

7-13-2012

## Educational Policies Committee Program Proposal, Other, July 13, 2012

Utah State University

Follow this and additional works at: [https://digitalcommons.usu.edu/fs\\_edpol](https://digitalcommons.usu.edu/fs_edpol)

---

### Recommended Citation

Utah State University, "Educational Policies Committee Program Proposal, Other, July 13, 2012" (2012).  
*Educational Policies Committee*. Paper 851.  
[https://digitalcommons.usu.edu/fs\\_edpol/851](https://digitalcommons.usu.edu/fs_edpol/851)

This Program Proposal is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Educational Policies Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).



**USU Eastern**  
**Center for Workforce Preparation**

**Section I: Request**

Utah State University - Eastern requests approval to create a Center for Workforce Preparation.

A major part of the College's mission is to prepare a workforce that "creates and sustains" the region. However, poor coordination with the local business community, lack of awareness and low visibility of Career and Technical Education (CTE) and workforce programs, and confusion with the other academic functions of the College can hamper complete success in this mission function.

The proposed "Center for Workforce Preparation," occupying a very prominent Price Campus location on a major traffic thoroughfare, will: 1) signal to the community and to students the prominence of the workforce mission within the College's mission portfolio; 2) showcase program availability and recruit and enroll CTE and workforce students into degree and training programs that meet local workforce needs; and 3) stimulate interest and community engagement in aligning workforce supply and workplace demand.

The Department of Workforce Services (DWS) and Vocational Rehabilitation are invited to partner in the proposed Center, with offices and services on site, functioning in tandem with USU Eastern's current Career Services and workforce-related academic programs. Also, economic development officers from Carbon and Emery Counties have participated in conceptualizing and promoting this request, and will play an ongoing role in planning.

The Center will focus on the following outcomes:

1. Provide more effective coordination among the DWS, Vocational Rehabilitation, the College, Economic Development officers and other related agencies.
2. Engage the employer-community and improve communication of specific workplace demands and needs.
3. Decrease local employers' need to recruit prospective employees from outside the region, and increase the likelihood that employers turn to the College as their preferred source for trained workers.
4. Enhance the likelihood that prospective students turn to the College to improve their economic prospects by seeking workforce training.
5. Transition regional residents from untrained and under-employed or unemployed, to trained and gainfully employed.
6. Align programs and encourage students to train for existing opportunities in the local workplace.
7. Increase enrollment and efficiency in CTE and workforce programs, as measured by the ratio of faculty FTE to student FTE in Workforce and CTE programs.
8. Provide career services to all enrolled students, encouraging them to establish and maintain their DWS database registration and profiles.

## Section II: Need

To serve the regional economy, the College must engage partners, communicate, plan, and align CTE and workforce programs. Communication and planning must occur among the following:

- College faculty and staff
- Prospective and currently enrolled students
- Employers
- The Department of Workforce Services and Vocational Rehabilitation.

At present, USU Eastern's Price Campus CTE and Workforce programs operate without widely recognized headquarters – geographically dispersed on campus among other general education, transfer, and upper-division programs. In fact, some students and community patrons say that the CTE and Workforce programs are “hidden” among other general education and transfer programs, with the result that there is low awareness of CTE and Workforce programs among College constituents.

The proposed Center is intended to be a prominent venue for promoting, planning, and aligning programs. It is intended to be –

- The recognized Price campus location for admission, registration, and advisement in workforce and CTE programs,
- The location for the College's career advisement activities,
- A public and employer reception, communication, and planning center,
- An administrative suite where credit and non-credit programs coordinate and leverage resources,
- A presence for DWS and Vocational Rehabilitation personnel to offer services that attract their various clienteles to the campus and increase the collaboration between workforce and educational agencies.

National sources point to the need for this sort of communication, planning, and alignment:

From Community College Times:

It is the question that puzzles community colleges, employers and workforce development officials around the country: How can an economy that has 14 million unemployed people have so many jobs that seemingly can't be filled? Call it the great jobs mismatch, the persistent and frustrating gap between idle workers and open jobs. The mismatch is hampering the economic recovery and severely impacting those without jobs. According to Georgetown University's Center on Education and the Workforce, the problem is rooted in the fact that many community colleges are not well-connected enough to their local communities to meet emerging job demands (Fixing the Jobs Mismatch).

From the Lumina Foundation:

If colleges expect to attract more students and graduate them prepared for sustainable careers, they must better align program offerings and course curricula to the needs of their

local labor markets. Decisions on which programs to offer and what to teach in class should correspond to employers' immediate and ongoing demand for workers in a particular occupation or with a specific set of skills.

Community colleges already take steps to address the workforce needs of local employers, but their efforts often are hampered by a lack of detailed, up-to-date information about occupations and skills in demand (Aligning Community Colleges to their Local Labor Markets).

### **Section III: Institutional Impact**

USU Eastern will not hire new personnel as a result of the proposed Center. Instead, administrators and staff support personnel for non-credit Workforce Education and for credit CTE programs will co-locate in a newly remodeled space, alongside College-provided office space for DWS and Vocational Rehabilitation colleagues.

The proposed space is the Art Building on the Price Campus, a 5,000 square foot facility located adjacent and south of the current Student Center.

The Art Building currently provides space for a very small number of ceramics and three-dimensional design courses, totaling about six (6) student FTE per year. The College has no degree offerings in art, and no other programs are offered in the Art Building. A single adjunct instructor offers all of the courses that are taught in the Art Building. The College feels that, given the small enrollment in these art courses, this medium-sized facility can be put to more strategic use. Some art courses can be located in other locations, and others can be discontinued or deferred.

The College has identified funding for remodeling the Art Building, providing a new public entry, furnishings, signage, offices, and reception and meeting space. The remodeling is expected to be quite comprehensive, with upgrades and changes to most of the facility.

### **Section IV: Finances**

The remodeling of the 5,000 square foot building is projected to cost \$300,000 one-time. The Art Building is currently on the campus's O & M inventory, and because no new space will be created, there will be no increase to O & M requests associated with the remodeling.

Another important financial impact relates to efficiency of CTE and Workforce programs at USU Eastern's Price Campus. Currently, the ratio of faculty to student FTE in these programs is approximately 1:8. With greater alignment, subscription, and enrollment growth, the College can achieve a higher ratio, leading to a higher number of program completers (who will fulfill the demands of the local labor market) without a substantial increase in fixed costs.