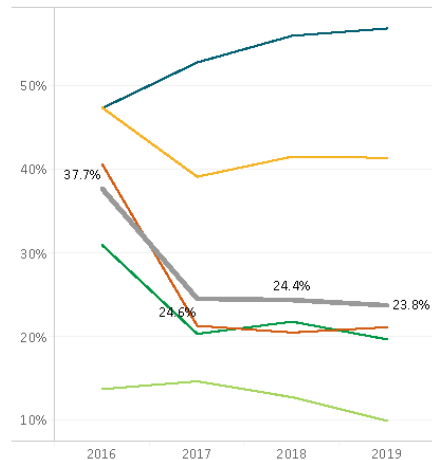


WSU Overall is reported as a slightly thicker, gray line amongst the college trends.

WSU College Details

		2016	2017	2018	2019
Grand Total	% Students Meeting Me.	37.7%	24.6%	24.4%	23.8%
	Total Students	10,240	4,937	4,993	3,596
Education	% Students Meeting Me.	13.8%	14.7%	12.8%	10.0%
	Total Students	545	211	219	211
Engineering	% Students Meeting Me.	40.7%	21.3%	20.5%	21.2%
	Total Students	5,539	2,330	2,460	1,720
Health Professions	% Students Meeting Me.	31.0%	20.4%	21.8%	19.7%
	Total Students	2,643	1,669	1,677	1,213
Science	% Students Meeting Me.	47.4%	39.2%	41.6%	41.4%
	Total Students	795	286	255	169
Social & Behavioral Science	% Students Meeting Me.	47.4%	52.8%	56.0%	56.9%
	Total Students	718	441	382	283

WSU College Trends



## Element 1 – Student Performance Data (cont.)

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### Strengths/Opportunities:

- 1P1 Postsecondary Retention and Placement indicators are above the state average by 3.69% and is projected to increase that gap by 5.56% in 2023.
- The College of Health Professions leads the CTE programs in students in the 2P1 measure; which is obtaining credentials, certificates and diplomas. They also are the only college that outperforms the overall WSU student body in this particular measurement.
- The College of Social & Behavioral Science has the highest percentage (four-year average of 53.3%) of participants who fall into non-traditional fields. Those programs include: Criminal Justice and Archaeological Technician.
- The College of Science has a four-year average of 42.4% of CTE participants who fall into the 3P1 non-traditional program enrollment numbers.
- **Females:** Have been consistent in all three performance areas. They are receiving more certificates, credentials and degrees as well as entering non-traditional programs than their general WSU peers.
- **Non-Traditional Fields:** CTE students who are participating in non-traditional fields make up over 70% of CTE participants. On average, they are receiving more credentials, certificates and degrees than their WSU overall peers.
- **Students with Disabilities:** This subgroup is the lowest represented group. However, they are being placed and retained at the same rate as the WSU overall students. Therefore, CTE programs offered at WSU are meeting the benchmark that allows accessibility to disabled students.

### Challenges/Needs/Threats:

- **Males:** Are entering CTE programs at the same rate as WSU overall student body measurements. However they lag in their obtainment of certification and two-year program degrees, and are less likely to enter non-traditional programs.
- **Hispanic or Latino Descent:** Individuals in this group make up about 9% of CTE participants. They are retained and placed at a higher rate than their general WSU peers. Results also show that they are more likely to enroll in non-traditional programs but do fall short in receiving credentials, certificates or diplomas.
- **Other Minorities (Includes students of Asian, African American, Pacific Islander, Native American or students of two or more races):** Findings in this group mirror those in the Hispanic or Latino group. While they make up, on average, 7% of the CTE participants, they are more likely to be involved in a non-traditional field and tend to perform higher than the WSU overall students in the same category.
- **Economically Disadvantaged:** Individuals in this subgroup make up, on average, 38% of the CTE participants. They more likely to get a Credential, Certificate or Degree than their overall WSU peers and are on par with their enrollment into non-traditional fields.
- **English Language Learners:** Individuals in this subgroup only make up, on average less than 2% of CTE participants. Due to their low numbers, their performance indicators may not be entirely accurate. However, they are performing just slightly lower than their overall WSU peers.

### Gaps/Areas of Revision/New Implementation:

- The majority of CTE students are non-traditional students in the sense that they typically work full or part-time jobs, are raising families and are economically disadvantaged. This has created a need for more evening or on-line class offerings. However, with the COVID-19 pandemic, all classes have gone to an on-line format. This will be a benchmark that we will need to assess to see if expanded offerings continue once the threat of the pandemic has passed.
- Continued support in communicating with individuals regarding CTE course offerings and programs of study is needed.
- Growth to support members of special populations with resources (such as childcare, financial aid advisement, etc.) that enable them to complete a program of study.

### Rating Rationale and Potential Actions Steps

**Embedded: Gaps Identified. Improvement plans created and implemented.**

The CTE pathways, agreements, programs of study and other related offerings at WSU are extensive. Within the over 50 CTE programs, specific programs, such as Nursing have been identified as “leading.” These more successful programs have become the model for struggling and/or emerging programs. The regional collaboration between the Department of Workforce Services, school districts and technical colleges allows for communication regarding student’s evolving needs, as well as industry demand. Using established and successful program models, WSU CTE programs will continue to provide a well-rounded academic educational experience that will be enhanced by acute attention to student, industry and community needs.

- Proposed funding will support the AAS Early Childhood Education program. The College of Education, supports students by providing childcare support and opportunities for students. Additionally, this will provide additional support and collaboration for the Children’s school at the Ogden City Community Education Center that has a dual-mission to train WSU two-year AAS Early Childhood students while providing needed childcare support for special populations of WSU students. [Sec.135(b)(5)(S)]
- Part of the funding will go to various CTE staff support. They include but are not limited to the following: Bilingual CTE Coordinator, Career Placement Officer, CTE Recruiters/Advisors, and Academic Advisors. Their responsibilities will include career mentoring, recruitment, academic advising and outreach. More specifically, they will provide support for students through a walk-in assistance to any student in the following areas: resume/cover letter creation, interviewing assistance, and building a LinkedIn/Handshake profile. They provide presentations to many groups, including minorities throughout the year. Examples of these groups include: FYE classes, student athletes, Student Support Services, WSUSA, CCEL, Women's Center, Center for Multicultural Excellence and others. In addition, these specialists are able to link students with specific industries to enhance their academic and career experience while they are still attending Weber State University. These individuals provide onsite support at the university while also supporting career and college days at schools and community functions. [Sec. 134(b)(2)(C)]
- Program development and enhancement through updated equipment, technologies, supplies and materials (etc.) as outlined in the proposed budget requests will enhance placement and retention, increase obtainment of certification/degrees, and increases participants in non-traditional fields by:
  1. Engaging individuals who are economically challenged, raising families, and/or working full-time to learn and gain experience with up-to-date, relevant, and challenging equipment.

This adds value to their educational experience and affirms they will be find a rewarding career path.

2. Providing equal-opportunity for all students to fully participate. This includes students with disabilities, who are able to work through the Student Disability Center to facilitate any necessary accommodations.
3. Enhancing learning for individuals with barriers to educational achievement. Equipment that allows a “hands-on” approach to learning gives students the opportunity to achieve success by reinforcing theoretical concepts within a program’s curriculum when they are able to effectively demonstrate knowledge by application. [Sec. 134(b)(5)(A-D)]

## Element 2 – Size, Scope and Quality

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### Strengths/Opportunities:

- Weber State University is a dual mission school, and as such, has a diverse menu of over 50 accredited programs available for students in all seven colleges. All programs are accredited by the Northwest Commission on Colleges and Universities as well as their respective industry professional associations.
- Weber State University offers over 55 certificates, credentials and/or degrees throughout its extensive CTE program offerings.
- Through the CTE Wasatch Front Region consortium collaboration and institutional faculty collaboration, over 85 pathway agreements between these institutions and WSU are in place and available for maximum student achievement.
- When asking education stakeholders: 67.44% felt strongly that their programs are in high-demand and are high-wage areas of industry. 100% felt that WSU offers programs that students want to participate in.
- Advisory boards meet with stakeholders regularly to address issues, find innovations and support for students.
- All CTE programs include courses that provide relevant and targeted career development as well as rigorous academic programs.
- 82% of students agreed that their program of study would provide them with a credential of value upon completion.
- Nearly 78% of students agreed that WSU courses prepares and assists them in obtaining industry-recognized credentials.

### Challenges/Needs/Threats:

- At the time of the surveys, students requested more on-line class offerings. However, with the COVID-19 pandemic, all classes have gone to an on-line format. This will be a benchmark that we will need to assess to see if expanded offerings continue once the threat of the pandemic has passed.
- Financial Aid was also a need indicated by students. Better communication on how to apply and get financial aid will be a focus of the counselors/advisors etc.
- 72% of polled student's indication that they have not participated in work-based learning opportunities. However, over 70% of polled industry partners indicated having available work-based learning opportunities for students. While this seems like a gap, it is important to note that many CTE participants continue on to a four-year degree and participate in those opportunities while in upper-division courses, thus not indicated in the WSU student survey results.

### Gaps/Areas of revision/New implementation:

- Awareness and alignment of work-based learning opportunities between industry and business offerings and eligible students. The recommended funding to support CTE related positions (as discussed in Element 1) will help close the gap.
- Alignment of financial aid offerings and opportunities between WSU and eligible students.
- Provide more online or evening classes for students who have work and scheduling conflicts.

- A review within the CTE Department and with the Deans of all Colleges verified that all CTE programs specifically requesting funding from Perkins V grant monies, have included indicators that meet the requirements outlined in Sec. 134.

### Rating Rationale and Potential Actions Steps

**Program Size – Leading:** School offers complete programs that demonstrate growth, innovation and expansion which align with student interest and industry sector.

The follow list are the approved CTE programs that will receive support from Carl D. Perkins funds. All are accredited by the Northwest Commission on Colleges and Universities as well as their respective industry professional associations. These programs include:

#### Dumke College of Health Professions

Dental Hygiene	AS
Paramedic	Cert
Health Care Coding and Classification	Cert
Health Information Management	Cert
Health Information Technology	AAS
Health Science	AS
Medical Laboratory Assistant	Cert
Medical Laboratory Technician	AAS
Nursing PN-to-RN [RN Completion]	AS, AAS
Paramedic Studies	Cert, AAS
Limited Radiographer (pending approval)	Cert
Radiography	AAS
Respiratory Therapy, Pre-Professional	AAS

#### College of Engineering, Applied Science and Technology

Apprenticeship	AAS
Automotive Service Technology	Cert, AAS
Computer Science	AAS
Construction Management	AAS
Controls Technology	AAS
Cyber Security Essentials	Cert
Digital Media Production	AS, AAS
Electronics Engineering Technology	AAS
General Technology (w/UTECH)	AAS
Interior Design Technology	AAS
Manufacturing Engineering Technology	AAS
Manufacturing Engineering Technology (Plastics and Composites Emphasis)	AAS
Manufacturing Engineering Technology (Production Operations and Control Emphasis)	AAS

Manufacturing Engineering Technology (Welding Emphasis)	AAS
Mechanical Engineering Technology	AAS
Network Technologies	Cert
Network Security Technology	Cert
Network Management Technology	AAS
Pre-Architecture (pending approval)	AAS
Pre-Engineering	AAS, APE
Product Design & Development	AAS
Programming Essentials	Cert
Sales and Merchandising	AAS
Solar Photovoltaic Systems	Cert
Web and User Experience	AAS
Web Essentials	Cert

### **Lindquist College of Arts & Humanities**

Technical Theatre	
Workplace Communication & Writing	AS, AA
Localization	AS, AA
Professional and Technical Writing	Cert

### **College of Science**

Biotechnician	Cert
Chemical Technician	Cert
Geospatial Analysis	Cert
Geospatial Technology	Cert

### **Goddard School of Business**

Management Information Systems	AS
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### **College of Social & Behavioral Sciences**

Archaeological Technician	Cert, AAS
Criminal Justice	AS

### **Moyes College of Education**

Early Childhood	AAS
Education	AS

All of the CTE programs listed above will receive some type of support through the positions that are supported in part by Perkins funds. The responsibilities include career counseling, academic advising, outreach and career pathway coordination activities to the tech colleges and secondary school partners.

In the cases of concentrated CTE participation, such as Health Sciences programs and Engineering and Applied Science & Technology areas, Perkins funds support the salaries of specific outreach

coordinators, academic and career service advisers to assist CTE students in meeting their career and academic goals. It is imperative to maintain and enhance these positions so that the following can continue to occur:

- CTE bilingual outreach program coordinator at the WSU Community Education Center located in Central Ogden. This location is significant because a large majority of individuals who identify in one or more of the special population subgroup as described in section 1111(j)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
- CTE Specialists will link students with specific industries to enhance their academic and career experience while they are still attending Weber State University. These outreach specialists provide onsite support at the university while also supporting career and college days at schools and community functions. University contacts for these individual offices are:

Career Service Counselors for CTE areas:  
College of Engineering, Applied Science and Technology  
Kim Ealy  
(801)626-6877  
kimberlyealy@weber.edu

College of Health Professions  
Jacob Wilkey  
(801)626-6423  
jacobwilkey@weber.edu

Career Service support for all other CTE programs is available through the WSU Career Services office <https://www.weber.edu/careerservices>

Website for College of Engineering Academic Advisors  
<https://portalapps.weber.edu/advisors/>  
Construction Management, Engineering, Network Technology Management, and Professional Sales/Interior Design, Computer Science & Engineering Technology, Automotive

Website for College of Health Professions  
[http://www.weber.edu/CHP/College\\_Pages/admissions\\_advising.html](http://www.weber.edu/CHP/College_Pages/admissions_advising.html)  
Admission, academic advisement and scholarship information for all other CTE programs is available through the WSU Student Success Center  
<https://www.weber.edu/ssc>

**Program Scope – Embedded:** Programs result in credentials valued by industry and offer high quality work-based learning experiences.

- WSU is a core partner in the Wasatch North regional one-stop center and is active with the DWS regional director in planning and coordination of regional services. In addition, WSU is represented in all regional workforce and economic development boards throughout the region. As a result, all CTE programs at Weber State University have regional workforce representation through all advisory boards, board of trustees and staff committee assignments. As a result, WSU is able to collaborate with these industry sectors to provide internship, cooperative work experience, clinicals, etc. that are built into the CTE program of study designs. Each CTE program area at WSU has career service staff members who are in direct contact with their



respective industry professionals to ensure WSU programs are connecting students with local employers and meeting the industry needs with our program/degree completers.

- The U.S. Department of Labor (DOL) awarded \$2 million to Weber State University to lead a collaboration of Utah technology groups and businesses in an effort to expand apprenticeships.<sup>3</sup> This program will enable students, including underrepresented groups, to have access to expanded apprenticeship and employment options.

**Program Quality – Embedded:** Curriculum aligns with State program and course standards, decisions based on data and continuous improvement plan created and implemented. Progress is evident.

- All CTE programs include courses that provide relevant and targeted career development as well as rigorous academic programs. As the academic courses required in all CTE programs are not considered for funding in our institution’s course list, each CTE program of study affords every student with a well-rounded education containing core standards in the humanities, as well as breadth requirements in their specific field of study. In addition, students are given the ability to select an array of electives that are targeted to their area of study while expanding their knowledge base. The university also participates in the regional pathway efforts throughout the Wasatch Front North region including: pathway development; counselor, administrator, CTE coordinator and teacher trainings; program marketing; and providing necessary equipment to link programs and encourage student academic achievement.
- Providing participating CTE programs with current technology, materials and equipment, will enhance the programs scope and credibility both with students and with local industry and business partners.
- Weber State University’s Mission includes “Core Themes”<sup>4</sup> which all programs, CTE included, are required to meet the following mission related objectives and achievement indicators. They are:

**Core Theme I: ACCESS**

- Weber State will offer programs that address the needs of the community.
- Weber State will serve cohorts of interest in the community, which includes ethnicity based and other groups. The institution remains attentive to the success of these students, and they remain an important and growing constituency served by the institution.

**Core Theme II: LEARNING**

- Students who enroll will be retained
- Students will participate in engaged learning experiences
- Students will achieve General Education learning outcomes
- Students will achieve program learning outcomes
- Lower-division students will achieve success
- Students will complete degrees

**Core Theme III: COMMUNITY**

- Weber State will continue to contribute to the K-12 education in the community
- The community will participate in a wide array of WSU sponsored cultural programs
- Students will engage with the community and become productive members of society

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<sup>3</sup> [Expanding Apprenticeships with \\$2 Million Grant](#), Weber State University, Wildcat WSU Alumni Magazine, Fall 2019

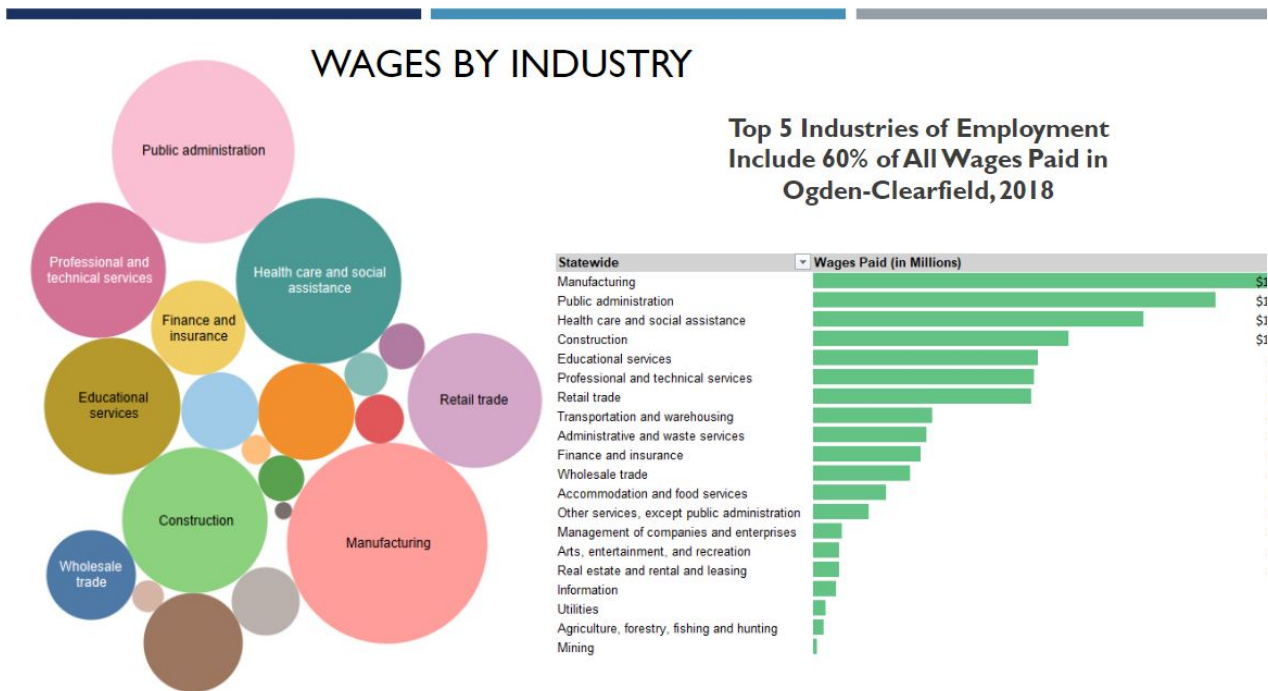
<sup>4</sup> [Weber State University Core Themes](#), Weber State University Accreditation & Planning

- Faculty will contribute to their professions
- Faculty, staff and students will support the community through service and outreach efforts
- Weber State University will contribute to the economic development of the region

## Element 3 – Local Workforce Alignment

### Key Findings:

- The highest projected growth industries as indicated in both the Chmura report and the DWS include:
  1. Manufacturing
  2. Health care and social assistance
  3. Architecture and Construction
  4. Professional, Scientific and Technical Services
  5. Public Administration (includes jobs at Hill Air Force Base HAFB)
- Based on USBE enrollment numbers, the two colleges with the highest number CTE participants (Health Professions and Engineering, Applied Science and Technology), directly support the high-demand, high-wage industries within the region.



- The top 5 skill gaps among occupations which support a living wage within the Wasatch Front Region include:
  1. Microsoft Office/Outlook
  2. Teaching/Training, Job
  3. Logistics Management
  4. System Integration
  5. HVAC Systems
- The top certification gaps among occupations which support a living wage within the Wasatch Front Region include:
  1. Health Professions:
    - Basic Life Support (BLS)
    - Advanced Cardiac Life Support Certification (ACLS)
    - Pediatric Advanced Life Support (PALS)
    - Registered Nurse
  2. Secret Clearance (For industry/business partners who have confidentiality requirements)
  3. Forklift Certification
  4. CompTIA Security+ CE (Continuing Education) Certification
- The industry partner surveys showed the following skills as lacking:
  1. Career knowledge and/or hands-on experience
  2. Communication, both written and verbal
  3. Low work ethic/productivity
- Opportunities do exist in the region’s labor market for all demographics. However, according to the industry stakeholder survey, the least represented special populations are:
  1. Homeless individuals
  2. Disabled individuals
- Prior to the Covid-19 pandemic, Utah’s unemployment was tied for the second lowest unemployment in the US.<sup>5</sup>
- Advisory boards meet for each college and programs within the colleges to assess student progress, explore new initiatives and implement new courses to ensure better student success and outcomes.
- “Weber students are generally harder and better workers, knowledgeable, polite and teachable”<sup>6</sup>
- Industry demands throughout WSU’s region are diverse. Every CTE career cluster within the region is projected to have growth in the next 10 years.<sup>7</sup> Therefore, all current CTE programs are essential.

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<sup>5</sup> 2019 Weber State Economic Development Review, pg. 2

<sup>6</sup> [USB E Stakeholder Survey Business and Industry](#), anonymous, pg. 22

<sup>7</sup> Perkins V Report, “Strengthening Career & Technical Education”, pg. 7

## Career Cluster Growth Forecasts

With hundreds of occupations, it can be difficult for educators to pinpoint the most promising high-demand and high-wage occupations in their region that provide rewarding careers for their students. Analysis of the sixteen CTE Clusters provides an entryway into career pathways.

Of the sixteen career clusters, all are expected to expand employment in the Weber State University Perkins V Region over the next ten years.



### Strengths/Opportunities:

As outlined in the FY-2018 WIOA State Plan for Utah [Sec. II(a)(1)(A)(i)(ii)], the existing in demand and emerging industries align closely with the CTE programs offered at Weber State University. As noted in the state WIOA plan, construction continues to be a strong and growing industry. All industry sectors are experiencing growth trends.<sup>8</sup>

The Wasatch Front Region is diverse with industry and business demands. There are over 55 CTE programs of study, thus providing opportunities for students to find a successful, high-wage and in-demand career pathway.

The Deans of each WSU college are given an annual report of their “CTE Perkins Enrollments and Completers by Primary Majors Academic Year Totals.”<sup>9</sup> This allows administrators a chance to see how programs are performing and if they are meeting business/industry demands.

### Challenges/Needs/Threats:

Total employment in the Weber State University region, is forecast to increase 14.4% over the next ten years, compared with an expected growth rate of 5.2% in the nation over the same period.<sup>10</sup> The projected industry demands are extremely high, and they encompass every career cluster. To produce the needed amount of certified and credentialed employees, it will be imperative for

<sup>8</sup> Perkins 19 Transition Plan, Julie Snowball, 2019

<sup>9</sup> [“CTE Perkins Enrollments and Completers by Primary Majors Academic Year Totals.”](#)

<sup>10</sup> Perkins V Report, “Strengthening Career & Technical Education”, pg. 6

CTE programs to maintain constant collaboration with community, education and industry partners to maintain and create meaningful pathways. Recruitment efforts, support services and partnerships with secondary schools and technical colleges will be essential in order for WSU to meet industry demands.

#### **Gaps/Areas of Revision/New Implementation:**

Continual evaluation of program enrollments and comparison with industry demands.

CTE recruitment efforts, including outreach and exposure efforts for junior high students, will support CTE program growth.

Continued collaboration with region educational, business and community partners.

#### **Rating Rationale and Action Steps:**

**Embedded:** School offers programs for all student populations that align to the highest projected employment growth and emerging occupations in the region.

Weber State University is continually working with industry leadership to develop new programs that align with industry demand. For example, in 2019, the Building Design & Construction Certificate of Proficiency was created to meet the needs of the construction industry. Likewise, the Localization AS & AA which teaches students the process of adapting a product or content to a specific locale or market was yet another new program. The Localization program supports business who export to international markets or import products to our market. WSU will continue to work towards implementation of in-demand, industry-requested programs as they come up.

Enhance work-based learning opportunities and connections: Weber State University is a Dual-Mission teaching institution, therefore our mission is to provide education and training opportunities that prepare students for meaningful careers. By design, all WSU CTE programs of study are intentional in including stackable credentials and required relevant career exploration activities. Depending on the program of study and career path, the activities built into the CTE curriculum may include a variety of experiences such as internships, practicums, cooperative work experiences, clinicals, community service or capstone projects in their respective career field. These work experiences may be paid or unpaid, depending on the industry sponsor, but are required for credit in each program. This enables student's further success in their careers by giving them essential skills that will allow them to thrive in the workplace.

Provide student support and recruitment through CTE professionals. These individuals include but are not limited to a Career Placement Officer, CTE Recruiters/Advisors, and Academic advisors and so on. These advisors assist students in matching them with industry experiences as well as provide advisement and support in continuing their academic studies to maximize their educational and professional potential. Their responsibilities also include career mentoring, recruitment, and outreach. More specifically, they will provide support for students through a walk-in assistance to any student in the following areas: resume/cover letter creation, interviewing assistance, and building a LinkedIn/Handshake profile. Additionally, they provide presentations throughout the year to the following groups: FYE classes, student athletes, Student Support Services, WSUSA, CCEL, Women's Center, Center for Multicultural Excellence and others.

## Element 4 – Progress towards Implementing CTE Programs of Study

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### Strengths/Opportunities:

- Over 30 pathway/articulation agreements between WSU and other post-secondary institutions including technical colleges outside of the geographical region.
- 17 programs that have pathway/articulation agreements for secondary students in four school districts and charter schools that lead to CTE pathway programs at WSU.<sup>11</sup>
- WSU offers a significant amount of certificates, and two-year degrees (AS, AAS), that also enable students to continue on and obtain their four-year degrees.
- 73% of the industry partner survey respondents offer job shadowing or other career exploration opportunities.
- There is ongoing and significant collaboration between industry stakeholders and WSU through the Northern Utah Regional Workforce Governance Board Review

### Challenges/Needs/Threats:

- Covid-19 will change local needs and dynamics, both scholastically and economically. There will most likely need to be constant fluidity between all engaged partners to meet employer demands and student needs.
- Student retention across all programs of study needs to improve so that industry demands may be met.

### Gaps/Areas of revision/New implementation:

- Create a standardized agreement for technical college partners which will identify requirements conditions to enable working agreements

### Rating Rationale and Potential Actions Steps

**Implementing CTE Programs – Leading:** Programs are aligned, growing, expanding and articulated across secondary and post-secondary with embedded academic technical, and employability skills. Students have multiple entry and exit points within a pathway/program of study.

- The educator partner survey indicated:
  - 93% of education partners did not have concerns about the application/enrollment process to WSU.
  - 56% believe that WSU has developed clear, structured and easily understood pathways.
  - 76% either strongly agreed or somewhat agreed that the transition from high school to WSU OR from technical colleges to WSU is clear and easily understood.
- The Wasatch Front Pathway Coordinator works year-round to collaborate with the WSU registrar's office and many educational institutions within the region and beyond to ensure students have up-to-date pathway agreements to aid in their transferal from one institution to another.

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<sup>11</sup> WSU CTE pathway and articulation docx

**Stakeholder involvement in CTE programs – Leading: Growth and expansion on an established stakeholder base where all stakeholders are actively involved in decision making.**

- Significant collaboration between industry stakeholders and WSU through the Northern Utah Regional Workforce Governance Board Review, where their objective is as follows:

To foster ever improving economic and community development for northern Utah, a strong regional workforce development plan is needed to ensure that our policies and precious workforce development resources are coordinated and prioritized to provide the highest return on investment. To this end, a regional steering committee consisting of regional workforce development providers, economic developers, and policy makers was formed. This objective of this collaborative steering committee is to provide a series of recommendations to regional workforce development leadership, economic & community development directors, and federal, state, and local policy makers. The intent of this committee is not to obviate other collaborative activities, but to focus on the most constraining and driving occupations in the northern Utah region.<sup>12</sup>

- In FY19/20 the following new programs were submitted to be developed and implemented:
  - Building Design & Construction Essential Certificate of Proficiency - will allow students to prepare for job opportunities working for residential design firms and builders, commercial architectural design firms and contractors; trade contractors and firms such as civil, mechanical, electrical, and plumbing; various other firms related to the design and construction of the built environment. It provides a pathway for those interested in continuing their undergraduate education in Architecture, Construction Management, Interior Design, Sustainability, and various disciplines relating to the built environment.<sup>13</sup>
  - Localization - caters to the increasing need for highly skilled and specialist linguists across a wide range of industries and settings. The Localization program supports businesses who export to international markets or import products to our local market.

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<sup>12</sup> Regional Workforce Review Minutes 2-12-2020, “Northern Utah Regional Workforce Governance Board Review,” pg. 2

<sup>13</sup> Weber State University, Building Design & Constructions Essentials Cert. of Proficiency, 2020-21 Catalog



## Element 5 – Recruitment, Retention and Training of Faculty and Staff

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### Strengths/Opportunities:

- All CTE programs include courses that provide relevant and targeted career development as well as rigorous academic programs. Weber State University builds relations with regional secondary, technical colleges and other post-secondary institutions to provide many concurrent and articulated opportunities.
- As a teaching institution who also serves as the community college for the Wasatch North region of the state, WSU follows the accreditation standards of the Northwest Commission on Colleges and Universities (NWCCU) for all of our programs, degrees and courses. In addition, a majority of CTE program of study areas meet additional rigorous accreditation standards in their respective professional or industry related areas.
- All CTE programs of study are designed at the recommendation and advisement of our many industry advisory boards, department faculty members, university faculty Senate, Dean’s Council, President’s council, Weber State University Board of Trustees and in many cases, the Utah State Board of Regents. Every program requires a rigorous approval process to ensure all programs meet the expectations of both industry standards as well academic standing for accreditation.”<sup>14</sup>
- Students indicated that 89% of them strongly or somewhat agreed, that their CTE faculty/instructors possess the appropriate technical skills in the field of their expertise.

### Challenges/Needs/Threats:

- There was a gap between educator and industry stakeholders where nearly 80% of educators believed that students in CTE programs are well prepared to obtain industry credentials. When asked the same question of industry stakeholder, that percentage dropped to 50%.

### Gaps/Areas of revision/New implementation:

- Perkins funds will be used to establish new and exciting ways of combining real-work skills with the state-of-the-art technology and applications to keep them on the cutting edge of industry standards while enhancing a well-rounded academic experience.
- WSU educators indicated that they would be interested in more professional development opportunities. Provisions for professional development are indicated as a portion of the Perkins V request as allowable in Sec. 135(b)(2)(A-D).

### Rating Rationale and Potential Actions Steps

**Leading** – Practices and processes in place to recruit high quality, licensed and endorsed educators. Processes in place for onboarding, mentoring and licensing. Gaps identified. Improvement plans created and implemented. Educator satisfaction is high, professional development opportunities develop opportunities that align with industry trends. Progress is evident.

“All CTE programs include courses that provide relevant and targeted career development as well as rigorous academic programs. As the academic courses required in all CTE

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<sup>14</sup> Perkins 19 Transition Plan, Julie Snowball, 2019

programs are not considered for funding in our institution's course list, each CTE program of study affords every student with a well-rounded education containing core standards in the humanities, as well as breadth requirements in their specific field of study. In addition, students are given the ability to select an array of electives that are targeted to their area of study while expanding their knowledge base. The university also participates in the regional pathway efforts throughout the Wasatch Front North region including: pathway development; counselor, administrator, CTE coordinator and teacher training; program marketing; and providing necessary equipment to link programs and encourage student academic achievement.

Weber State University builds relations with regional secondary, technical colleges and other post-secondary institutions to provide many concurrent and articulated opportunities. WSU is the only higher education in Utah whose concurrent offering are 70% CTE and 30% academic courses. For most other institutions, it is the opposite. As an applied and teaching university serving as both the community college and university for this area, Weber State is dedicated to serving CTE students and assisting them in establishing high academic standards.

Perkins funds will be used to establish new and exciting ways of combining real-work skills with the state-of-the-art technology and applications to keep them on the cutting edge of industry standards while enhancing a well-rounded academic experience. For example, our nursing program is leveraging Perkins funds to purchase new Sim manikins that will be housed and used at the WSU LPN to RN programs that is offered onsite at the Ogden Weber, Davis and Bridgerland technology colleges.

As a teaching institution who also serves as the community college for the Wasatch North region of the state, WSU follows the accreditation standards of the Northwest Commission on Colleges and Universities (NWCCU) for all of our programs, degrees and courses. In addition, a majority of CTE program of study areas meet additional rigorous accreditation standards in their respective professional or industry related areas by the following organizations:

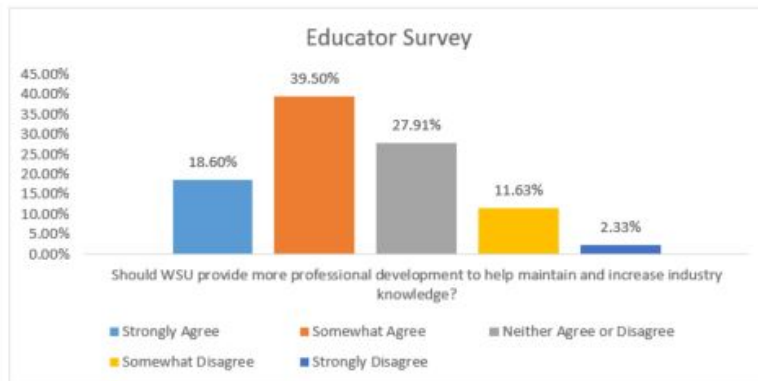
- All College of Engineering, Applied Science and Technology programs – ABET (Accreditation Board for Engineering and Technology) within each of their respective program areas such as Engineering, Engineering Technology, Computing, etc.
- Interior Design – CIDA (Council for Interior Design Accreditation)
- Automotive – NATEF (National Automotive Technicians Education Foundation)
- Early Childhood Education – NAEYC (National Association for the Education of Young Children)
- Teacher Education – TEAC (Teacher Education Accreditation Council)
- Nursing – ACEN (Accreditation Commission for Education in Nursing)
- Medical Laboratory Sciences – NAACLS (National Accrediting Agency for Clinical Laboratory Science)
- Dental Hygiene – CDAADA (Commission on Dental Accreditation of the American Dental Association)

- Emergency Care & Rescue – CAAHEP (Committee on Accreditation of Educational Program in the Emergency Medical Services Professions)
- Health Information Technology – CAHIME (Commission on Accreditation for Health Informatics and Information Management Education)
- Respiratory Therapy – CARC (Commission on Accreditation for Respiratory Care)
- Chemical Technician – ACS (American Chemical Society)
- Information Systems Technology – AACSB (Association to Advance Collegiate Schools of Business)
- Weber State University has also received the esteemed Community Engagement Classification from the [Carnegie Foundation for the Advancement of Teaching](#). The distinction is an acknowledgement of WSU’s longstanding commitment to the greater Ogden community, the region, the state and the world, as well as its dedication to teaching students through community-engaged learning.

In addition, all CTE programs of study are designed at the recommendation and advisement of our many industry advisory boards, department faculty members, university faculty Senate, Dean’s Council, President’s council, Weber State University Board of Trustees and in many cases, the Utah State Board of Regents. Every program requires a rigorous approval process to ensure all programs meet the expectations of both industry standards as well academic standing for accreditation.”<sup>15</sup>

Results of the Educator stakeholder survey shows a great desire to have ongoing leaderships and development opportunities.

- 77.5% of education stakeholders indicated that they currently collaborate or actively involve business and industry leaders in programs.
- There was a gap between educator and industry stakeholders where nearly 80% of educators believed that students in CTE programs are well prepared to obtain industry credentials. When asked the same question of industry stakeholder, that percentage dropped to 50%.
- Students indicated that 50% of them strongly agreed, and 38.8% somewhat agreed that their CTE faculty/instructors possess the appropriate technical skills in the field of their expertise.
- When asked educators if professional development training should be provided their responses are shown here:



<sup>15</sup> Perkins 19 Transition Plan, Julie Snowball, 2019

## Element 6 – Progress towards Improving Access & Equity

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### Strengths/Opportunities:

- All groups within the special population subgroups are represented within WSU CTE programs, and their enrollment numbers match those of the overall WSU student body.
- Great effort is made to create a diverse learning environment for WSU faculty, staff and students.
- Weber State University prohibits discrimination on the basis of race, color, national origin, pregnancy, genetics, age (over 40), disability religion, sex, sexual orientation, gender identity/expression, veteran, active military status and other classifications protected by law. Contacts for persons responsible for overseeing these compliance efforts at WSU can be found at: <https://www.weber.edu/nondiscriminationandaccessibility>

### Challenges/Needs/Threats:

- The most common barriers for students, including individuals within the special populations are: the lack of and unavailability of online courses, financial issues and time.
- Weber State University is committed to supporting special populations. As the university is located in a very diverse and multi-cultural area of the state, we are acutely aware of the role with play in higher education for special populations.

### Gaps/Areas of revision/New implementation:

WSU is working to receive the national designation as a “Hispanic Serving Institution.” In order to receive such a designation, several milestone and goals must be reached, but it is the intent of the institution in the near future. With this in mind, the CTE programs at Weber State University are keenly aware of how these uniquely qualified and valuable students will impact our local workforce and the impending growth in our region of the state.

### Rating Rationale and Potential Actions Steps

**Embedded:** Gaps identified. Improvement plans created and implemented. Specifically; enrollment, barriers, recruitment efforts, accomodations, participants, concentrators, completers.

- Weber State University demonstrates its attention to diversity by providing the following resources and services:

Career Services provides a variety of resources to assist students in preparing for the workforce. These services include but are not limited to: building a resume, interview preparation and strategies, career research tools and assistance, career fairs, and assistance with finding internships in their chosen career field. <https://www.weber.edu/careerservices/default.html>

The primary of MESA/STEP is or overcome the shortage of ethnic and gender diversity in science, technology and engineering. These programs aim to provide a positive experience for students. A few of the services students who participate in this program include: Access to scholarships to help pay for school; internship opportunities; exposure

to careers and professionals in the fields of science technology and engineering; career planning and resume help; experience as a mentor and role model; and opportunities to meet students who share the same interests and challenges. <https://www.weber.edu/east/step.html>

TRIO is designed to identify qualified youth with potential for education at the the post-secondary level and to encourage such youth to complete high school and assist them in continuing their path to higher education through financial assistance and mentoring. <https://www.weber.edu/talentsearch>

The Access and Diversity office oversees a variety of programs to provide students support to many students of special populations. Their mission is to increase higher education access, persistence and graduation rates for all underrepresented students. A full list of their programs, resources and populations served can be found here: <https://www.weber.edu/accessanddiversity>

Nontraditional student center provides services to students who are over 25 years of age, including childcare, which account for more than 56% of the WSU student population. <https://www.weber.edu/nontrad>

WSU is working to receive the national designation as a “Hispanic Serving Institution.” In order to receive such a designation, several milestone and goals must be reached, but it is the intent of the institution in the near future. With this in mind, there are many program across campus who are working endlessly to meet the needs of our changing student body. Programs such as GEAR UP, TRIO, Disability Services, Women’s Services and Non-traditional student services work closely with the CTE programs across campus to ensure CTE special population students receive the best services available. Here is a list of the programs available to students:

- GEAR UP is all about helping students in Weber and Davis County school districts succeed academically and go to college. <https://www.weber.edu/stategearup>
- TRIO is designed to identify qualified youth with potential for education at the the post-secondary level and to encourage such youth to complete high school and assist them in continuing their path to higher education through financial assistance and mentoring. <https://www.weber.edu/talentsearch>
- The office for Disability Services provides advisement and technology to meet the needs of students with hearing, mobility, cognitive and psychological impairments. A full list of their services can be found at <https://www.weber.edu/disabilityservices>
- The Access and Diversity office oversees a variety of programs to provide students support to many students of special populations. Their mission is to increase higher education access, persistence and graduation rates for all underrepresented students. A full list of their programs, resources and populations served can be found here: <https://www.weber.edu/accessanddiversity>

- The Women’s Center on campus advocates for the best educational and campus experience for all students through social justice and leadership programs, and Safe@Weber Violence Prevention & Advocacy Services and scholarship opportunities. <https://www.weber.edu/womenscenter>
- Nontraditional student center provides services to students who are over 25 years of age, including childcare, which account for more than 56% of the WSU student population. <https://www.weber.edu/nontrad>

In addition, WSU, in partnership with the Davis, Ogden and Weber school districts holds an annual seven-week summer program called PREP for students’ grades 7-9 from underserved populations to attend daily classes in math, science and technology at no cost. Although this activity is not supported with Carl Perkins funding, it provides introductory opportunities for over 600 students of all backgrounds to careers in CTE technology-related fields.

[Additional services are provided for students at the following university centers:](#)

[Safe@weber](https://weber.edu/womenscenter/safeatweber.html) - <https://weber.edu/womenscenter/safeatweber.html>

[Services for Students with Disabilities](https://www.weber.edu/ssd) - <https://www.weber.edu/ssd>

[AA/EO](https://www.weber.edu/aaeo) - <https://www.weber.edu/aaeo>

Chief Diversity Officer – <http://www.weber.edu/diversityoffice/>

Weber State University Human Resources – <http://www.weber.edu/humanresources><sup>16</sup>

- Key findings from both the education partners survey and the students survey are listed below, but for more information, refer to the following three documents:
  1. [WSU Perkins 5 USBE Summary Data – Appendix A](#)
  2. [Student Survey Total – Appendix B](#)
  3. [Secondary and Postsecondary Education Survey – Appendix C](#)
- Of the 2,000 students who were asked to participate in the survey, only 50 identified themselves as a member of one or more special population group.
- The education partner survey indicated the perceived special population demographics. Homeless individuals ranks the highest, but that could be due to the fact that homelessness is not something that is easily identifiable.

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<sup>16</sup> Perkins 19 Transition Plan, Julie Snowball, 2019

## Funding - Allocations

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In an effort to more fully evaluate Weber State University's internal requests for proposals, each RFP was reviewed and evaluated on the six elements. After the evaluation the RFP's were scored and were required to meet a minimum score in order to be eligible for funding approval.

The following is a list of the priority CTE activities for the coming year that will *develop, coordinate, implement, or improve career and technical education programs* at Weber State University and throughout our CTE region as determined by the WSU CTE Advisory Council [Sec.135(a)]:

Provide partial staff support for outreach, academic advising and career service counseling for CTE students in CTE programs areas across campus. [Sec.135(b)(1-4)]
Funding to support technology to enhance distance learning, and enhance student field experience for the AAS Early Childhood Program that will begin enrolling students in Fall 2020. Materials will support WSU two-year AAS Early Childhood students while providing needed childcare support for special populations of WSU students. [Sec.135(b)(5)(D)]
This project supports the AAS Early Childhood Program with the purchase appropriate child-sized furniture which will enhance student learning and promotes skill development and child engagement. This will provide additional support and collaboration for the Children's school at the Ogden City Community Education Center that has a dual-mission to train WSU two-year AAS Early Childhood students while providing needed childcare support for special populations of WSU students. It will also provide program accreditation support. [Sec.135(b)(5)(S)]
Materials, laboratory instruments to help strengthen the biochemical component of the Chemical Technician AAS. [Sec.135(b)(3(b)4&5)(D)]
Provide specialized assistance (not limited to dual-language) to special populations through a CTE outreach coordinator and advisor housed at the WSU Community Education Center located in central Ogden City. [Sec. 135(b)(1-4)]
Materials, camera packages for the Digital Media AS program. [Sec.135(b)(4&5)(Q)]
Materials, products, and curriculum support to build a new associates degree in Technical Theatre. [Sec.135(b)(4&5)(Q)]
These new virtual labs will support new and ongoing student's hands-on learning experiences. [Sec.135(b)(1-5)]
Provide assistance to potential CTE students from the following populations: community college transfers, high school students, adult learners, economically displaced individuals and undecided/declared WSU students. They will recruit and advise CTE students in the many CTE options available in the Dumke College of Health Professions. [Sec.135(b)(1-4)]
The Medical Laboratory Sciences program request medical laboratory equipment that are fundamental to the introductory and clinical chemistry courses, which lead to certification as a Medical Laboratory Assistant and the Medical Laboratory Sciences AAS. [Sec. 135(b)(3,4&5)]
Respiratory Therapy is requesting mechanical ventilators, V-6 BiPAP machines and an infant incubator to provide effective laboratory experiences to enhance student learning and their obtainment of credentials. Up-to-date equipment is also required to achieve program accreditation. [Sec. 135(b)(3)&(5)(A-T)]

<p>The Emergency Healthcare Dept. will support the following programs: Paramedic Studies AAS, Nursing AS, Respiratory Therapy AAS, and Health Sciences with the acquisition of a monitor/defibrillator. [Sec. 135(b)(3)&amp;(5)(A-T)]</p>
<p>Provide partial staff support for outreach, academic advising and career service counseling for CTE students in CTE programs areas across campus. [Sec.135(b)(1-4)]</p>
<p>Provide partial staff support for outreach, academic advising and career service counseling for CTE students in CTE programs areas across campus. [Sec.135(b)(1-4)]</p>
<p>Provide partial staff support for outreach, academic advising and career service counseling for CTE students in CTE programs areas across campus. [Sec.135(b)(1-4)]</p>
<p>Perkins funding will support a parent/daughter engineering and technology night to introduce parents and students in early high school and middle school to the engineering and technology areas. This promotes both special populations and non-traditional students. This will be a hands-on experience with faculty and industry partners. [Sec.135(b)(1-5)]</p>
<p>FIRST Tech Challenge (FTC) is a competitive robotics program for 7-12th grade students. They design, build, and program robots to compete against other teams throughout the state. Team include coaches, mentors and volunteers to support students as they learn engineering principles. The program specifically targets special populations and non-traditional students to support under-represented individuals. . [Sec.135(b)(1-5)]</p>
<p>WSU will hold a computer camp for high school students who are interested in a career in computer science and/or video game development. This weeklong training camp will have daily presentations by faculty and industry representatives and will provide hands-on experience in video creation, computer graphics and how to get the perfect job in the industry. Special emphasis will be placed on recruiting females and all special populations to this camp. [Sec.135(b)(1-5)]</p>
<p>The College of Engineering, Applied Science and Technology is requesting an infrastructure/license server. The new server will provide licensing for applications requiring network licenses and provide redundancy in case the server has issues. The server is required for lower division classes leading to AAS degrees within the college. [Sec. 135(b)(3)&amp;(5)(A-T)]</p>
<p>In partnership with the WSU College of Engineering, Applied Science and Technology and the College of Arts and Humanities and industry and community partners, a series coding/tech camps will be held to embed coding and the cutting edge technologies in the arts and humanities new two-year programs. This program is designed to help students (with an emphasis on special populations) develop an interest in technology, embed technology into A&amp; H curriculum and assist in launching new CTE degrees in the arts and humanities such as graphic design, 3-D design and printing, animation, user experience and data/text mining in the fields of Graphic Design, Technical Theater, and Product Localization as requested by industry partners. [Sec.135(b)(4&amp;5)(Q)]</p>
<p>The College of Engineering, Applied Science and Technology will utilized the acquisition of a school of computing server that will be used to expand coursework relating to cyber security and system administration. The system will be utilized by both secondary and post-secondary and supports several AAS degrees within the college. [Sec.135(b)(1-5)]</p>
<p>The Manufacturing &amp; Systems Engineering department would utilize a laser cutting and engraving machine for demonstration throughout several introductory courses and outreach programs with secondary students. [Sec.135(b)(1-5)]</p>