



WEBER STATE UNIVERSITY

Career and Technical Education

Perkins V: Carl D. Perkins Act Strengthening Career and Technical Education (CTE) for the 21st Century Comprehensive Local Needs Assessment (CLNA) Summary 2024

Introduction

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 requirement for local applicants to conduct a Comprehensive Local Needs Assessment (CLNA).

The CLNA is designed to drive local application development and future spending decisions. It is an opportunity to review the 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.¹

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 the CTE programs at Weber State University (WSU) and within the Wasatch Front North Region (WFNR).

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

- An evaluation of student performance, including an evaluation of performance for special populations.
- A description of how CTE programs are sufficient in size, scope, and quality to meet the needs of all students the institution serves.
- A description of how the CTE programs are aligned to State, regional, Tribal, or local in-demand sectors or occupations defined by the State Workforce Development Board and/or those sectors not yet identified by State boards and workforce development boards.
- An evaluation of progress toward CTE program implementation.
- A description of how WSU will improve recruitment, retention, and training of CTE-related professionals in their various roles and responsibilities.
- A description of progress towards implementation of equal access to high-quality CTE for all students including strategies to overcome barriers, and providing programs and activities for groups of individuals that fall into the special population categories.

¹ Maximizing Perkins V Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

FY24-25 Comprehensive Needs Assessment Summary

Process

The goal of WSU CTE was to identify the efficiency of current programs and outstanding CTE needs in accordance with the 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. Progress Towards Improving Access & Equity
3. Size, Scope & Quality
4. Local Workforce Alignment
5. Progress Toward Implementing CTE Programs of Study
6. Recruitment, Retention, and Training of Faculty and Staff

WSU CTE Department's approach was to continue meetings and discussions from groups supported and established throughout WSU and the Wasatch Front North Regional partners. Wasatch Front North Region members include representatives from Davis Technical College, Ogden-Weber Technical College, the Department of Workforce Services, and the Ogden, Weber, Davis, and Morgan School Districts. WSU CTE also extended regional meetings to include the following entities, the Department of Workforce Service (DWS) and the WSU CTE Program Advisory Board. Additionally, the WSU CTE internal requests for Perkins V funding (RFPs) also highlighted the needs and demands of the various WSU CTE programs.

Data gathering and analysis are a large element of the WSU CLNA process. Data was gathered in conjunction with WSU's Institutional Research Staff. The Institutional Research staff are 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 ongoing process throughout FY24.

The WSU CTE department, in conjunction with the Institutional Research Department, created comprehensive surveys, using the Qualtrics Survey System. These surveys were sent to 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
- 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, stakeholders were given applicable surveys AND asked to forward the survey link to any individuals within their scope such as business and industry partners, advisory boards for colleges and programs with CTE emphasis, regional workforce, and economic development connections, and any other groups they 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 information, see the following:

- [CLNA FY24 Stakeholder List](#)

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
 - [PerkinsV-2023-1.1-PS-UTAH-ResultsAll3Indicators-r1](#)
 - [PerkinsV-2023-2.0-PSDG-WSU-ResultsByCollegeAll3Indicators-r1](#)
 - [PerkinsV-2023-1.1-PS-UTAH-ResultsAll3Indicators-r1](#)
 - [PerkinsV-2023-2.0-PSDG-WSU-ResultsByCollegeAll3Indicators-r1](#)
 - [WSU Overall Perkins Participation 05162023](#)
 - [CTE and Perkins Summary by College](#)

WSU student survey results

- [Perkins V Student Survey 2024](#)
- WSU education partners survey results
 - [Perkins V Secondary and Post-Secondary Education Survey 2024](#)

Element 2 - Progress Towards Improving Access & Equity

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

- [WSU Nondiscrimination & Accessibility](#)
- [WSU Strategic Plan](#)

Element 3 – 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, certificates, and degrees available at WSU](#)
- [Current List of all articulation and pathway agreements between WSU, Secondary Institutions, and Technical Colleges](#)

Element 4 – Local Workforce Alignment

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

- [Company Talent Profile HAFB in Ogden Clearfield UT](#)
- [Company Talent Profile Northrop Grumman in Ogden Clearfield UT](#)
- [Economy Overview Ogden Clearfield UT](#)
- [Job Posting Analytics Ogden Clearfield UT](#)
- [Statewide 2023 to 2025 Short Term Occupational Projections](#)

- [Chmura JOBSeQ – Perkins V Report](#)
- [WIOA Utah State Plan](#)

Element 5 - Progress towards Implementing CTE Programs of Study

In addition to the previous four elements data and information collections, WSU also collected internal requests for WSU CTE Perkins V funding (RFPs)

- [Perkins RFP 24-25](#)

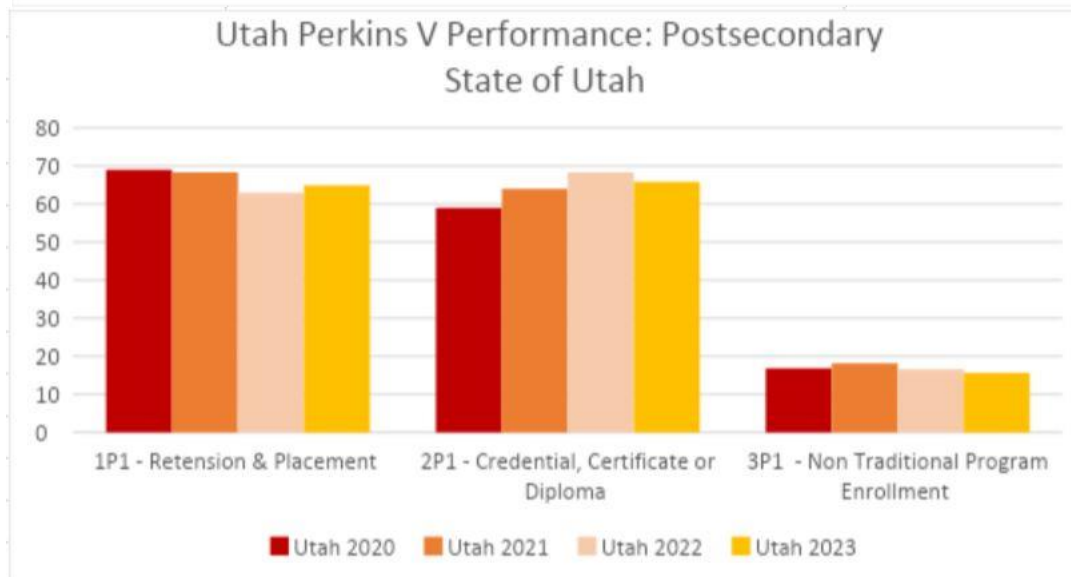
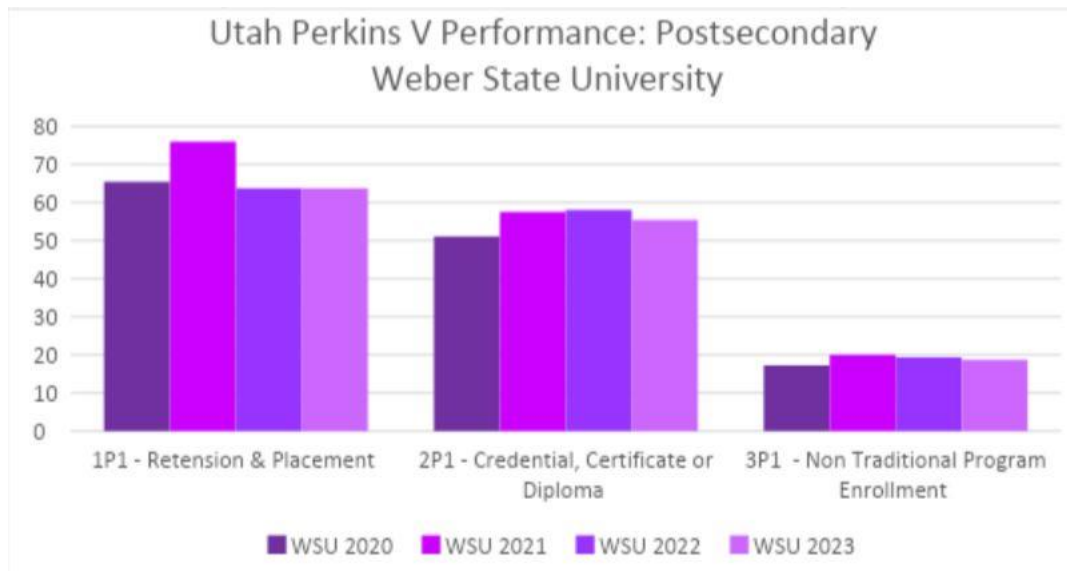
Element 6 - Recruitment, Retention and Training of Faculty and Staff

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

- [WSU NWCCU Accreditation](#)
- [Program Accreditation](#)

Element 1: Student Performance Data – Key Findings

WSU continues to meet all of their performance indicators however, as a result of COVID, some of these numbers have been trending downward. WSU enrollments have been increasing and it is anticipated that the downward trend will be corrected in the next two years.



Further analysis of the 1P1 Postsecondary Retention and Placement:

- The 1P1 target was 66.06%. In 2023, WSU was within the 90% range at 63.72% which is a slight decrease from the previous year 64.72%. A request for a renegotiated target was submitted to USBE as WSUs target is set at 12% than the state average, but the targets are incline with state performance.

- The College of Health Professions and the College of Engineering, Applied Science and Technology house the majority of the but they have experienced a slight decrease in enrollment and retention.
- Overall, WSU has demonstrated combined growth in CTE courses from fall 2020-2023.
- Programs that have increased performance rates are: School of Computing, Professional Sales and Construction and Building Science from the College of Engineering, Applied Science & Technology.

Further analysis of 2P1: Credential, Certificate or Diploma:

- The 2P1 target for 2023 was 30.1%. WSU significantly surpassed the target with a total of 55.45%, however this is slightly lower than the previous year 58.14%.
- In 2022, the College of Health Professions awarded the largest number of credentials in CTE programs at 999, up from 846 in 2021.
- The College of Engineering, Applied Science and Technology's school of computing had the largest growth with 366 awards in 2023 compared to 334 in 2022.

Further analysis of the 3P1 Non-Traditional Program Enrollment:

- The 3P1 target was 15.32% for 2023. In 2023, WSU surpassed the target and came in a total of 18.71%.
- All special population categories exceed the overall target for this year.

Element 1: Student Performance

Embedded – Gaps Identified. Improvement plans created and implemented.

Strengths/Opportunities:

- Since 2021 WSU has met all performance targets. Only one target was in the 90% range this year which has been requested for a renegotiated metric. Immediately following the COVID-19 pandemic, there were immediate minimal enrollment declines at WSU, but has steadily climbed ever since. Career and Technical Education programs at Weber State have shown that are still robust educational opportunities for students that help to meet the needs of the economy.

Challenges/Needs/Threats:

- As pandemic-related funding resources for students sunset (CARES, HEERF, CRRSSA) and federal student loan repayments have begun, students continue to struggle with financial.
- Utah has also recent passed new legislation (HB 261) that impacts how we interact and support special populations throughout the state of Utah. As this new law goes in the affect July 1, 2024, the outcome of our changed practices and policies on special populations remains unknown.
- One area of concern is the dip in enrollments in our Early Childhood Education program and Education Associate degree. As teachers in Utah are underpaid and continually restricted in their teaching practices, fewer and fewer people are selecting teaching as a preferred profession.

Gaps/Areas of Revision/New Implementation:

- 1P1 was met at 90% and a request for renegotiation was submitted to USBE as the WSU current metric is 12% above the state metric which WSU exceeds continually.

- As HB261 roll out, there is uncertainty as to what data regarding special populations will be collected and/or available in the future. This will be an area of interest to watch in the coming months/years.

Rating Rationale and Action Steps

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

WSU has made great progress in recovering from the pandemic and continues to see steady growth in enrollments, our education programs are seeing the most decline. Therefore, we are applying Perkins resources to help encourage more k-12 students to consider education as a viable career pathway.

Partnerships with local aerospace and defense business and industry representatives is also a priority as this is a primary future employment driver in the coming decade. The work surrounding Hill Air Force Base with strategic deterrent weapon systems and F35 operation and maintenance work continues to be a primary focus for this regional of the state.

Element 2: Progress towards Improving Access & Equity – Key Findings

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 financial issues, language skills, math proficiency 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 of an Emerging Hispanic-Serving Institution by growing our percent of students who identify as Hispanic or Latino descent to 15% by fall 2025. With this in mind, there are many programs across campus who are working endlessly to meet the needs of our changing student body.

Rating Rationale and Potential Actions Steps

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

Weber State University demonstrates its attention to diversity by providing many programs and services 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. Some of those programs and services are:

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>

MESA/STEP strives to 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>

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>

TRIO is designed to identify qualified youth with potential for education at 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/sss>

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>

Nontraditional student center provides services to students who are over 25 years of age, including childcare, which account for approximately 50% of the WSU student population. <https://www.weber.edu/nontrad>

The Women's Center on campus advocates for the best educational and campus experience for all students through social justice and leadership programs, and scholarship opportunities. <https://www.weber.edu/womenscenter>

WSU is working to receive the national designation of an Emerging Hispanic-Serving Institution by growing our percent of students who identify as Hispanic or Latino descent to 15% by fall 2025.

[Additional services are provided to students at the following:](#)

[Safe@weber - Safe@Weber](#)

[Disabilities Services](#)

[Student Access and Success](#)

As part of our response to HB 261 and our pending restructure, Weber State will close identity-based centers and instead provide services that adopt a student coaching and programming focus, enabling WSU to offer personalized support tailored to the unique needs of each student. This change will impact The Women's Center and Nontraditional Student Center.

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 6-8 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.

Element 3: Size, Scope and Quality – Key Findings

Strengths/Opportunities:

- Weber State University is a regional-dual mission institution designated by the Utah Board of Education as both community college and post-secondary degree granting for the Wasatch Front North Region service area. WSU has diverse approved programs of study with more than 70 options 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 60 certificates, credentials and/or degrees throughout its extensive CTE program offerings.
- Through the CTE Wasatch Front Region collaboration and institutional faculty collaboration, [pathway agreements](#) between secondary, technical colleges, and WSU are in place and available for maximum student achievement.
- When asking education stakeholders: 76% felt students in WSU CTE programs are well-prepared to obtain industry recognized credentials. 100% felt that WSU offers programs that students want to participate in.
- All CTE programs include courses that provide relevant and targeted career development as well as rigorous academic programs.

Challenges/Needs/Threats:

- Financial Aid is a primary need indicated by students. WSU continues to implement better practices on how to apply and get financial aid will be a focus of the counselors/advisors etc.

- Students also mentioned that having enough time to attend school presented a barrier for students with 38% students indicating it was a barrier in their success.
- A majority of WSU students continue on for a 4-year degree which is where a majority of work-based learning opportunities occur at WSU. However, efforts are being made to include these experiences in each level of a stacking credential in all program. This continues to be a work in progress, but a priority as well. Providing work-based experiences for students within certificate and two-year programs help create better alignment, connections and touch-points with business and industry.

Gaps/Areas of revision/New implementation:

- Continued 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.
- 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, Scope and Quality)

Program Size: Leading

School offers complete programs that demonstrate growth, innovation and expansion which align with student interest and industry sector.

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

Dumke College of Health Professions

- Clinical Laboratory Assistant: C
- Dental Hygiene: AS
- Health Care Coding and Classification: C
- Health Information Management: C
- Health Information Technology: AAS
- Health Sciences: AS
- Nursing: AS
- Medical Laboratory Technician: AAS
- Paramedic Studies: C, AAS
- Radiography: AAS
- Respiratory Therapy: AAS

College of Engineering, Applied Science and Technology

- Construction Apprenticeship: AAS

- Automotive Service Technology: AAS
- Computer Science: AAS
- Construction Management: AAS
- Controls Technology: AAS
- Cybersecurity and Network Management: AAS, BS, C, minor
- General Technology: AAS
- Interior Design: AAS
- Manufacturing Engineering Technology: AAS
- Plastics & Composites / Production
- Operations & Control / Welding
- Mechanical Engineering Technology: AAS
- Pre-Architecture: AAS
- Pre-Engineering: AAS (APE)
- Product Design & Development: AAS
- Professional Sales: AAS
- Programming Essentials: C
- Sales and Merchandising: AAS
- Solar Photovoltaic Systems: C
- Web and User Experience: AAS

Lindquist College of Arts & Humanities

- Workplace Communication & Writing: AA, AS
- Sound Production/Recording Associates AS
- Digital Media Production AS, AAS
- Technical Theatre Associates AS
- Localization: AA

College of Science

- Biotechnician: AS
- Chemical Technician: C, AAS
- Geospatial Analysis: C

Goddard School of Business

- Management Information Systems: AS
- Entrepreneurship, AS C

College of Social & Behavioral Sciences

- Archaeological Technician: C, AAS
- Criminal Justice: AS

Moyes College of Education

- Early Childhood: AAS
- Outdoor Leadership: AAS

All of the CTE programs listed above receive support through positions funded partially by the Perkins grant. This support includes career counseling, academic advising, outreach, and career pathway coordination activities between the technical 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 Davis Campus serving Weber, Morgan, and Davis Counties. This position is significant because outreach is provided to a large majority of individuals who identify in one or more of the special population subgroups 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
Kaylene Whicker
(801)626-3478
Kaylenewhicker@weber.edu

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

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

For Construction Management, Engineering, Network Technology Management, Professional Sales, Interior Design, Computer Science & Engineering Technology, and Automotive support is available through the College of Engineering Academic Advisors.
<https://weber.edu/east/advising.html>

For the College of Health Professions
<https://www.weber.edu/CHP/default.html>

For 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. 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.
- Some WSU CTE programs could be ranked as “leading” in this category. For example, the Chem Tech program has students visiting business/industry partners for a field trip twice a year as they explore possible employment opportunities. The nursing program also has a well-established partnership with local hospitals. Both of these programs should serve as a model for the other programs.

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”² 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

² [Weber State University Core Themes](#), Weber State University Accreditation & Planning

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

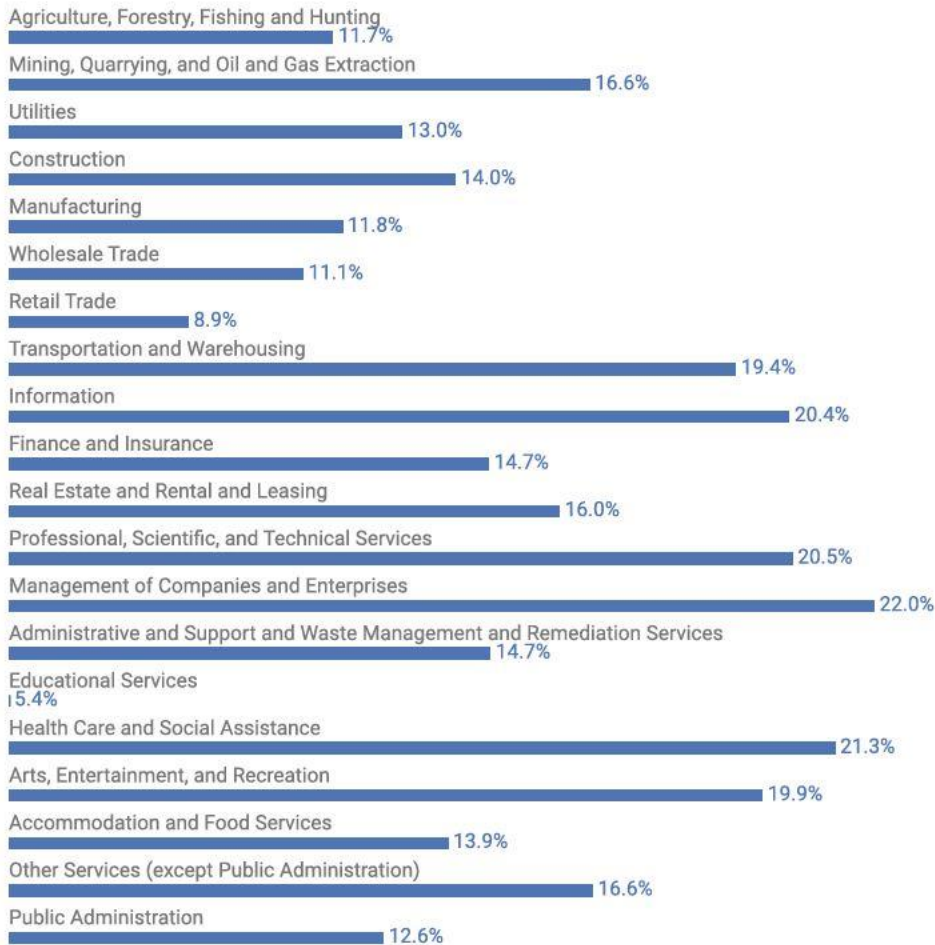
- Weber State will continue to contribute to the K-12 education in the community
- The community will participate in a wide array of WSU sponsored cultural programs
- Students will engage with the community and become productive members of society
- Faculty will contribute to their professions
- Faculty, 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 4: Local Workforce Alignment – Key Findings

- “Total employment in the WFN Region is forecast to increase 20.6% over the next ten years, compared with an expected growth rate of 8.3% in the nation over the same period^[1].”
- The highest projected growth industries as indicated in both the Chmura report and the DWS include:
 - Management of Companies and Enterprises (22% 10-year growth rate)
 - Health Care and Social Assistance (21.3% 10-year growth rate)
 - Professional, and Technical Services (20.5% 10-year growth rate)
 - Information Services (20.4% 10-year growth rate)
 - Arts, Entertainment, and Recreation (19.9% growth rate)
- “Of the sixteen career clusters, all are expected to expand employment in the WFN Region over the next ten years. Of those all, "Science, Technology, Engineering & Mathematics," "Information Technology," "Health Science," "Finance," "Law, Public Safety, Corrections & Security," "Business, Management & Administration," "Education & Training and "Government & Public Administration pay more than the average occupation wage in the region (\$58,600).

^[1] Perkins V Report, “Strengthening Career & Technical Education”

10 Year Forecast Growth Rate



- 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 certification gaps³ among occupations which support a living wage within the Wasatch Front Region include:
 1. Secret Clearance
 2. Basic Life Support (BLS)
 3. Class A Commercial Driver’s License (CDL-A)
 4. Advanced Cardiac Life Support Certification (ACLS)
 5. Registered Medical Assistant
- The industry partner/advisory board feedback indicated the following skills as lacking:
 1. Low work ethic/productivity
 2. Career knowledge and/or hands-on experience
 3. Communication, both written and verbal
- 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:

³ Perkins V Report, “Strengthening Career & Technical Education,” pg. 13

1. Homeless individuals
2. Youth in, or aged out of the foster care system
3. Disabled individuals

Rating Rationale and Potential Actions Steps (Program Size, Scope and Quality)

Program Size: Leading

School offers complete programs that demonstrate growth, innovation and expansion which align with student interest and industry sector.

Element 4: Local Workforce Alignment

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

Strengths/Opportunities:

The Wasatch North Front Region, provides a wide range of opportunities in industry and business. There are over 65 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 & Completers by Primary Majors. 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 WFN Region is forecast to increase 14.1% over the next ten years, compared with an expected growth rate of 3.0% in the nation over the same period⁴.” 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 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. With education WSU will continue to work towards implementation of in-demand, industry-requested programs as they come up. Weber State also continues to build

⁴ Perkins V Report, “Strengthening Career & Technical Education,” pg. 6

collaborative relationships with the aerospace and defense industry sectors. For example, in June 2024, Weber State University signed a nationally unique MOA where Weber State will become a resident education provider in the education office on Hill Air Force Base. This new MOA will allow WSU to offer courses and program on base to enlisted and civilian airmen. This partnerships will help expose the 30,000 HAFB workforce to the programs (primarily CTE based) offered by the university.

This relationship will HAFB will also assist WSU to continue enhancing work-based learning opportunities and connections. WSU is a Dual-Mission teaching institution; therefore, its 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.

WSU will continue to 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, the Student Success Center.

Element 5: Progress Towards Implementing CTE Programs of Study – Key Findings

Strengths/Opportunities:

- Since 2022, the number of pathway/articulation agreements have increased from 35 in 2022 to just over 50 in 2024 between WSU and other post-secondary institutions including technical colleges outside of the geographical region.
- 24 programs have pathway/articulation agreements for secondary students in four school districts and charter schools that lead to CTE pathway programs at WSU.
- WSU also offers a significant number of certificates, and two-year degrees (AS, AAS), that also enable students to continue on and obtain their four-year degrees. In fact, WSU embraces our CTE role by offering more Associate degrees as Bachelor or Master level.

Challenges/Needs/Threats:

- Implementation of technical education alignment throughout Utah as concurrent enrollment courses.
- Student retention across all programs of study needs to improve so that industry demands may be met.

Gaps/Areas of revision/New implementation:

- Continue to update expired standardized articulation agreements for technical college and secondary districts throughout the WFN region and other interested institutions throughout the state.

Rating Rationale and Potential Actions Steps (Implementing CTE Programs, & Stakeholder involvement in CTE Programs)

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 post-secondary pathway coordinators works closely the tech college partners to ensure smooth transitions between technical education and degree granting institutions.
- 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.
- The regional coordinator for outreach and belonging is also helping to bridge student gaps in helping with transitions and linkages.

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

- All industry advisory board across campus are involved with approving and develop new CTE programs. They are also actively engaged with program evaluations.
- DWS regional representatives are permanent members of our Regional CTE director meetings to provide guidance on industry needs and insight.

Element 6: Recruitment, Retention, and Training of Faculty and Staff – Key Findings

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 the WSU 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.”⁵

Challenges/Needs/Threats:

- 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).

Gaps/Areas of revision/New implementation:

- In a new educational partnership with Hill Air Force Base, WSU will now be offering CTE course on base to enlisted and civilian workers. This will help bridge the gap for this students population and will provide faculty the opportunities to broaden their expertise in the defense industry in this area.
- Perkins funds will be used to establish and evaluate new and exciting ways of combining real-work experiences with emerging 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

Emerging – Practices and processes in place to recruit high quality, licensed and endorsed educators. Processes in place for onboarding, mentoring and licensing. Gaps identified. Improvement plan is in development.

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 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. 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. The WSU nursing program leverages Perkins funds to purchase new innovative equipment, such as Sim manikins, that are housed and used at the WSU LPN to RN programs that is offered onsite at the Ogden Weber, Davis and Bridgerland Technology Colleges as well as off-site locations such as the WSU Davis Campus cohort.

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 and academic standing for accreditation."⁶

Results of the Educator stakeholder survey shows a great desire to have ongoing relationships between students and industry partners as well as leadership and development opportunities to keep faculty current in their areas of expertise.

- 100% of stakeholders who completed the survey believe that WSU offer CTE courses, programs and/or programs of study that students want to take or participate in.
- A majority of students indicated that faculty, advisers and industry partners were encouraging students to continue and complete their CTE credentials.
- A majority of students (87%) believe that the faculty teaching their CTE courses are qualified and knowledgeable in the area.