

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT San Diego Community College District

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Districtwide Process Overview

San Diego City College, Mesa College, College and the College of Continuing Education engaged in Perkins V required Comprehensive Local Needs Assessment (CLNA) activities including:

- Program area needs assessments and Stakeholder engagement
- Institution specific needs assessments and stakeholder engagement, including institution wide, cross career education program, and program specific needs assessments
- Districtwide needs assessments
- Regional needs assessments

Each of the six Perkins V required CLNA elements were addressed.

This SDCCD CLNA document includes an overview of Districtwide Processes and insight into each college-specific CLNA process and findings.

CLNA findings have informed funding decisions submitted by each college within the 2024-25 Perkins V Application in NOVA and will also be used to inform future funding decisions for the 2024-25 application. Districtwide observations across each local CLNA and districtwide data findings informed District Office specific funding decisions submitted.

This District Process Overview section provides insight into:

- Districtwide CLNA Reporting Guide and Worksheet Packet
- Local Process Leadership & Development
- Guiding Questions and Recommended Materials
- Stakeholder Engagement & Consultation
- Guiding Questions & Recommended Materials
- Action Planning
- Documentation – ensuring compliance and being audit ready
- Districtwide Data Provided
- Regional Reports and Data Provided

Districtwide CLNA Reporting Guide and Worksheet Packet

Districtwide Guide

The SDCCD provided San Diego City College, Mesa College, Miramar College, and the College of Continuing Education a Districtwide Reporting Guide for the CLNA process. The 2023-24 guide for the 2024-25 CLNA is available [online](#) and includes the following information:

- Perkins CLNA purpose and intent (core components, required elements, special populations, consultation requirements, and required timeline)
- State guidance
- Submission of CLNA – utilizing the Districtwide CLNA Worksheet Packet
- Documentation – being audit ready

- Planning & Preparation for each required element
- Using findings to drive local application
- State template(s)
- Local, Districtwide, Regional, and National resources (date, reports, etc.)

Districtwide Worksheet Packet

The SDCCD provided San Diego City College, Mesa College, Miramar College, and the College of Continuing Education a Districtwide Reporting Worksheet packet for the CLNA process. The 2023-24 worksheet packet for the 2024-25 CLNA is available [online](#) and provides space for the documentation of each institution's local CLNA processes and outcomes. Worksheet areas include:

- Required Narrative Responses:
 - Executive Summary – Narrative response questions for each CLNA element (1-6)
 - Local Planning Team Process Questions
 - Stakeholder Engagement & Feedback Questions
 - Coordination Strategy Questions
- Stakeholder Membership List submission
- For each required element (1 – 6), space to document and communicate:
 - Last CLNA's Priority Strategies
 - Continuation or revision of these strategies
 - Data Reviewed
 - Observations made from data review and constituent engagement
 - Priorities and Strategies
 - Action Plan(s)

The content submitted by the Colleges within their individual completed worksheet packet was compiled into this Districtwide CLNA document.

Local Process Leadership & Development

For each required CLNA Element, San Diego City College, Mesa College, Miramar College and the College of Continuing Education reviewed data relevant to the required elements and engaged stakeholders within the review of this data.

- Institutions established processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders on the data.
- Institutions disaggregated data as much as possible to ensure insight and attention to special populations.
- Institutions engaged stakeholders regarding the performance of special populations.
- Institutions engaged in reflective questions, discussions, and action planning around findings.
- Institutions have on file all documentation of meeting minutes, data collected, and data shared, etc.
- Institutions have on file all documentation of action planning

Guiding Questions and Recommended Materials

For each required CLNA element (1 – 6), recommended questions to ask, materials to review, data to compile, and recommendations on where to get the data, were provided. All recommendations were compiled from both the CCCCO Appendix C Key Questions to Ask, State Reporting Guidance Document, and the 2019 ACTE CLNA Guide.

Stakeholder Engagement & Consultation

The SDCCD engages required stakeholders through local, district, and regional consultation coordination efforts. Meeting agendas and minutes are held on file within each institution.

Regional Consultation Planning

Each institution participates in regional consultation through the San Diego and Imperial Counties Regional Consortia.

The San Diego and Imperial Counties Community College Association via the Regional Consortium conducted a regional needs assessment. Findings were provided to each institution and incorporated into each institution's Perkins V planning. See details below regarding regional reports and data provided.

Districtwide Coordination

Each institution informed and follows the [districtwide consultation plan](#) (see appendix A).

Institution Coordination

Each institution manages a local planning team process and stakeholder engagement. Local membership lists and process overviews are included in the college-specific CLNA section of this document.

Action Planning

Each institution identified one to five strategies per required element to provide overarching guidance across a two-year period. Action Plans provide a mechanism for each institution to tie the outcomes of their local analysis of each required needs assessment element (and the outcomes of their local engagement with stakeholders on these elements) to strategies that will be prioritized within their institution.

SDCCD CLNA Action Plans have, at minimum, the following elements:

- One to five two-year strategies
- Per strategy:
 - Responsible parties
 - Specific data elements that informed the strategy identified
 - Timeline

- Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy

Full details of CLNA processes, data reviewed, and stakeholder feedback are held on file within each institution

Documentation – Ensuring Compliance & Being Audit Ready

In addition to all required Perkins V local application materials, San Diego City College, Mesa College, Miramar College, and the College of Continuing Education locally hold the following items on file:

- Process documentation for local needs assessment
- Documentation of data collected and reports reviewed for required CLNA elements 1-6
- Documentation of stakeholder feedback
- Meeting agendas and minutes from CLNA (stakeholder engagement meetings, data review discussions, planning team meetings, etc.)
- Career education program advisory committee meeting minutes
- Career education program advisory committee membership lists
- Data reviewed regarding program size, scope and quality for all Perkins funded programs
- Districtwide Consultation Plan
- Regional Consultation Reports

The SDCCD Educational Services Division holds on file:

- Each institution's completed districtwide reporting worksheet packet
- Districtwide meeting agenda, materials, and resources related to CLNA guidance, preparation, and review
- Districtwide Consultation Plan
- Regional Consultation Reports

Districtwide Data Provided

The SDCCD Educational Services Division provided each institution the data, reports and resources. The majority of this content was provided during the Districtwide August 2023 CLNA kick-off meeting.

- 5 year comparisons summary reports: Districtwide Level Core Indicators, Institutional Level Core Indicators, and Program Level Core Indicators Summary
- Historical summary data on districtwide agreed upon and actual performance levels across core indicators.
- Historical CTE Enrollments as certified within past Perkins Applications
- Launchboard Summary Data
 - Districtwide
 - College-specific
- Districtwide CTE Biennial Data Brief
 - Districtwide and college specific data on sections, head count, and success rates, including race and ethnicity and gender

- High level overview of CTE programs - CTE majors and awards, CTE award earners, and completion of 9+ CTE units
- Summary of CTE Employment Outcomes Survey Data (Districtwide and College-specific)
- HR/Staffing Diversity Data
- Districtwide DSPS student participation and outcomes dashboard – disaggregated by CTE and non-CTE, disability type, etc.
- Career Education Biennial Review Program Fact Sheets
- Early college credit data on access and outcomes
 - Noncredit to credit
 - High school to credit

The following new Districtwide Dashboards were developed during the 2023-24 program year and shared with the colleges for local reflection:

1. Districtwide Perkins Core Indicators Dashboard – local re-visualization of Chancellor’s Office Core Indicators Data (designed to increase engagement and understanding of core indicators).
2. Districtwide Perkins Qualifying Criteria – new qualifying criteria guidance was distributed spring 2024 by the Chancellor’s Office. This new dashboard provides each college the ability to quickly assess which TOP6 CTE program areas meet the new qualifying criteria.
3. Districtwide CTE dashboard – includes head count, FTES, and FTEF.
4. Districtwide Perkins Headcount Validation Dashboard.

Additional CTE specific data, reports, and resources were made available via the [District’s resource page](#).

Regional Reports and Data Provided

Institutions leveraged the region’s Center of Excellence (COE) reports for labor market demand, sector specific regional strong workforce reports, and COE’s tableau dashboards for supply/demand gaps, program performance, and K16 pathways.

Additionally, the SDCCD participated in the San Diego Imperial County Comprehensive Regional Needs Assessment.

San Diego City College, Mesa College, Miramar College, and the College Continuing Education incorporated the results of the 2024 Comprehensive Regional Needs Assessment into their institution specific CLNA processes. Each institution and the District have this report held on file.

Summary of Regional Needs Assessment Findings

The most recent [San Diego Imperial County Comprehensive Regional Needs Assessment](#) included four recommendations. These recommendations have been incorporated into local and districtwide strategies for Perkins funded activities.

1. Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals
 - a. In-depth training for high school counselors and case managers at community-based organizations (CBO) about resources and eligibility requirements
 - b. Affinity groups or mentorships between K12 and community college CE/CTE pathways
2. Establish a “caring campus” culture by providing faculty, staff, and administrators with professional development in culturally inclusive and trauma-informed practices
 - a. Trauma-informed practices include realizing the widespread impact of trauma and understanding paths for recovery; recognizing the signs and symptoms of trauma in students; integrating knowledge about trauma into policies, procedures, and practices; and actively avoiding re-traumatization.
 - b. Developing these skills allows faculty and staff to better understand individuals who suffered trauma and provide a safe learning environment for them.
 - c. Examples of trauma-informed training resources include the following:
 - i. Crash course on trauma-informed teaching from Truth for Teachers
 - ii. Trauma-Sensitive Schools Training Package from the National Center on Safe Supportive Learning Environments
 - iii. Trauma-Informed Social-Emotional Learning (SEL) toolkit from Transforming Education
3. Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals
 - a. Establish relationship management systems to ensure that communication and coordination is not dependent on a single person
 - b. Develop and implement standard operating procedures to respond to crises
 - c. Design resources for students with students and incorporate “boilerplate” language in syllabi or communication materials
4. Work closely with employers to develop “transformative employment opportunities” and diversify representation in high-wage, high-demand CE/CTE occupations and programs
 - a. Training employers on implementing Diversity, Equity, and Inclusion (DEI) goals
 - b. Establishing targeted marketing for underrepresented groups

- c. Increasing formalized private-public partnerships in program development and work-based learning opportunities

Additional past Regional Needs Assessment Reports were also reviewed and considered:

- [2022 San Diego & Imperial Community Colleges Career Education Perkins V Comprehensive Needs Assessment: Consultation Report](#)
- [2020 San Diego & Imperial Community Colleges Career Education Perkins V Comprehensive Needs Assessment: Consultation Report](#)

Summary of SDCCD CLNA Strategies

San Diego City College, Mesa College, Miramar College and the College of Continuing Education's Local comprehensive needs assessments point to common gaps across institutions as well as common interests and shared commitment to common strategies.

Districtwide Needs, Gaps, and Observations Across CLNA Elements:

Districtwide needs, gaps, and observations identified through the CLNA process have identified the following key areas of need across the six (6) CLNA elements:

- Career Services
 - Job placement
 - Employer Engagement
 - Work-Based Learning
 - Increase opportunities within and outside the classroom
 - Increase quality of opportunities
 - Address barriers to participation
- Program size, scope, and quality
 - Faculty recruitment and retention
 - Industry alignment – advisory committee engagement and industry standard equipment and skills
 - Employer engagement
 - Faculty professional development
 - Apprenticeship
 - Outreach and awareness – increased marketing and communication of career education programs, pathways, and services
 - Code alignment – SOC, TOP, CIP
 - Program data (including LMI)– increased access, understanding, and application – including high-touch discipline-specific faculty engagement with data
- Student Support
 - Career planning before education planning
 - Caring campus – trauma informed practices, inclusive curriculum, culturally relevant curriculum
 - Coordination and Connections – Affinity programs, student support, career services, and career education training
 - Increased communication, training, awareness, and collaboration – including integration of services
- Pathways
 - High school to college career education pathways – outreach, alignment, and acceleration (including early college credit initiatives)
 - Noncredit to credit transitions – outreach, alignment, and acceleration (including early college credit initiatives)
- Special Populations
 - Adult learners – outreach, retention, completion, and employment (including credit for prior learning)
 - Disaggregation of data by race/ethnicity, special population, and disproportionate impact

Summary of Strategies by CLNA Element

1. Student Performance on Required Performance Indicators
 - a. Districtwide Needs & Strategies
 - b. College-Specific Strategies Identified
2. Program Size, Scope, and Quality to meet the needs of all Students
 - a. Districtwide Needs & Strategies
 - b. College-Specific Strategies Identified
3. Progress Towards Implementation of CTE Programs of Study
 - a. Districtwide Needs & Strategies
 - b. College-Specific Strategies Identified
4. Recruitment, retention, and training of CTE professionals, including underrepresented groups
 - a. Districtwide Needs & Strategies
 - b. College-Specific Strategies Identified
5. Alignment of programs to Labor Market Information (LMI)
 - a. Districtwide Needs & Strategies
 - b. College-Specific Strategies Identified
6. Progress towards equal access to CTE programs for all students
 - a. Districtwide Needs & Strategies
 - b. College-Specific Strategies Identified

1 Student Performance on Required Performance Indicators

A. Districtwide Needs & Strategies:

- Districtwide alignment, communication, and collaboration
- Improved clarity, transparency, and communication regarding processes and services to students
- Branding and representation of services and resources for students
- Transitions support across the complete student journey through completion and employment / Support for the overall student journey
- Specialized wrap around services for students including mental health services, basic needs, tutoring, career advising, career exploration, and career readiness
- Strengthened employer engagement for student success
- Strengthened career services including staffing, visibility, resources, and activities - Work-Based Learning, career advising, counseling, job placement, and employer engagement
- Professional development for faculty, staff, and administrators
- Improved data engagement
 - Aggregate and disaggregate data (Districtwide, Institution-specific, program-specific)
 - Strengthened, ongoing DI data engagement
 - Disproportionate impacts (DI) on access and outcomes for special populations and racial groups across populations - most notably:
 - Individuals with disabilities.
 - Black

- Latinx
- Indigenous
- English as a Second Language learners
- Individuals preparing for nontraditional fields
- Individuals with economically disadvantaged families,
- Adult learners and single parents

B. College-Specific Strategies Identified

City College

- Build partnerships with outreach and national organizations to offer specialized targeted marketing and decrease intuitional barriers.

College of Continuing Education

- Enhance and refine the process to ensure that CTE grant investments lead to improvements in specific program performance, targeted to gaps or disparities identified in the Comprehensive Local Needs Assessment and Program review process.
- Comprehensively review TopCode and SOC code assignments to ensure proper alignment to labor market to ensure proper student performance assessment.
- Improve the communication system with students, improve timeliness of student services, and continue to focus on a caring campus to improve student performance.

Mesa College

- Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry equipment for improved learning and success.
- Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools. Target industries with priority jobs where there are equity gaps that Mesa could fill with underrepresented students in priority programs.
- Coordinate with student support services on campus to increase support and wraparound services for special population students, including EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus. Emphasize an integrated partnership with special population support programs, combined with academic support programs like tutoring, to increase student retention.
- Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
- Develop common understanding of pathways through CTE degree and certificate programs and a mechanism to assess the efficacy of pathways as evidenced by program completion.
- Develop a professional development strategy to help bridge existing Career

Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.

- Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, LMI and workforce needs, and occupational education.

Miramar College

- Provide targeted outreach to special populations and K-12 schools that predominately serve communities of color.
- Provide embedded and contextualized support structures such as counseling and tutoring to career education students.
- Strengthen relationships and institutional processes with the additional employer and industry partners to create more robust talent pipeline connections for people of color, women and economically disadvantaged people.

2. Program Size, Scope, and Quality to meet the needs of all Students

A. Districtwide Needs & Strategies:

- Communication with industry and employers
- Faculty recruitment
- Professional development for faculty, staff, and community/employer partners on empathy, trauma informed care, and special populations
- Integration of career services including career guidance, work-based learning, and job placement
- Increased visibility and understanding of employment outcomes
 - Access and engagement
- Access to industry relevant equipment, materials, and hands-on training
 - Timely and fast Curriculum refinements to keep pace with changing industry needs
 - Timely and fast purchasing and installation of equipment, materials, software, and technology to keep pace with changing industry needs and employer advisory committee recommendations

B. College-Specific Strategies Identified

City College

- Prioritize the return of CTE programs to pre-pandemic instructional performance, and provide intersectional approaches to wraparound services to support students during enrollment and retention of each program.

College of Continuing Education

- Review the efficacy of shorter term, stackable credentials and enhance existing work to develop or modify (as necessary) the shorter term, stackable credentials provided in a variety of modalities including online.

- Increase awareness of CE/CTE programs and improve navigation throughout the student journey to improve program size, scope, and quality.

Mesa College

- Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry equipment for improved learning and success.
- Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
- Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.
 - Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, LMI and workforce needs, and occupational education.
- Explore potential new or updated programming based on the areas identified within the Centers of Excellence Report “Equity Gaps in Priority Jobs and Occupations” and validate potential opportunities from feedback from industry.

Miramar College

- Review internal processes to integrate new Perkins V CLNA planning requirements with program review, advisory committee charges, and state application processes.
- Provide an updated Career Education Program Advisory Board committee handbook and subsequent leadership development to improve the efficacy and participation committee conveners and members.

3. Progress Towards Implementation of CTE Programs of Study

A. Districtwide Needs & Strategies

- Districtwide alignment, communication, and collaboration
 - Communication within and across institutions
 - Increased consistency of data sets, access, and understanding
- Program promotion, format, and communication
 - Scheduling – responsiveness to student, community, and employer needs
 - Short term stackable programs – responsiveness to student needs and industry requests
- Noncredit to credit pathway alignment and transitions
- High school to college pathway alignment and transitions
- Employer communication and engagement

- Early college credit opportunities
- Credit for Prior Learning opportunities including industry recognized credentials
- Completion to employment transition support (job placement services)
- Integration and expansion of WBL within and programs and pathways

B. College-Specific Strategies Identified

City College

- Update equipment, instructional materials, and technologies to meet industry standards to provide students with the skill set required to be successful in industry.
- Align course scheduling data, course information data, and increase work-based learning opportunities along with dual enrollment programs.

College of Continuing Education

- Increase articulation or credit by exam agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges.
- Improve communication with industry partners, employers, and community partners to positively impact career pathways.

Mesa College

- Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools.
- Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps
- Develop and implement a dual enrollment strategic plan to further build out dual enrollment offerings

Miramar College

1. Expand and institutionalize targeted outreach events and appropriate follow-up services for San Diego Unified School District and other interested high school students to explore available career pathways at San Diego Miramar College.
2. Sustain CCAP and credit-by-examination programs by providing clearly articulated pathways for participating students to programs by providing clearly articulated pathways for participating students to earn early college credit and shorten their time to completion and gainful employment.
3. Explore options for expanding recognition of credit for prior learning, apprenticeships, and other advanced work-based learning opportunities connecting students directly to employment upon completion.
4. Explore the expansion of national and industry accreditation for career education programs in order to improve industry alignment.
5. Conduct a branding exercise to better inform its Career Education marketing plan strategies and the retention of its current career education students.
6. Work towards institutionalizing the Career Ambassador program.

7. Work on post-pandemic marketing efforts in order to re-engage students into CTE programs.

4. Recruitment, retention, and training of CTE professionals, including underrepresented groups

A. Districtwide Needs & Strategies

- Recruitment and retention
- Improved access to employment data
- Streamlined processes
 - Transparency of current requirements and timelines
 - Improved process and systems requirements and communication across departments and colleges
- Integration of improved equitable recruitment, hiring, and retention of faculty, staff, and administrators of color into equity plans
- Professional Development for faculty, staff, and administrators

B. College-Specific Strategies Identified

City College

- Invest in professional development opportunities for City College employees, including online training, cross-collaboration with student services, trauma informed care, intersectional identities, and underrepresented student support to reduce technical skill gaps for CTE students and improve outcomes.

College of Continuing Education

- Increase and institutionalize efforts to train CTE professionals by providing industry specific professional development for faculty and staff with the intent of increasing work-based learning opportunities for existing SDCCE students.
- Increase professional development to improve recruitment, retention, and training of CTE faculty, including professionals from underrepresented groups, with focus on training that influences the success of the CTE student journey.

Mesa College

- Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.
 - Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, LMI and workforce needs, and occupational education.
- Support Mesa College CTE programs and schools in recruiting diverse faculty from industry to support Mesa College CTE programs.

Miramar College

- Provide professional development opportunities for instructional faculty, counseling faculty, staff, and administrators in the areas of diversity, equity and inclusion, work-based learning, and workforce/labor market needs.
- Consider long-term impacts and processes regarding replacements for retirements that occur in career education programs during fiscal contractions.

5. Progress towards equal access to CTE programs for all students

A. Districtwide Needs & Strategies

- Districtwide alignment, communication, and collaboration
- Data and reporting tools, facilitation, and engagement
 - Disproportionate impacts (DI) on access and outcomes for special populations and racial groups across populations
- Pathway promotion, awareness, and communication
 - Tailored outreach and program promotion to priority population
 - Intentional, explicit support, services, and programming for special populations and racial groups across special populations
 - Transparent and clear processes and program requirements
 - Affirming communication with students
- Integration of special populations into college equity plans
- Professional development on special populations, student needs, basic needs and accessibility and inclusion

B. College-Specific Strategies Identified

City College

- Decrease barriers to enrollment and completion by partnering with student services to provide wrap around services including but not limited to increasing access to counseling and other wraparound services, including online resources, to special populations and CTE program professionals. We will aim to implement holistic cross-collaborative support measures and services for CTE students to help with enrollment and retention.

College of Continuing Education

- Market to new and existing students about non-traditional occupational training opportunities at San Diego College of Continuing Education to improve non-traditional student outcomes.
- Contextualize student equity in CTE classrooms through the use of aligned data metrics to promote increased student equity outcomes.
- Enhance students' ability to navigate the enrollment and placement process through efforts to provide a caring campus and formal and consistent communication for the outcome of improved equal access to CTE programs for all students.

Mesa College

- Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with

area feeder high schools. Target industries with priority jobs where there are equity gaps that Mesa could fill with underrepresented students in priority programs.

- Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.

Miramar College

- Expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominately serve communities that experience structural and generational barriers to employment.
- Expand on embedded and contextualized support structures such as counseling and tutoring to career education students.
- Strengthen relationships and institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

6. Alignment of programs to Labor Market Information (LMI)

A. Districtwide Needs & Strategies

- Code Alignment
- Increased cross-college pathway awareness, collaboration, and alignment
 - Increased awareness of wage and employment data
 - Increased standardization of industry and occupational data tied to program outcomes
- Integration of LMI into career counseling and career services
 - Access, understanding, and application
 - Profession development
 - Staffing
- Employer Engagement
 - Advisory board enhancements
 - Work-Based Learning
 - Job placement
- Career advising, exploration, and readiness
- Access to industry relevant equipment, materials, and hands-on training
 - Updated equipment across various programs to maintain relevancy of student learning and skills development to meet rapidly-changing industry needs for in-demand high-wage occupations.
 - Timely and fast purchasing and installation of equipment, materials, software, and technology to keep pace with changing
 - Timely and fast Curriculum refinements to keep pace with changing industry needs
- Continued need for faculty, staff, and administrator professional development focused on engagement with and use of LMI for planning and program alignment

B. College-Specific Strategies Identified

City College

- Align, update, and create CTE curriculum using labor market information including campus wide disaggregated data to help diminish equity gaps.

College of Continuing Education

- Review, and make adjustments to, the alignment of the LMI analysis of the comprehensive local needs assessment and the biennial review within planning processes including specific feedback from industry advisory boards.
- Improve and develop tracking methodology that measures students' performance in relation to student journey milestones and LMI.
- Improve the development and implementation of programmatic processes, structure, and instructional methods to develop laboratory classrooms, student experiences, and instruction that aligns with the needs identified by Labor Market Information (LMI).

Mesa College

- Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
- Explore potential new or updated programming based on the areas identified within the Centers of Excellence Report "Equity Gaps in Priority Jobs and Occupations" and validate potential opportunities from feedback from industry.

Miramar College

- Maintain close relationship to relevant and growing industries in its sub regional employment hubs of Mira Mesa and La Jolla.
- Integrate career services, work-based learning, job placement services, and instructional programs to ensure an equitable and relevant talent pipeline for industry and employer partners.
- Invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution.
- Review and develop curriculum to ensure technical and 21st century employability skills relevant to the fourth industrial revolution are integrated in career pathways.

College-Specific CLNAs

The following pages includes college-specific CLNA materials.

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Each College sections includes the following:

- CLNA Summary
- Local Planning Team Process
- Stakeholder Engagement & Feedback
- Stakeholder Membership List(s)
- Coordination Strategy
- CLNA Required Elements 1 - 6
 1. Student Performance
 2. Program size, scope, and quality
 3. Progress Towards Implementation of CTE Programs of Study/Career Pathways
 4. Improving Recruitment, Retention, and Training of CTE Professionals
 5. Progress towards Equal Access to CTE Programs
 6. Alignment to Labor Market Information

For each of the required elements (1-6), the following information is included:

- Past CLNA Strategies
- Confirmation of Ongoing or New Strategies
- Data Reviewed
- Observations
- Confirmed 2024-25 CLNA Priority Strategies to inform funding for 2024-25 and 2025-26
- Action Plans for each strategy

San Diego College of Continuing Education

CLNA Summary

CLNA Element #1: Summary of Student Performance on Required Performance Indicators (Disaggregated)

Student performance data was reviewed by individual CTE programs in program review and during the CLNA process. Data from an institutional and programmatic lens was reviewed by participatory governance stakeholders. Non-credit success measures are not included in core indicator reports therefore proxy measures are used for each of the required core indicators. The CLNA revealed the need for opportunities to improve the student experience across campuses and programs. It was also noted that there is an opportunity to improve processes for students that mitigate barriers especially for those in non-traditional populations, as well as those who are not accustomed to advocating for themselves. There is a need to continue improved consistent and timely communication, wrap around services and an inclusive and caring campus for students.

CLNA Element #2: Summary of Program Size, Scope, and Quality to meet the needs of all Students

Data reviewed in the CLNA process included program awards (quality measure #1), supply gap analysis (quality measure #2), number of students by SDCCE certificate program (size), presence of an advisory committee (quality), and career pathways present (scope).

Five insights were gained: First, CTE program size has begun to recover, from 18,513 enrollments in 2021/22 to 19,364 in 2022/23, with a slight increase in the underserved populations suggesting SDCCE needs targeted effective communication to increase enrollment (program size). Second, advisory boards confirm that the continued responsive modifications to curriculum and course offerings (scope and quality) of programs align with industry needs despite lower than anticipated placements in employment, suggesting the need for efforts surrounding industry relationships and placement processes. Third, due to the fact that there is value in the scope and quality of our programs suggests the community needs increased awareness of CTE programs, having supported 2,956 jobs in 2019/20 with an economic impact of \$244.9 million. Fourth, students, especially from underserved populations, struggle with the enrollment process suggesting improved communication across and within SDCCE programs and campuses may improve the size of program and quality of student journey; thus, the implementation of CCCApply is expected to help alleviate this issue; so far, more than 9,000 applications have been processed using these new systems since October 2023. Fifth, while program completions are increasing there is still (challenges in the completion process that generate a loss in program completions) a gap of a lower than anticipated percentage of those who enroll who actually complete program certificates.

CLNA Element #3: Summary of Progress Towards Implementation of CTE Programs of Study

The number and scope of existing articulation agreements were reviewed, revealing an opportunity to identify and implement further articulation agreements. From stakeholders we found that virtual and in person classrooms need increased work-based learning and work experience opportunities.

CLNA Element #4: Summary of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

The CLNA and program review process revealed that there is an opportunity to increase industry specific professional development for faculty and staff with the intent of increasing work-based learning opportunities. SDCCE will continue to provide professional development to improve recruitment, retention, and training of CTE faculty, and specifically offer professional development in culturally inclusive and trauma-informed practices.

CLNA Element #5: Summary of Progress towards equal access to CTE programs for all students

Non-traditional and low-income student enrollment returned to or exceeded pre-pandemic levels at a faster rate than the overall SDCCE enrollment rate increase (53.11% of low-income students in 2020/21 to 54.87% in 2022/23, for example), however SDCCE should continue to focus on improving efforts to mitigate barriers for these populations. Qualitative analysis suggests a caring campus with formal and consistent communication may improve equal access to CTE programs for all students.

CLNA Element #6: Summary of Alignment of programs to Labor Market Information (LMI)

Each program reviewed comprehensive LMI information from the Center of Excellence (COE) through the program and biennial review process. Institution-level Strong Workforce Program outcomes were reviewed and during the CLNA process, it was determined that SDCCE CTE programs align with Labor Market needs with five insights gained. First, there is an opportunity to increase job placement in jobs that align with the student's fields of study. Second, there is an opportunity to develop an increased awareness of career pathways that allow for wage progression. Third, there is an opportunity to utilize laboratory classrooms in a manner that influences job placement. Fourth, SDCCE professionals need adequate time to build industry partner relationships, develop and implement efficient communication processes, and apply the rich knowledge provided by industry advisory boards into the program's structure. Fifth, there is an opportunity to better align LMI feedback mechanisms to further improve the planning process.

Local Planning Team Process

The SDCCE Fiscal Year 23-24 Perkins CLNA was conducted within all statutory and California Chancellor's Office requirements.

During the **SDCCE Program Review and resource allocation** process all SDCCE CTE programs reviewed program data on key student success metrics such as program enrollment, retention, and completion. Programs also reviewed data on student equity and traditional success measures. This process was aligned with the required elements of the Biennial Review including a comprehensive review of LMI information. During the FY23-24 program review process, each SDCCE CTE program TopCode reviewed LMI and provided additional analysis. This process occurred in fall, 2023 which culminated in each SDCCE CTE program developing projects and submitting resource requests to improve upon gaps within individual SDCCE certificate programs.

SDCCD's internal review includes outcomes from our **Industry Advisory Boards**, which are convened at least annually within each SDCCE CTE department to review and advise the certificate programs. Advisory Boards give guidance on connections to industry and assist programs in identifying strategies to address student success gaps. These interactions are critical to SDCCE as they provide connections to industry, community members, and both current and former SDCCE students.

The **Perkins Committee** met to discuss the Comprehensive Local Needs Assessment (CLNA). The initial meeting included a review of Perkins statutory requirements, the role of the Perkins committee, and a refresher on expectations for the Comprehensive Local Needs Assessment (CLNA). The following meetings included data presentations of the Comprehensive Regional Needs Assessment (CRNA) and had discussions centered on guiding questions to generate qualitative data about the student journey. The student journey consists of: Access, Retention, Completion, Transitions, and Employment. The result of these meetings was the identification of gaps intend to inform Perkins investment decisions. The committee developed, reviewed and revised the action strategies presented in the 6 elements of the CLNA.

Upon completion of the review of institutional data, the Perkins committee identified **institutional gaps that would drive the focus for FY25 Perkins projects**. These gaps then informed a prioritization of eligible Perkins projects. All of the results from meetings, emails, additional application development meetings, and other correspondence have been listed in this guide and in the SDCCE institutional application elements. These documents have been and will be shared with the Perkins committee and other institutional stakeholders to ensure any final feedback is captured prior to submission. Items on file are available upon request.

The overall process is led by lead and managed by the CTE Associate Dean with support of the CTE Program Activity Consultant. Stakeholders include representation from CTE Program Pathways at SDCCE, program faculty, and Deans of SDCCE

Stakeholder Engagement & Feedback

Complete stakeholder feedback was recorded and is held on file within the institution.

Stakeholders Engaged

The primary mechanism by which stakeholders were engaged through the CLNA process was through the Perkins Committee meetings. The committee has been successful with high levels of engagement during meetings that included data presentations and discussions centered on the guiding questions. Representatives from outside the institution are primarily engaged through industry advisory boards including representation from industry, industry associations, community-based organizations, current students, and former students.

Within the structure of the Perkins Committee, stakeholders participate as voting members on the committee including the approval of the strategy to meet Perkins regulatory requirements and the focus areas for the FY25 Perkins projects.

All meetings have been held in a virtual webinar format. With the value of transparency and commitment to feedback loops, all individuals had the opportunity to ask questions to Perkins staff, provide feedback on the proposed approach to meeting the regulatory requirements, and were invited to provide further input throughout the process.

Committee members were provided the opportunity to understand and apply the data findings after engaging in several deeper dive open data sessions.

Feedback provided

Throughout the feedback process stakeholders provided feedback in two primary areas:

1. The CLNA and Perkins process
 - a. Stakeholders provided feedback and recommendations on the process to ensure it promotes investments in student success and meets the Perkins statutory requirements. This included individuals who participate in other aspects of the broader institutional planning and budgeting processes to coordinate and leverage existing structures, data collection processes and overall needs assessments.
 - b. Feedback provided through the CLNA and Perkins process informed key strategies developed for SDCCE's action plans and will inform future iterations of the CLNA.
2. Gaps in student success outcomes
 - a. The second primary area in which Perkins stakeholders provided feedback was the identification of program and institutional gaps. As done in prior years, we continue to receive program level gap feedback throughout the process. First, prior to the official start of the CLNA process, a thorough data-driven program review is conducted. Second, needed resources are identified within the resource allocation submission process. All faculty members in each CTE program pathway are engaged

in the program review and resource allocation processes. Program level feedback was also provided in the Perkins committee meeting and in the follow-up Perkins application development meetings. In the application development meetings, feedback was directed to the strategic priorities for FY25, program scope, size and quality, training of CTE professionals, and job placement.

3. Institutional level feedback was primarily provided through the Perkins Committee. In these meetings, faculty and stakeholders were engaged in reviewing institutional data for all CTE programs. Guiding questions were used to promote feedback during the process which ultimately led to the feedback provided by the committee that program scope, size and quality, training of CTE professionals, and job placement were gaps that could be addressed with FY25 Perkins projects. Additional conversations and feedback were provided in the areas of articulation agreements, dedicated time for Perkins program implementation, targeted messaging to underserved populations and employers, connections to student equity data/planning, development of a caring campus, consistent communication and program structure.

Stakeholder Membership List(s)

In addition to local commitment to the Districtwide Expanded Stakeholder Model (see appendix A), each college maintains a local list of stakeholders engaged. The following list does not include program specific advisory committee members. Advisory committee membership lists, agendas, and minutes are held on file within each institution and submitted to the SDCCD Board of Trustees every two years.

SDCCE Local Planning Committee List			
Name	Title	Category	Functional Role
Armin Rashvand	Associate Dean	Representative of Postsecondary Program	Lead, CTE Dean
Catherine Shafer	Acting Dean, Healthcare and Community Education	Representative of Postsecondary Program	Dean
Beverly Garcia	Perkins Consultant	Representative of Postsecondary Program	Staff
Jacqueline Hester	Dean, Child Development and Emeritus	Representative of Postsecondary Program	Dean
Lorie Howell	Dean, Culinary Arts, Clothing and Textile Arts	Representative of Postsecondary Program	Dean
Michelle Gray	Dean, BIT	Representative of Postsecondary Program	Dean
Franklin Garrett	Associate Dean, Student Support Services	Representative of Postsecondary Program	Associate Dean

Andrei Lucas	Dean, Automotive and Skilled Trades	Representative of Postsecondary Program	Dean, CTE Dean
Maureen Rubalcaba	Dean, Student Equity	Representative of Special Populations	Student Equity, Outreach
Mark Nesbit	Accounting Supervisor	Representative of Postsecondary Program	Staff
Damella Abbott	Senior Account Technician	Representative of Postsecondary Program	Staff
Kenneth Parker	Program Chair	Representative of Postsecondary Program	Faculty
Bob Pyle	Program Chair	Representative of Postsecondary Program	Faculty
Sam Phu	Program Chair	Representative of Postsecondary Program	Faculty
Rachel Rose	Program Chair	Representative of Postsecondary Program	Faculty
Megan Leppert	Program Chair	Representative of Postsecondary Program	Faculty
Shirley Pierson	Program Chair	Representative of Postsecondary Program	Faculty
Zak Ruvalcaba	Program Chair	Representative of Postsecondary Program	Faculty
Steve Major	Program Chair	Representative of Postsecondary Program	Faculty
Timothy Pawlak	Program Chair	Representative of Postsecondary Program	Faculty
Aaron Iffland	Program Chair	Representative of Postsecondary Program	Faculty
Bradley Dorschel	Program Chair	Representative of Postsecondary Program	Faculty

SDCCE Stakeholder Plan

1. *representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;*

a. Who:

- i. Associate Dean, Career Technical Education, Chair
- ii. Program Activity Consultant, Perkins & Strong Workforce
- iii. CTE Program Chairs
- iv. CTE Deans
- v. Dean of Student Support Services
- vi. PRIE Dean and team members

b. Where: SDCCE Perkins committee

c. What:

- i. Providing updates on the annual needs assessment process or;
- ii. Identifying and encouraging opportunities for work-based learning or;
- iii. Ensuring funding is used in a coordinated manner with other local resources.

2. *representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;*
 - a. Who:
 - i. Local Industry representatives
 - ii. Representatives from SDWP
 - b. Where: Industry advisory boards and regional consultation
 - c. What:
 - i. Identifying and encouraging opportunities for work-based learning or;
 - ii. ensure programs of study are
 1. responsive to community employment needs;
 2. aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
 3. informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
 4. designed to meet current, intermediate, or long-term labor market projections; and
 5. allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
3. *Parents or students*
 - a. Who: SDCCE program students
 - b. Where: Industry advisory boards and focus groups
 - c. What: See above
4. *representatives of special populations;*
 - a. Who: DSPS and/or student equity representative
 - b. Where: SDCCE Perkins committee
 - c. What: See above
5. *representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);*
 - a. Who: Regional SD representatives
 - b. Where: Regional consultation
 - c. What:

- i. ensure programs of study are
 1. responsive to community employment needs;
 2. aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
 3. informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
 4. designed to meet current, intermediate, or long-term labor market projections; and
 5. allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

Ongoing Coordination Strategy

Each SDCCD institution has developed an ongoing strategy, process, or mechanism(s) to ensure the need assessment is used, with fidelity, to inform local planning and decision-making.

1. What went well in your CLNA process?

The SDCCE CLNA process included in a variety of areas including: a review of institutional data across CTE programs, alignment between student outcomes and investment, and a continued dialogue between faculty, staff, and management on how best to allocate resources to the programs that have proposed activities that can address the gaps found in the CLNA.

In Spring 24, the CLNA process yielded an opportunity to discuss performance across many CTE programs to identify potential institutional gaps.

During Perkins committee meetings, we shared qualitative data and discussed the four areas of findings in Comprehensive Regional Needs Assessment (CRNA). Perkins committee members identified strengths and gaps and answered series of reflection questions. The committee members received the executive summary of CLNA that list of strength and gaps were identified, and strategies identified to reduce the gaps.

This resulted in the FY25 focus to be on 1) student performance 2) program size, scope, and quality, 3) progress towards Implementation of CTE programs of study/career pathways training of CTE professionals, and 4) progress towards equal access to CTE programs for all students. Our success was a result of engagement and feedback throughout the process and by all SDCCE stakeholders.

Increased alignment between student outcomes and SDCCE investments have impacted student success. All Perkins projects submitted for FY25 are required to demonstrate that the projects and resources will be directly connected to improving 1) student performance 2) program size, scope, and quality, 3) progress towards Implementation of CTE programs of study/career pathways training of CTE professionals, and 4) progress towards equal access to CTE programs for all students.

Finally, the process further reinforced and demonstrated the importance of a collaborative practice or method that encourages all voices to be heard. This included faculty, staff, and management, in addition to external stakeholders through the regional engagement process and industry advisory boards. Ultimately this collective participation yielded a stronger approach for our students.

2. What could have been done differently to achieve better results?

The SDCCE CLNA process would improve given additional time to prepare. The CLNA timeline is not in alignment with SDCCE's institutional program review and resource allocation process. This causes delays in funding decisions and not having enough time for programs to create strategic plans.

3. What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?

The majority of Perkins Committee members attended and participated in the meetings. This was a success for the 24-26 CLNA process.

4. What other initiatives can be leveraged and aligned across sectors to make this work successful?

Since FY19 SDCCE uses an integrated program review and resource allocation process. This process combines the budgeting approach for the California Adult Education Program (CAEP), Workforce Innovation and Opportunity Act (WIOA) Title II, Physical Plant Instructional Support (PPIS), Student Equity and Achievement Program (SEAP), Strong Workforce Program (SWP), and Perkins.

Moving forward, the CLNA can serve as an additional tool in the toolkit to program review and the Biennial Review processes. These tools assist SDCCE in reflecting on student success outcomes in the CTE programs and how best to allocate categorical funding for "more or better CTE" (SWP) and "course and program" improvement (Perkins).

5. How will you build connections to and through those other initiatives?

Connections already exist within the CTE Categorical Fund initiatives at a programmatic planning level. Connections exist with all Categorical Funds within the institutional program review and resource allocation process. Continued work in the next two years will focus on aligning data reviewed during each of the phases of the planning processes.

6. On what established schedule will you continue to meet and work together?

The Perkins Committee has an established membership that meets throughout the academic year. In the 1st quarter of the year Perkins action plans are reviewed and implemented ensuring greater and earlier success for students.

Industry advisory boards will continue to meet annually. With the addition of work-based learning coordinators, work experience coordinator, and job developers, there will be additional opportunities to hear and learn from industry directly.

7. How will you demonstrate collective commitment to on-going engagement in this work?

The collective commitment will be demonstrated by success in implementing the action strategies proposed in the CLNA action plan. We will allocate funds to adequately implement in timely fashion the collaboration necessary for ongoing engagement.

8. In what ways did you consider districtwide and/or regional gaps, opportunities, or needs?

Stakeholders attended professional development offered on the Comprehensive Regional Needs Assessment. The CRNA was shared with the Perkins committee, discussed, and incorporated in the CLNA.

CLNA ELEMENT #1 - Student Performance

Past CLNA Priority Strategies

- Enhance and refine the process to ensure that CTE grant investments lead to improvements in specific program performance, targeted to gaps or disparities identified in the Comprehensive Local Needs Assessment and Program review process.
- Comprehensively review Top Code and SOC code assignments to ensure proper alignment to labor market to ensure proper student performance assessment.
- Focus on formal and consistent communication, wrap around services, and an inclusive and caring campus to improve student performance.

Confirmation of Ongoing or New Strategies

- **Continued Strategy** - San Diego College of Continuing Education will enhance and refine the process to ensure that CTE grant investments lead to improvements in specific program performance, targeted to gaps or disparities identified in the Comprehensive Local Needs Assessment and Program review process and
- **Continued Strategy:** San Diego College of Continuing Education will comprehensively review TopCode and SOC code assignments to ensure proper alignment to labor market to ensure proper student performance assessment.
- **New Strategy:** SDCCE will improve the communication system with students, improve timeliness of student services, and continue to focus on a caring campus to improve student performance.

Data Reviewed

- Data points reviewed:
 - CTE Enrollments by SDCCE Certificate Program (Program Review Dashboard)
 - % in CTE Enrollment by SDCCE Certificate Program (Program Review Dashboard)
 - Program Completions by SDCCE Certificate Program (2P1)
 - Economic Impact of CTE programs by SDCCE
 - Completion Threshold by Program (3P1)
 - Median Annual Earnings (4P1)
 - Enrollment by Gender by Discipline (5P1)
 - Enrollment by SDCCE TopCode by EDS status (5P1)
- Data Sources:
 - Program Review Dashboard
 - Economic Value of CTE at SDCCE
 - COE report
 - Strong Workforce (SWP) Launchboard
 - Perkins Disadvantaged Student Report
- *See full list of SDCCE data elements utilized throughout the full SDCCE CLNA process on page 48.*

Observations made from data review(s) and constituent engagement activities

STRENGTHS IDENTIFIED

- Implementation of a college email program for all students has improved communication, positively impacted student enrollment and retention.
- Students have virtual options to meet and consult with their counselor eliminating barriers for many students.
- Strategically review data during program review and throughout participatory governance committees

GAPS FOUND/NEEDS IDENTIFIED

According to gaps found in data collected, SDCCE identified the following needs for improvement:

- Retention of ESL students to continue their education in a CTE program at SDCCE
- Opportunity to create a strategy for concurrent enrollment programs
- Accurate, effective, and timely communication to students regarding their journey and knowing their next steps
- Affirmation provided to students regarding their progress toward goal completion (acknowledgement of successes)
- Enough and specialized wrap-around services intended to improve student performance throughout the entirety of the student journey
- Opportunities for students to provide feedback and modify processes in accordance with the feedback

Needs focusing on special populations include:

- Clear processes for students that mitigate barriers, especially for students who are not accustomed to advocating for themselves.
- Access to course offerings for underserved populations

Priorities & Strategies

Strategies are listed above and within the Action Plans. Partners are listed in the Roles and Responsibility section within the Action Plans.

Action Plan (s)

1. San Diego College of Continuing Education will enhance and refine the process to ensure that CTE grant investments lead to improvements in specific program performance, targeted to gaps or disparities identified in the Comprehensive Local Needs Assessment and Program review process.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: n/a

- iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program
2. San Diego College of Continuing Education will comprehensively review TopCode and SOC code assignments to ensure proper alignment to labor market to ensure proper student performance assessment.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: n/a
 - iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program
3. SDCCE will improve the communication system with students, improve timeliness of student services, and continue to focus on a caring campus to improve student performance.
 - a. Roles and Responsibility
 - i. Instructional and Student Services: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: SDCCE will lead efforts to collaborate with business and industry.
 - iii. Workforce Development: Efforts will be led to advance the action plan identified.
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program and Student Equity and Achievement Program

CLNA ELEMENT #2 - Program Size, Scope, and Quality to meet the needs of all Students

Past CLNA Priority Strategies

- Enhance existing work to review and develop (as necessary) shorter term, stackable credentials provided in a variety of modalities including online.
- Focus on increased awareness of CE/CTE programs and improved navigation throughout the student journey to improve program size, scope, and quality.

Confirmation of Ongoing or New Strategies

Modified and Continued Strategies

- SDCCE will review the shorter term, stackable certificates and enhance existing work to develop or modify (as necessary) the shorter term, stackable certificates provided in a variety of modalities including online.
- SDCCE will focus on increased awareness of CE/CTE programs and specific marketing strategies effective for special populations. Improve navigation throughout the student journey to improve program size, scope, and quality.

Data Reviewed

- Data points reviewed:
 - o Advisory Committee (quality)
 - o Included in program pathway (scope)
 - o Program results in credentials, course and program (quality: high skilled)
 - o Programs that lead to occupations that are in demand, supply gap analysis (quality: high demand)
 - o # of CTE students by certificate program (size)
- Data Sources:
 - o Advisory Committee Lists
 - o Lists of Program Pathway and SDCCE certificate programs
 - o Program Review data
 - o COE reports
- *See full list of SDCCE data elements utilized throughout the full SDCCE CLNA process on page 48.*

Observations made from data review(s) and constituent engagement activities

STRENGTHS IDENTIFIED

- Alignment to industry
- Incorporation of work-based learning activities into lesson plans
- Updated curriculum process includes distance education addendum
- Focus efforts of equalization of syllabi across departments
- Increased stackable credentials

GAPS FOUND/NEEDS IDENTIFIED

According to gaps found in data collected, SDCCE identified the following needs for improvement:

- There is a need to develop Industry 4.0 focusing on Automation, Innovation & Robotics (AIR)
- Placing students in pathways and employment
- Tracking aspects of placement into employment across the student journey
- Ease in students navigating the enrollment process
- Faculty and classified professionals clear understanding of the processes of student placement into pathways and employment
- Process/structure to clearly and efficiently access data to make data-informed decisions
- Affirming communication of effective efforts to faculty, industry, and employers
- Engagement with the community
- Effective processes/communication across and within SDCCE departments
- Opportunities for students to provide feedback
- Freedom in schedules (time available) to implement student feedback, conference attendance best-practices, industry board suggestions, etc.

Needs focusing on special populations include:

- Change to enhance empathy in connecting with underrepresented groups within the student, faculty, and classified professional population
- Freedom in schedules (time available) for SDCCE professionals to connect with students on a one-on-one basis to identify their individual needs
- Tailored messaging and implementation of effective marketing strategies designed to promote CTE among special populations
- Faculty and classified professionals understanding of the programmatic campaign specific messaging directed towards students, particularly those underserved

Priorities & Strategies

Strategies are listed above and within the Action Plans. Partners are listed in the Roles and Responsibility section within the Action Plans.

Action Plan (s)

1. SDCCE will review the efficacy of shorter term, stackable credentials and enhance existing work to develop or modify (as necessary) the shorter term, stackable credentials provided in a variety of modalities including online.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: n/a
 - iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program
2. SDCCE will focus on increased awareness of CE/CTE programs and improved navigation throughout the student journey to improve program size, scope, and quality.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified.
 - ii. Business and Industry: n/a
 - iii. Workforce Development: Efforts will be led to advance the action plan identified.
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program and Student Equity and Achievement Program

CLNA ELEMENT #3 - Progress towards Implementation of CTE Programs of Study/Career Pathways

Past CLNA Priority Strategies

- SDCCE will increase articulation or credit by exam agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges.
- SDCCE will focus on consistent and formal coordination for timely acquisition of resources to support the implementation of CTE Programs of Study/Career Pathways.

Confirmation of Ongoing or New Strategies

Continued Strategy - SDCCE will increase articulation or credit by exam agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges.

New Strategy: SDCCE will improve communication with industry partners, employers, and community partners to positively impact career pathways.

Data Reviewed

- Data points reviewed:
 - Articulation agreement information
- Data Sources:
 - Internal data on Career Pathway Development
 - Internal data on Articulation Agreements
- *See full list of SDCCE data elements utilized throughout the full SDCCE CLNA process on page 48.*

Observations made from data review(s) and constituent engagement activities

STRENGTHS IDENTIFIED

- SDCCE professionals are dedicated to the mission and visions of CTE programs
- Adapted hybrid and HYFLEX modalities to address students' needs
- Actively engage with Stakeholders and Advisory Board members.
- Seeks expertise in current equipment, job skills, employment opportunities

GAPS FOUND/NEEDS IDENTIFIED

According to gaps found in data collected, SDCCE identified the following needs for improvement:

- Freedom in schedules (available time) for SDCCE timely acquisition of resources
- Student access to Perkins funded equipment at the beginning of the Fall semester
- Freedom in schedules (available time) for SDCCE faculty to develop and maintain relationships with credit faculty to influence the development of credit by exam agreements
- Coordination and communication between SDCCE and SDUSD or other college campuses

- Communication across and within SDCCE departments
- Provision of accurate, effective, and timely communication with industry, employers, and community partners

Needs focusing on special populations include:

- Tailored messaging regarding credit-by-exam agreements
- Freedom in schedules (time available) to implement student feedback

Priorities & Strategies

Strategies are listed above and within the Action Plans. Partners are listed in the Roles and Responsibility section within the Action Plans

Action Plan (s)

1. SDCCE will increase articulation or credit by exam agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: n/a
 - iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program
2. SDCCE will improve communication with industry partners, employers, and community partners to positively impact career pathways.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to improve communication.
 - ii. Business and Industry: Efforts will be led to advance the action plan identified.
 - iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program

CLNA ELEMENT #4 - Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Past CLNA Priority Strategies

- Increase and institutionalize efforts to train CTE professionals by providing industry specific professional development for faculty and staff with the intent of increasing work-based learning opportunities for existing SDCCE students.
- Increase professional development to improve recruitment, retention, and training of CTE faculty, including professionals from underrepresented groups, with focus on training that influences the success of the CTE student journey

Confirmation of Ongoing or New Strategies

Continued Strategy: SDCCE will increase and institutionalize efforts to train CTE professionals by providing industry specific professional development for faculty and staff with the intent of increasing work-based learning opportunities for existing SDCCE students.

New Strategy: SDCCE will continue to provide professional development to improve recruitment, retention, and training of CTE faculty, and specifically offer professional development in culturally inclusive and trauma-informed practices.

Data Reviewed

- Data points reviewed:
 - o Instances of professional development (PD) by SDCCE Program Pathway
- Data Sources
 - o Internal data on PD opportunities
- *See full list of SDCCE data elements utilized throughout the full SDCCE CLNA process on page 48.*

Observations made from data review(s) and constituent engagement activities

STRENGTHS IDENTIFIED

- SDCCE professionals are highly knowledgeable in their field
- Awareness of the need for underrepresented groups to be involved in leadership
- Faculty participated in work-based learning professional development and applied the best practices learned to course instruction
- Participants in the Counselor Institute are gaining understanding of data-informed decisions, working with one another to create action plans, with the intent of a positive impact on the retention and training of CTE professionals including underrepresented group.

GAPS FOUND/NEEDS IDENTIFIED

According to gaps found in data collected, SDCCE identified the following needs for improvement:

- Professional development that focuses on effectively assisting students throughout their journey
- Professional development that focuses on CTE industry specifics
- Professional development that focuses on community building amongst and between faculty, classified professionals, and students
- Clearly outlined processes

Needs focusing on special populations include:

- Change to enhance empathy in connecting with underrepresented groups within the student, faculty, and classified professional population
- Freedom in schedules (time available) to implement special population student feedback, conference attendance best-practices, etc.

Priorities & Strategies

Strategies are listed above and within the Action Plans. Partners are listed in the Roles and Responsibility section within the Action Plans.

Action Plan (s)

1. SDCCE will increase and institutionalize efforts to train CTE professionals by providing industry specific professional development for faculty and staff with the intent of increasing work-based learning opportunities for existing SDCCE students.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: n/a
 - iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program

2. SDCCE will increase professional development to improve recruitment, retention, and training of CTE faculty, including professionals from underrepresented groups, with focus on training that influences the success of the CTE student journey.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified.
 - ii. Business and Industry: n/a
 - iii. Workforce Development: Efforts will be led to advance the action plan identified.
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program and Student Equity and Achievement Program

CLNA ELEMENT #5 - Progress towards equal access to CTE programs for all students

Past CLNA Priority Strategies

- Market to new and existing students about non-traditional occupational training opportunities at San Diego College of Continuing Education to improve non-traditional student outcomes.
- Help contextualize student equity in CTE classrooms through the use of aligned data metrics to promote increased student equity outcomes
- SDCCE will enhance students' ability to navigate the enrollment and placement process through efforts to provide a caring campus and formal and consistent communication for the outcome of improved equal access to CTE programs for all students.

Confirmation of Ongoing or New Strategies

Continued Strategy - SDCCE will market to new and existing students about non-traditional occupational training opportunities at San Diego College of Continuing Education to improve non-traditional student outcomes.

Continued Strategy - SDCCE will work to help contextualize student equity in CTE classrooms through the use of aligned data metrics to promote increased student equity outcomes.

Continued Strategy - SDCCE will enhance students' ability to navigate the enrollment and placement process through efforts to provide a caring campus and formal and consistent communication for the outcome of improved equal access to CTE programs for all students.

Data Reviewed

- Data points reviewed:
 - o Enrollment by gender by discipline
 - o Headcount of economically disadvantaged students by program
- Data Sources
 - o SDCCE Program Review Data
 - o SDCCE Student Equity Report
- *See full list of SDCCE data elements utilized throughout the full SDCCE CLNA process on page 48.*

Observations made from data review(s) and constituent engagement activities

STRENGTHS IDENTIFIED

- Reduced the barrier of transportation by creating a partnership with a local taxi company.
- Consistently review data with an equity lens
- Included an equity tab when the Career Education dashboard was developed
- Course instruction is offered in multiple modalities to increase equitable access
- Digital literacy training and laptops are provided to SDCCE students
- SDCCE infuses equity minded outreach strategies

GAPS FOUND/NEEDS IDENTIFIED

According to gaps found in data collected, SDCCE identified the following needs for improvement:

- Consistent provision of updated processes, contact lists, etc. across the SDCCE institution, SDUSD, credit colleges, industry contacts, community partners
- Consistent provision of information to students regarding next steps
- Accurate and consistent information provided to students regardless of where the student seeks/finds the information
- Clear outlined milestones in the student journey and communicating to students of attainment of milestones

- Freedom in schedules (time available) for SDCCE professionals to connect with students on a one-on-one basis to identify their individual needs
- Freedom in schedules (time available) for SDCCE professionals to connect and build relationships that influence the student journey

Needs focusing on special populations include:

- Tailored messaging/directions for enrollment provided on marketing materials to promote CTE among special populations
- Faculty and classified professionals understanding of the specific messaging directed towards students, particularly those underserved, that creates a connection between SDCCE courses and employment / future success
- Clear processes for students that mitigate barriers, especially for students who are not accustomed to advocating for themselves

Priorities & Strategies

Strategies are listed above and within the Action Plans. Partners are listed in the Roles and Responsibility section within the Action Plans.

Action Plan (s)

1. SDCCE will market to new and existing students about non-traditional occupational training opportunities at San Diego College of Continuing Education to improve non-traditional student outcomes.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: n/a
 - iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Student Equity and Achievement Program
2. SDCCE will work to help contextualize student equity in CTE classrooms through the use of aligned data metrics to promote increased student equity outcomes.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: n/a
 - iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program and California Adult Education Program
3. SDCCE will enhance students' ability to navigate the enrollment and placement process through efforts to provide a caring campus and formal and consistent communication for the outcome of improved equal access to CTE programs for all students.
 - a. Roles and Responsibility

- i. Postsecondary: SDCCE will lead efforts to implement the action plan identified.
 - ii. Business and Industry: n/a
 - iii. Workforce Development: Efforts will be led to advance the action plan identified.
- b. Timeline: July 1st, 2024- June 30th, 2026
- c. Initiatives leveraged: Strong Workforce Program and Student Equity and Achievement Program

CLNA ELEMENT #6 - Alignment to Labor Market Information (LMI)

Past CLNA Priority Strategies

- Review and make adjustments to the alignment of the LMI analysis of the comprehensive local needs assessment and the biennial review within planning processes including specific feedback from industry advisory boards.
- Develop a methodology to track and measure students, who, upon graduation, form businesses or enter the gig economy.
- Improve the development and implementation of programmatic processes, structure, and instructional methods to develop laboratory classrooms, student experiences, and instruction that aligns with the needs outlined by Labor Market Information (LMI).

Confirmation of Ongoing or New Strategies

Continued Strategy - SDCCE will continue to review and make adjustments to the alignment of the LMI analysis of the comprehensive local needs assessment and the biennial review within planning processes including specific feedback from industry advisory boards.

Continued and Expanded/Modified Strategy - SDCCE will improve and develop tracking methodology that measures students' performance in relation to student journey milestones and LMI.

New Strategy: SDCCE will continue to increase awareness of career pathways, upgrade laboratory classrooms to increase job placement, and improve industry partner relationships.

Data Reviewed

- Data points
 - Program has supply gap
 - Program leads to living wage
 - Median annual earnings
- Data sources
 - Center of Excellence Labor Market Reports
 - Strong Workforce Program Launchboard Metrics
 - Business Intelligence Generated from Employer Engagement efforts or Industry Advisory Boards

See full list of SDCCE data elements utilized throughout the full SDCCE CLNA process on page 48.

Observations made from data review(s) and constituent engagement activities

STRENGTHS IDENTIFIED

- Some advisory board members are engaged in recruiting students for employment
- SDCCD has an awareness of the needs for data and for tracking to make better informed decisions
- Active engagement by SDCCE professionals in data-driven sessions
- Increased understanding and utilization of LMI

GAPS FOUND/NEEDS IDENTIFIED

According to gaps found in data collected, SDCCE identified the following needs for improvement:

- Opportunities for students to gain employment upon completion of their program
- Coordination and effective time-saving communication with CTE advisory boards
- Engagement of advisory board members
- Marketing/communication to advisory board members regarding potential for conjoined efforts for recruitment of students for employment as well as education at SDCCE
- Affirming communication provided to industry and employers
- Dedicated time for SDCCE professionals to improve relationships and build structure with industry partners
- Dedicated time for SDCCE professionals to implement the rich knowledge provided by industry advisory boards into programmatic decision making

Needs focusing on special populations include:

- Clear processes for students that mitigate barriers, especially for students who are not accustomed to advocating for themselves

Priorities & Strategies

Strategies are listed above and within the Action Plans. Partners are listed in the Roles and Responsibility section within the Action Plans.

Action Plan (s)

1. SDCCE will continue to review and make adjustments to the alignment of the LMI analysis of the comprehensive local needs assessment and the biennial review within planning processes including specific feedback from industry advisory boards.
 - a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: Business and industry will provide feedback on labor market conditions.

- iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program
2. SDCCE will improve and develop tracking methodology that measures students' performance in relation to student journey milestones and LMI.
- a. Roles and Responsibility
 - i. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - ii. Business and Industry: n/a
 - iii. Workforce Development: n/a
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program and California Adult Education Program
3. SDCCE will improve the development and implementation of programmatic processes, structure, and instructional methods to develop laboratory classrooms, student experiences, and instruction that aligns with the needs identified by Labor Market Information (LMI).
- a. Roles and Responsibility
 - i. Postsecondary: SDCCE, at an institutional and programmatic level, will lead efforts to allow for collaboration, implementation, and timely completion of the identified action steps.
 - ii. Business and Industry: SDCCE, with industry, will lead efforts to improve the development and implementation identified in the action plan.
 - iii. Workforce Development: Efforts will be led to advance the action plan identified.
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program and California Adult Education Programs

SDCCD Data Reviewed During CLNA Process

The following additional data sets were utilized through the full SDCCE CLNA process.

- 1. Performance on Federal Accountability Indicators (SEC. 134 C2 B)
 - a. **Data points:**
 - i. CTE Enrollment
 - 1. CTE Enrollments by certificate program
 - a. Specific measure: [Program Review Dashboard- Enrollments](#)
 - 2. % Change in CTE Enrollments by CTE Certificate Program
 - a. Specific measure: Program Review Dashboard
 - ii. Student retention or transfer

1. Completion threshold by program (**program awards by program**)
 - a. Specific measure: Table 6 program review
 - iii. Completions
 1. Program completion rate
 - a. Specific measure: Table 11 program review
 - iv. Post-secondary placement
 1. Median annual earnings
 - a. Specific measure: SWP Launchboard (screenshot)
 - v. Non-traditional participation
 1. Enrollment by gender by discipline [Program Review Dashboard](#)- Enrollments
 - a. Specific measure: Program Review Dashboard- Enrollments.
 - b. **Internal Source:** Program Review Dashboard, student equity, and SWP Launchboard
 - c. **Level:** SDCCE Certificate Program (*sections i, ii, iii, and v*) and TopCode (*section iv*)
 - d. **Guiding questions:**
 - i. Are there trends that we are noting across programs at SDCCE as it relates to enrollment?
 - ii. Which CTE programs overall have the highest outcomes and which have the lowest?
 - iii. Are there trends in enrollment by traditionally underrepresented groups?
 - iv. How does this compare to your pathway?
 - v. What are some strategies your department has or will implement to improve student access?
2. Scope, size, and quality of programs offered (SEC. 134 C2 B)
 - a. **Data points:**
 - i. Advisory Committee (quality)
 1. Measure: Advisory committee minutes
 - ii. Included in program pathway (scope)
 1. Specific measure: outline program pathway, no data needed
 - iii. Program results in credentials (quality: high skilled)
 1. Course certificates
 - a. Specific measure: Table 8 program review
 2. Program certificates
 - a. Specific measure: Table 8 program review
 - iv. Programs that lead to occupations that are in demand (quality: high demand)
 1. Specific measure: COE report, occupation has supply gap (listed as number of projected unfilled openings)

- v. # of CTE students by certificate program (size)
 - 1. Specific measure: Table 4 program review
 - b. **Internal Source:** program review and COE reports
 - c. **Level:** SDCCE Certificate Program (*sections iii and v*) and Top Code (*section iv*)
 - d. **Guiding questions:**
 - i. How might we better support students in identifying the career pathway prior to enrolling in courses?
 - ii. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
 - iii. What are some strategies your department has or will implement to improve student access, retention or completion?
 - iv. Are there trends that we are noting across programs at SDCCE as it relates to enrollment, retention and completion?
 - v. Which CTE programs overall have the highest outcomes, and which have the lowest?
3. Progress toward implementing programs and programs of study (SEC. 134 C2 C)
- a. **Data points:**
 - i. Career Development Career Preparation status
 - 1. Specific measure: starting in FY22
 - ii. Articulation agreement information
 - 1. Specific measure: articulation agreements in place
 - b. **Internal Source:** Program Data and articulation agreement information
 - c. **Level:** SDCCE Certificate Program
 - d. **Guiding questions:**
 - i. How might we better support students in identifying the career pathway prior to enrolling in courses?
 - ii. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
 - iii. How fully are CTE programs aligned and articulated across secondary and postsecondary education?
 - iv. Do CTE programs incorporate relevant academic, technical and employability skills at every learner level?
 - v. Do you have credit transfer agreements in place to help student earn and articulate?
4. Recruitment, retention, and training of faculty and staff (SEC. 134 C2 D)
- a. **Data points:**
 - i. Industry specific professional development opportunities offered in FY21 and FY22 to faculty and staff
 - 1. Specific measure: instances of industry specific PD, narrative only for FY22

- b. **Internal Source:** Internal grant management information and program review professional development question
 - c. **Level:** SDCCE program pathway
 - d. **Guiding questions:**
 - i. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
 - ii. What are some strategies your department has or will implement to improve student access, retention or completion?
5. Progress toward improving access and equity (SEC. 134 C2 E)
- a. **Data points:**
 - i. Enrollment by gender by discipline
 - 1. Specific measure: Table 1.3.1 Student Equity Report; pages 10-11.
 - ii. Headcount of economically disadvantaged students by program
 - 1. Specific measure: Perkins disadvantaged student report, Table 3
 - b. **Internal Source:** 2019 Student Equity report and 2017/2018 Perkins disadvantaged students report
 - c. **Level:** Student Equity Report----SDCCE Certificate Program
 - d. **Guiding questions:**
 - i. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
 - ii. Analysis of program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report)
 - iii. What are some strategies your department has or will implement to improve student access, retention or completion?
 - iv. Are there trends that we are noting across programs at SDCCE as it relates to enrollment, retention and completion?
 - v. Which CTE programs overall have the highest outcomes, and which have the lowest?
6. Alignment to Labor Market Needs Assessment (SEC. 134 C2 B)
- a. **Data points:**
 - i. Program has supply gap
 - ii. Program leads to living wage
 - b. **Internal Source:** COE Reports
 - c. **Level:** COE report---SDCCE TopCode
 - d. **Guiding questions:**
 - i. How do CTE program enrollments match projected job openings? Where are the biggest gaps?
 - ii. What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?

- iii. What professional development, resources, or support is needed to improve data driven decision-making using Labor Market Information (LMI)?

San Diego City College

CLNA Summary

CLNA Element #1: Summary of Student Performance on Required Performance Indicators (Disaggregated)

Student Performance data reviewed included 5-year core indicator comparison reports, program review, industry advisory board minutes, and labor market information. Skill attainment for most CTE Programs showed slight increase in the last three years in this area. The hugest declines are economically disadvantaged students, youth with active parents in the military and individuals with disabilities. Slight increases highlight current strategies improving enrollment, retention and support for students who need it most.

CLNA Element #2: Summary of Program Size, Scope, and Quality to meet the needs of all Students

Economically disadvantaged students were severely impacted and unable to enroll or complete. This decreased overall CTE enrollments and access to services to support students. Ongoing efforts have shown incremental progress thus far. There is still declining program size, and scope. The largest gaps in age, gender and race for program size, scope and quality to meet the needs of all students there are existing strategies of increasing outreach avenues to encourage those populations to return and foster a sense of belong, along with provide specialized intersectional supports to continue through their program.

CLNA Element #3: Summary of Progress Towards Implementation of CTE Programs of Study

Program data shows significant decrease with non-traditional program enrollment. Data reports discrepancy in representation, information and programs offerings including entry level courses, outreach and marketing efforts to non-traditional student populations pathways. A lack of information and offerings throughout the courses. The focus will be on increasing outreach to nontraditional students, collaborating with high schools to create dual enrollment opportunities, and increasing work-based learning opportunities to expand these offerings.

CLNA Element #4: Summary of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

CTE professionals' benefit from professional development. Employee separations led to a decrease in course offerings, impacting program enrollment. Furthermore, utilizing professional development practices rooted in trauma-informed care, or holistic "caring campus" strategies, increases student retention and enrollment, particularly for underrepresented groups and special populations. In alignment with the regional comprehensive learning assessment, increasing professional development cross-collaborative, institutionalized opportunities allow skilled professionals to align industry standards and understand the foundations of underrepresented groups.

CLNA Element #5: Summary of Progress towards equal access to CTE programs for all students

The Covid recovery plans exacerbated equity gaps for economically disadvantaged groups. Students found themselves at the crevices of barriers from online learning, hard to convert courses and many individuals did not complete. An ongoing marketing effort to contact, re-enroll and retain students helped increase enrollment.

CLNA Element #6: Summary of Alignment of programs to Labor Market Information (LMI)

There was a slight increase in student employment in overall core indicators advocating for the advancement of curriculum in CTE programs, student learning outcomes utilizing current data. Advisory boards curriculum alignment and labor marketing information has improved outcomes. The campus will continue in a revision including disaggregated data and equity gaps. In revising this process the campus will now continue to disaggregate the data, and further explore intentional equity gaps to better propose curricular and support programs to support student employment.

Local Planning Team Process

The Perkins V grant application and local planning team activities are managed at the college level by the Associate Dean of Strong Workforce/Career Education with the support from the CTE Dean. The local planning team is convened several times throughout the year to discuss a variety of issues related to the application process, CLNA formation and updates, and recommendations about funding. Such topics about the application process include timelines for submissions, application documents submitted by programs and across programs, updates to scoring criteria, formation of applicant information sessions, core indicator sessions, and updates to membership. Topics for CLNA formation and updates could include review of data sources, development of action plans, review of the district CLNA guide, review of the regional CLNA, and review of student success goals and metrics. Topics for recommendations about funding may include presentations from applying programs, review of scoring outcomes, review of applications, allowable and unallowable expenditures, and recommendations for resource allocation. The local planning team expanded its CLNA process to three presentations at college council, academic senate, instructional cabinet, key constituent large and small focus group meetings, and student feedback sessions. Each group was given a guided presentation, a set of questions and placed in groups to discover what is working well, what needs to be improved upon and in what ways can strategies be formed/improved or implemented. After each session groups were sent online forms to further capture missed thoughts or provide additional feedback..

Stakeholder Engagement & Feedback

Complete stakeholder feedback was recorded and is held on file within the institution.

Stakeholder feedback focused on improvements for each core indicator and how to best serve our specialized populations. Each group met two-three times with a focus on one topic at a time (each core indicator element) these consisted of the information session (review of the data) and a workgroup session, answering crafted localized questions

regarding the dataset. Most discussions revolved around each groups ability to positively impact our percentages and what students needs to be successful at our institution. Groups focused on problem solving areas for underrepresented groups particularly those with the largest disparities/equity gaps. The groups struggled with the lack of data or timing of data sets to help make meaning of the existing strategies and how to improve them. The focus intentionally was on practices are not being utilized and which organizations are not being reached in current solutions. The groups and follow up sessions were full of engagement and assessment. After each session a recorder was asked to capture the small groups major moments/suggestions and milestones. These were compiled overtime in a document that was saved, revisited and reflected on when creating the existing strategies.

Stakeholder Membership List(s)

In addition to local commitment to the Districtwide Expanded Stakeholder Model (see appendix A). each college maintains a local list of stakeholders engaged. The following list does not include program specific advisory committee members. Advisory committee membership lists, agendas, and minutes are held on file within each institution and submitted to the SDCCD Board of Trustees every two years.

Required Representation	First Name & Last Name	Title	Email Address	Organization
Postsecondary Faculty	Julius Alejandro	Work Based Learning Coordinator	jalejandro@sdooc.edu	SD City College
Postsecondary Faculty	Cassie Morton	Apprenticeship Counselor Coordinator	cmorton@sdooc.edu	SD City College
Postsecondary Faculty	Mike Espar	CTE Faculty	mespar@sdooc.edu	San Diego City College
Postsecondary Faculty	Terri Hughes-Oelrich	CTE Faculty	thugheso@sdooc.edu	San Diego City College
Postsecondary Faculty	Nicole Vargas	Work Experience Coordinator	nvargas@sdooc.edu	San Diego City College
Postsecondary Faculty	Theresa Savarese	CTE Faculty	tsavarese@sdooc.edu	San Diego City College
Postsecondary Faculty	Roshawn Brady	CTE Faculty	lbrady001@sdooc.edu	San Diego City College
Postsecondary Faculty	Patricia Grooms Jones	CTE Faculty	pagrooms@sdooc.edu	San Diego City College
Postsecondary Faculty	Tania Mustafa	CTE Faculty	tmustafa@sdooc.edu	San Diego City College
Postsecondary Faculty	Mike Espar	CTE Faculty	mespar@sdooc.edu	San Diego City College
Postsecondary Faculty	Gloria Lyon	CTE Faculty	glyon@sdooc.edu	San Diego City College
Postsecondary Faculty	Cy Kukkenbaker	CTE Faculty	ckuckenb@sdooc.edu	San Diego City College
Postsecondary Faculty	Kenny Heifner	CTE Faculty	kheifner@sdooc.edu	San Diego City College
Postsecondary Faculty	Christy Ball	Faculty Student Success Advisor/Professor	cball@sdooc.edu	San Diego City College
Postsecondary Faculty	Susan Smith		ssmith@sdooc.edu	San Diego City College
Industry Representatives	Amanda Cheyney	Accounting Regional Manager Community Outreach/South East/ Central Regions	acheyney@omtc.com	CMTC
Industry Representatives	Carol Crisp		ccrisp@pogus.com	Public Consulting Group
Industry Representatives	Todd Ullah	Executive Director - Tech	toddl@edfortech.com	EDforTech Corp
Industry Representatives	Natalie Teboul	Executive Director - K-12 Pathways Programs - A	misst@travelingmisst.com	Traveling Miss T.
Industry Representatives	Evan Donaldson	HR Director	edonaldson@talentry.net	Talentry
Industry Representatives	Mikayla Ortega	Program Manager	mortega@biocom.org	BioCom
Industry Representatives	Mike Roberts	Coding/Program Manager	mike@cccareers.org	Creating Coding Careers
Industry Representatives	Graciela Redgate	Regional Director	gredgate@pogus.com	Public Consulting Group
Industry Representatives	Prateek Tripathi	Senior Expert - Science and Technology (MOL BI)	prateek.tripathi@novartis.com	Novartis
Industry Representatives	Theresa Hill	Sr. Education Project Manager	sugarmst@gmail.com	Scripps Research Institute
Industry Representatives	Amanda Lee	Regional Director	alee@brainbalance.com	Brain Balance
Industry Representatives	Laura Torres	Hiring Manager	lauratorres.voc@gmail.com	Blue Star Families
Parents and Students	Tracy Nguyen	Student	drtrnguyen2@gmail.com	San Diego City College
Parents and Students	zackrabom@gmail.com	Student	zackrabom@gmail.com	San Diego City College
Parents and Students	John Carroll	Student	j2carroll@gmail.com	SD City College
Parents and Students	Frank Hernandez	Former Student/Alumni	fhernandezaco@icloud.com	
Parents and Students	Azahalia Valdez	Student	azahalia.valdez@gmail.com	San Diego City College
Parents and Students	Nitya bhaskaran	Student	nityabhaskaran@gmail.com	San Diego City College
Postsecondary Administrators	Jesse Lopez	CTE Dean	jlopez2006@sdooc.edu	San Diego City College
Postsecondary Administrators	Susan Murray	Dean of Institutional Research	smurray001@sdooc.edu	San Diego City College
Postsecondary Administrators	Sasha Knox	Associate Dean of Strong Workforce	sknox@sdooc.edu	San Diego City College
Postsecondary Administrators	Tillie Chavez	Vice President of Instruction	mchavez201@sdooc.edu	San Diego City College
Postsecondary Administrators	Dometrives Armstrong	Associate Dean of Nursing	darmstro@sdooc.edu	San Diego City College
Postsecondary Administrators	Genevieve Esguerra	Dean, Outreach and Enrollment Services	gesguerm@sdooc.edu	San Diego City College
Postsecondary Administrators	Andrew MacNeill	Dean, Arts and Humanities	amacneill@sdooc.edu	San Diego City College

Required Representation	First Name & Last Name	Title	Email Address	Organization
Postsecondary Administrators	Masahiro Omae	Dean, Behavioral & Social Sciences, Cons & Fa	momae@sdccd.edu	San Diego City College
Postsecondary Administrators	Robbi Ewell	Dean, School Information & Learning Technology	rewell@sdccd.edu	San Diego City College
Postsecondary Administrators	Leticia Lopez	Dean, Math Engineering, Tech, Science	llopez@sdccd.edu	San Diego City College
Postsecondary Administrators	Marciano Perez	Vice President of Student Services	mperez@sdccd.edu	San Diego City College
Postsecondary Career Counseling and Advising	Clarissa Padilla	Outreach Coordinator	cpadilla@sdccd.edu	San Diego City College
Postsecondary Career Counseling and Advising	Dora Meza	Director Admissions & Records, VA and VSC	dmeza@sdccd.edu	San Diego City College
Postsecondary Career Counseling and Advising	Joselyn Hill	Counseling Services Administrator	jhill@sdccd.edu	San Diego City College
Postsecondary Career Counseling and Advising	Delanie Medina	Classified Professional	d4medina@ucsd.edu	San Diego City College
Postsecondary Career Counseling and Advising	Karen Overkift	Employer Relations Liaison	karen.overkift@gccod.edu	San Diego City College
Postsecondary Career Counseling and Advising	Lupita Lance	DSPS Counselor	glance@sdccd.edu	San Diego City College
Postsecondary Career Counseling and Advising	Cristina Carrillo	Counseling Services/Guided Pathways Counselor	ecarrillo@sdccd.edu	San Diego City College
Postsecondary Career Counseling and Advising	Nesha Savage	Career Counselor Coordinator	wsavage@sdccd.edu	San Diego City College
Postsecondary Career Counseling and Advising	Cynthia Short	Math Center SI Coordinator	cshort@sdccd.edu	San Diego City College
Postsecondary Career Counseling and Advising	Brittany Carroll	Classified Professional, Research Office	bcarrill@sdccd.edu	San Diego City College
Representatives of Special Populations	Magaly Corro Flores	Dreamers Center Coordinator -Undocumented St	moorrflores@sdccd.edu	San Diego City College
Representatives of Special Populations	Oscar Duran	Rising Scholars Coordinator - Justice Impacted S	oduran@sdccd.edu	San Diego City College
Representatives of Special Populations	Darren Walters	DSPS Coordinator	dwalters@sdccd.edu	San Diego City College
Representatives of Special Populations	Nydia Dominguez	Basic Needs Coordinator	ndominguez@sdccd.edu	San Diego City College

Ongoing Coordination Strategy

Each SDCCD institution has developed an ongoing strategy, process, or mechanism(s) to ensure the need assessment is used, with fidelity, to inform local planning and decision-making.

1. What went well in your CLNA process?

There were multiple meetings spread throughout the year to review data, hear from maximum voices and the meetings were well structured and left meaningful conversations and input. Sessions were well attended, and we invited multiple constituents from faculty, staff, students, community members, advisory members, administrators and classified professionals. We hosted two dedicated regional trainings that included the regional learning needs assessment including a deep dive into the data and an action meeting to compare existing strategies and create new strategies. We had ample support from the career education advisory team and members from student support services after we explored and took deeper dives into our subpopulation and equity gaps. The accessibility of the district campus wide data led dashboards make understanding, translating and evaluating the information easier.

2. What could have been done differently to achieve better results?

The timing of core indicator reports, and a deeper dive into disaggregated data readily available would have strengthened our proposal. It is at times unclear to know more concretely which strategies are working as the data is often older and the trends within our student populations readily change. The updated core indicator reports also come about 80-percent through our completed process. Additionally, there were several transitions in administrators, faculty leads and personnel throughout the CLNA process making it more difficult to connect with subgroups and representatives' campus wide.

3. What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?

There were no groups invited but did not participate. In the future we are hoping to increase our advisory board participation and increase the amount of student participation. We felt the process was labor intensive or burdensome and taxing for

students so we are looking for ways to partner and incentivize student participation especially from subgroups that have more economic disadvantages.

4. What other initiatives can be leveraged and aligned across sectors to make this work successful?

We will be looking to partner and leverage Guided Pathways, Student Services/Equity Funding, Basic Needs, Outreach/Community Relations and Library Services/Professional Development to increase our percentages and strengthen student enrollment and retention.

5. How will you build connections to and through those other initiatives?

We are hoping to build new cross collaborative partnerships to strengthen student success like strategizing for student educational plans or care plans/support. Work with under-represented specialized group and train faculty/staff on specialized programs for support along with work with campus wide initiatives like caring campus to infuse CTE related issues and garnish support.

6. On what established schedule will you continue to meet and work together?

We plan on continuing monthly semester meetings with the career education advisory board. Participating in monthly or bi-monthly guided pathways meetings, we are slated to host and attend monthly intuitional data led symposiums to review local data and review strategies with a semester report out to key constituents.

7. How will you demonstrate collective commitment to on-going engagement in this work?

We are committed to a CLNA process that is on-going and requires a constant involvement of the local planning team. We will continue to look for key stakeholder groups that may not be represented in the local planning team body. We will review on a semester basis any new data sources available that can refine our strategy recommendations for element action plans. We will continue to engage our research team to improve the quality of data sources we are using.

We will continue to engage student services to make sure our CLNA is meeting the needs of special populations and underrepresented groups. We will continue to request feedback from all stakeholders about each CLNA component.

8. In what ways did you consider districtwide and/or regional gaps, opportunities, or needs?

We utilized district created data dashboards and the regional learning needs assessment. Both tools heavily weighed our decisions for multiple strategies including infusing many of the regional recommendations for student support, enrollment and retention. While we share many commonalities across the district, we also paid keen focus on or localized needs and student requests. These were guided by district created tools and resources to create a well-rounded and comprehensive report.

CLNA ELEMENT #1 - Student Performance

Past CLNA Priority Strategies

- Provide instructional support to improve student performance in CTE programs for special populations.
- Enhance campus awareness for compiling relevant data sources, reviewing the data, and engaging stakeholders.
- One-one-one support services in and out of the classroom, trauma informed care practices, and specialized intersectional approaches with student services collaboration to support and sustain retention and student performance.

Confirmation of Ongoing or New Strategies

The institution will continue the priorities and revise them to include intentional intersectional support services.

We will be continuing these strategies as they are still relevant to our priorities given the data reviewed. We will alter the strategy slightly to focus more on awareness of local data dashboards, and our internal outreach/marketing team which tend to provide more current, relevant, and disaggregated data for use in preparing meaningful change to outreach and enrollment for the CTE programs.

Data Reviewed

- 5-year comparison core indicator reports, program-specific core indicator reports, program review dashboards, award dashboards, enrollment dashboards, industry advisory board minutes, and labor market information.
- Discussed findings with Career Education Committee and local Research and Institutional Effectiveness office.

Student Performance data reviewed included 5-year core indicator comparison reports, program review, industry advisory board minutes, and labor market information. Skill attainment for most CTE Programs showed incremental increases which was a pause for celebration that the current strategies are working. In the case of underrepresented groups - economically disadvantaged students make up most the student population in CTE programs and students with military affiliation showed the largest equity gaps. Enrollment and completers also showed a 1% increase again, attesting to the strategies in place populations. The highest growth percentage was shown with out of work individuals which trends to LMI and organizational enrollment trends. The feedback built on the needs to view disaggregated data and data in real-time. The comparisons of growth raised questions about the well-being of students now and trends and supports that are supporting and sustaining growth. Stakeholder continued to agree with one-one-one support services in and out of the classroom, trauma informed care practices, and specialized intersectional approaches with student services collaboration to support and sustain retention and student performance.

Observations made from data review(s) and constituent engagement activities

Observations were made and special mentions were around having intentional disaggregated data in real time to support and observe if practices should be sustained, altered, or removed. Evaluation methods were reviewed for support services to measure effectiveness.

Gaps were identified with and the potential to build CTE learning communities or cohorts to give specialized unique supports to students.

Special populations that will benefit from this evidence-based support are out of work individuals, homeless individuals, you with active parents in the military or military affiliated students

Priorities & Strategies

1. To meet the needs of underrepresented groups and close hiring and enrollment/retention gaps, the school will build partnerships with outreach and national organizations to offer specialized targeted marketing and decrease intuitional barriers.

Action Plan (s)

Responsible parties	CTE Program Instructors, Department Chairs
Specific data used	<p>Reviewing the LMI, 5-year comparison reports and advisory board minutes, one area in need of attention is instructional support for CTE programs. This can better close gaps in skill attainment and overall student performance and preparation for employment.</p> <p>Having one-on-one support for special populations has proven to leading to better retention of concepts presented in the classroom.</p> <p>Data elements used to inform strategy: Labor Market Information from current City College CTE programs as found in the Center of Excellence and District wide Dashboard which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF,</p> <p>CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS,</p>

	and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF. DSPS, First Year Services, Counseling website and City College data dashboard for counseling for City College were also used.
Timeline	Ongoing per each application cycle
Other initiatives or funds	Perkins and Strong Workforce at both the local and regional level

CLNA ELEMENT #2 - Program Size, Scope, and Quality to meet the needs of all Students

Past CLNA Priority Strategies

- Strengthen each CTE industry advisory board to be a significant representative sample of the local industry population, develop student learning outcomes around prioritized high skill / high paid competencies recognized by these boards.
- Increase outreach for economically disadvantaged students to return and continue through their program.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

Focusing on getting programs back to scope and size remains the highest priority.

Data Reviewed

Data elements used: Regional CLNA need “wraparound services,” LMI, Core Indicator Reports, Advisory Board Minutes. Strategy is to return CTE programs to pre-pandemic instructional performance and provide wraparound services to support students during this transition.

Pandemic related learning losses have impacted many CTE programs’ size and while there have been slight increases many programs size, scope see a 1-3% decrease in the last two years. In reviewing the local data sets, information reveals that economically disadvantaged students were severely impacted and unable to enroll or complete. Many programs that had hard to convert still recover in both program size

and scope or quality due to decreasing faculty/talent in the class or staff/support in the classroom. This decreased overall CTE enrollments and access to services to support students. Increasing outreach avenues can encourage those populations to return and continue through their program.

Observations made from data review(s) and constituent engagement activities

The five-year comparison found results similar to the last two years. After reviewing the data and discussing with stakeholders, there are several areas for improvement and focus that most CTE programs at City share. These areas include enrollment (retention), completion, serving economically disadvantaged populations, resolving the return from pandemic challenges, professional development, and hiring. Through this process and development of strategies, we look to address these commonalities.

Priorities & Strategies

1. Continue to prioritize the return of CTE programs to pre-pandemic instructional performance, and provide intersectional approaches to wraparound services to support students during enrollment and retention of each program.

Action Plan (s)

Responsible parties	CTE Program Instructors, Department Chairs, Deans, Outreach office, Basic Needs Coordinator, Counseling Services, Research Office and Communication Office
Specific data used	<p>Reviewing the LMI, 5-year comparison reports and advisory board minutes, one area in need of attention is instructional support for CTE programs. This can better close gaps in skill attainment and overall student performance and preparation for employment.</p> <p>Having one-on-one support for special populations has proven to leading to better retention of concepts presented in the classroom.</p> <p>Economically disadvantaged students were severely impacted and were not able to enroll or complete programs of study. This decreased overall CTE enrollments and access to services to support students through the</p>

	<p>college process. An increase to various outreach avenues would be needed to encourage those populations to return and continue through their program.</p> <p>There was an increase of unhouse student populations, veterans populations, and females in the local review process that elevated the need to provide holistic wrap-around services for student support and retention.</p> <p>Data elements used to inform strategy: Regional CLNA need “wraparound services,” Labor Market Information from current City College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF, CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF. DSPS, First Year Services, and Counseling websites for City College were also used. First Year Services, Counseling website and City College data dashboard for counseling for City College were also used.</p>
Timeline	Ongoing per each application cycle
Other initiatives or funds	Perkins and Strong Workforce at both the local and regional level

CLNA ELEMENT #3 - Progress towards Implementation of CTE Programs of Study/Career Pathways

2020 CLNA priority strategies

- Update equipment, instructional materials, and technologies to meet industry standards to provide students with the skill set required to be successful in industry.
- Integrate course scheduling data to inform future program offerings to meet student needs.
- Increase outreach to nontraditional students, collaborate with high schools to create dual enrollment opportunities, and increase work-based learning opportunities.

Confirmation of Ongoing or New Strategies

The campus will be revising existing priorities as the previous decrease for enrollment pathways now shows an indication of an increase, showing evidence that the prior strategies are working. Now that the campus has institutionalized this data and information and continues to work on industry standards and has updated our advisory boards and career education action committee, we are working towards the existing decreases with non-traditional programs and program offerings overall. Increasing professional development opportunities that are cross-collaborative and institutionalized across the campus allow skilled professionals to better align with industry standards and understand the foundations of supporting underrepresented groups.

Data Reviewed

Data reviews included 5-year comparison core indicator reports, program-specific core indicator reports, program review dashboards, award dashboards, enrollment dashboards, industry advisory board minutes, and labor market information. District dashboards and regional CLNA report. Discussed findings with Career Education Committee and local Research and Institutional Effectiveness office. Discussed with student focus groups, deans council, academic senate, instructional cabinet and a campus wide college council.

Program data shows significant decrease with non-traditional program enrollment. Data reports discrepancy in representation, information and programs offerings including entry level courses, outreach and marketing efforts to non-traditional student populations pathways. A lack of information and offerings throughout the courses. The focus will be on increasing outreach to nontraditional students, collaborating with high schools to create dual enrollment opportunities, and increasing work-based learning opportunities to expand these offerings.

Observations made from data review(s) and constituent engagement activities

While reviewing the data and discussing with stakeholders, there are several areas for improvement and focus that most CTE programs at City share. These areas include enrollment (retention), completion, serving economically disadvantaged populations, non-traditional learners, veterans, resolving pandemic challenges, professional

development, and hiring. Through this process and development of strategies, we look to address these commonalities.

Priorities & Strategies

1. Update equipment, instructional materials, and technologies to meet industry standards to provide students with the skill set required to be successful in industry.
2. Align course scheduling data, course information data, and increase work-based learning opportunities along with dual enrollment programs.

The office of work-based learning will better collaborate with the office of outreach and community relations to support work-based learning and dual enrollment programs. Counseling services will also work in conjunction with the office to better support, create and implement program plans to best support student retention and expansion of pathways.

Action Plan (s)

Strategy 1: Update equipment, instructional materials, and technologies to meet industry standards to provide students with the skill set required to be successful in industry.

Responsible parties	CTE Program Instructors, Department Chairs, Industry Advisory Boards, Deans, Instructional Faculty
Specific data used	Programs have consistently shown gaps in employment within the field. While there have been incremental success in the last two years, the progress shows how correct tools and infrastructure aligned with industry standards supports underrepresented groups. Advisory boards have also mentioned the outdated conditions of programs and the requirement that students learn on applicable technologies. To address the gaps in skill attainment that should translate into meaningful employment, new equipment is recommended. Along with the expansion and revision of instructional labs to help students with skill attainment. This additional support is proven to show increase in program participants and completions. Student focus groups elevated the needs for labs, instructional lab support and readily available technology and equipment to support CTE coursework. Students will receive training on current technologies and will have access to instructional materials that may not be cost effective through library reserve. Limits in new

	<p>equipment and availability of instructional materials can discourage students from participating in CTE programs.</p> <p>Data elements used to inform strategy: Labor Market Information from current City</p> <p>College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF,</p> <p>CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting,</p> <p>Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF. DSPS, First Year Services, Counseling website and City College data dashboard for counseling for City College were also used.</p>
Timeline	Spring 2026
Other initiatives or funds	Perkins and Strong Workforce at both the local and regional level

Strategy 2: Align course scheduling data, course information data, and increase work-based learning opportunities along with dual enrollment programs.

Responsible parties	CTE Program Instructors, Department Chairs, Industry Advisory Boards, Deans, Instructional Faculty, Outreach and Community Relations Department, Work-based Learning Coordinator, Dual Enrollment Programs
Specific data used	Looking through the data elements used, there is a lack of schedule specific data at the local level to inform scheduling decisions that best meet student needs. Now that there is local level dashboards, there needs to be an institutionalized process to assist students with individualized learning plans along with the increase of work based

	<p>learning activities and dual enrollment programs to support student success and retention.</p> <p>Data elements used to inform strategy: Labor Market Information from current City</p> <p>College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF,</p> <p>CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS,</p> <p>and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting,</p> <p>Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF. DSPS, First Year Services, Counseling website and City College data dashboard for counseling for City College were also used.</p>
Timeline	On-going per application
Other initiatives or funds	Perkins and Strong Workforce at both the local and regional level

CLNA ELEMENT #4 - Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Past CLNA Priority Strategies

- To meet the needs of underrepresented groups, the school would benefit from building partnerships with national organizations, diversity recruiters, and participate in institutional marketing efforts at these populations.
- To meet the needs of underrepresented groups and close hiring gaps, the school will build partnerships with national organizations, diversity recruiters, and participate in institutional marketing efforts geared toward these populations.

- Invest in professional development opportunities for City College employees, including online training, to reduce technical skill gaps for CTE students and improve outcomes for CTE programs.

Confirmation of Ongoing or New Strategies

The institution will continue one or more past strategies with modifications: revise to focus on intersectional identities, non-traditional students, and veteran populations.

Utilize professional development practices for CTE professionals rooted in trauma-informed care, or holistic “caring campus” strategies to increase student retention and enrollment, particularly for underrepresented groups and special populations. Increase professional development opportunities that are cross-collaborative and institutionalized across the campus to better align to industry standards and understand the foundations of supporting underrepresented groups.

CTE professionals’ benefit from professional development. Employee separations led to a decrease in course offerings and support, impacting program enrollment. Furthermore, utilizing professional development practices rooted in trauma-informed care, or holistic “caring campus” strategies, increases student retention and enrollment, particularly for underrepresented groups and special populations. In alignment with the regional comprehensive learning assessment, increasing professional development opportunities that are cross-collaborative and institutionalized across the campus allow skilled professionals to better align to industry standards and understand the foundations of supporting underrepresented groups.

Data Reviewed

Data reviews included 5-year comparison core indicator reports, program-specific core indicator reports, program review dashboards, award dashboards, enrollment dashboards, industry advisory board minutes, and labor market information. District dashboards and regional CLNA report. Discussed findings with Career Education Committee and local Research and Institutional Effectiveness office. Discussed with student focus groups, deans council, academic senate, instructional cabinet and a campus wide college council.

Observations made from data review(s) and constituent engagement activities

There has been a slight increase in a majority of core indicators showing evidence that strategies are working. The workgroups laser focused on equity gaps and professional development support that will then be instructional support in classrooms and skill attainment for CTE students.

Priorities & Strategies

1. Invest in professional development opportunities for City College employees, including online training, cross-collaboration with student services, trauma informed care, intersectional identities, and underrepresented student support to reduce technical skill gaps for CTE students and improve outcomes.

The campus will be continuing the practice as is. Sadly, the campus still suffers from incredibly low attrition therefore the focus remains on hiring priorities, professional development to retain qualified faculty, and expanding to include caring campus initiatives and trauma informed care practices as outlined by the regional learning needs assessment. This modification will help with skill attainment and retention of students.

Action Plan (s)

Responsible parties	CTE Program Instructors, Department Chairs, Industry Advisory Boards, Deans, Instructional Faculty, Outreach and Community Relations Department, Institutional Research Office, Professional Development and Learning Office
Specific data used	<p>Looking through the data elements used, there is a lack of schedule specific data at the local level to inform scheduling decisions that best meet student needs. Now that there is local level dashboards, there needs to be an institutionalized process to assist students with individualized learning plans along with the increase of work based learning activities and dual enrollment programs to support student success and retention.</p> <p>Data elements used to inform strategy: Labor Market Information from current City</p> <p>College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF,</p> <p>CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting,</p> <p>Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF. DSPS, First Year Services, Counseling website and City College data dashboard for counseling for City College were also used.</p>
Timeline	On-going per application

Other initiatives or funds	Perkins and Strong Workforce at both the local and regional level
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CLNA ELEMENT #5 - Progress towards equal access to CTE programs for all students

Past CLNA Priority Strategies

- Decrease barriers to enrollment by holding more outreach/recruiting events targeting economically disadvantaged groups.
- Provide more access to counseling and other wraparound services, including online resources, to special populations and CTE program professionals.

Confirmation of Ongoing or New Strategies

The campus will continue the priority and revise/expand to include and emphasize marginalized students and economically disadvantaged students.

The COVID recovery plans exacerbated equity gaps for economically disadvantaged groups. While the pandemic is over, many of the equity and learning gaps and or barriers to institutional policies remained hard for students to remain connected, engaged, and sufficient on campuses. Student focus groups and key stakeholder meetings showed the disparity of support services and impact of non-access to wrap around services, trauma informed care on persistent and goal attainment. Students found themselves at the crevices of barriers from online learning, hard to convert courses and many individuals did not complete. An ongoing marketing effort to contact, re-enroll and retain students helped increase enrollment.

Data Reviewed

Campus wide focus and listening sessions. Student focus group sessions. Data reviews included 5-year comparison core indicator reports, program-specific core indicator reports, program review dashboards, award dashboards, enrollment dashboards, regional CLNA, industry advisory board minutes, labor market information, and district pandemic student surveys. Discussed findings with Career Education Committee and local Research and Institutional Effectiveness office. Also utilized regional learning needs assessment data.

Observations made from data review(s) and constituent engagement activities

Most conversations revolved around what subpopulations could benefit most from services like trauma informed care, counseling services rooted in intentional serving, and holistic services for student support. These populations include veteran students,

student facing housing and food insecurity, gender student (particularly females in male dominated CTE programs) and economically disadvantaged students.

Priorities & Strategies

1. Decrease barriers to enrollment and completion by partnering with student services to provide wrap around services including but not limited to increasing access to counseling and other wraparound services, including online resources, to special populations and CTE program professionals.

We will aim to implement holistic cross-collaborative support measures and services for CTE students to help with enrollment and retention.

Action Plan (s)

Responsible parties	CTE Program Instructors, Department Chairs, Industry Advisory Boards, Deans, Instructional Faculty, Outreach and Community Relations Department, Institutional Research Office, and Counseling Services
Specific data used	<p>To best help with outreach strategies CTE programs will have dedicated specific and targeted enrollment strategies and marketing. Additionally, support staff, counseling services and CTE program faculty will work to create cross-collaborative specific intervention and retention strategies to assist specialized populations, adult-learners, individuals housing insecure and all others reported as retaining less in the data.</p> <p>Data elements used to inform strategy, Student Services data, Human Resources data, Enrollment dashboard, Program Review Dashboard, and Awards Dashboard, Labor Market Information from current City College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF,</p> <p>CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS,</p> <p>and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting,</p> <p>Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF.</p>

	DSPS, First Year Services, Counseling website and City College data dashboard for counseling for City College were also used.
Timeline	On-going per application
Other initiatives or funds	Perkins and Strong Workforce at both the local and regional level

CLNA ELEMENT #6 - Alignment to Labor Market Information (LMI)

Past CLNA Priority Strategies

- Align, update, and create CTE curriculum using labor market information including campus wide disaggregated data to help diminish equity gaps.

Confirmation of Ongoing or New Strategies

The campus will continue in the alignment with LMI to influence curricular and support services to students. In revising this process, the campus will now continue to disaggregate the data, and further explore intentional equity gaps to better propose curricular and support programs to support student employment.

There was a slight increase in student employment in overall core indicators advocating for the advancement of curriculum in CTE programs, student learning outcomes utilizing current data. This shift allowed for programs to inform their future directions to meet industry demands. Without current, relevant, and reliable data sources, curriculum may not meet industry needs and those students entering the career field may not have the required skill set to be successful. Advisory boards agreed with curriculum alignment and labor marketing information.

Data Reviewed

Data reviews included 5-year comparison core indicator reports, program-specific core indicator reports, program review dashboards, award dashboards, enrollment dashboards, student services data, human resources data, regional CLNA, industry advisory board minutes, labor market information, and district pandemic student surveys. Discussed findings with Career Education Committee and local Research and Institutional Effectiveness office.

Observations made from data review(s) and constituent engagement activities

While reviewing the data and discussing with stakeholders, there are several areas for improvement and focus that most CTE programs at City share. These areas include

enrollment (retention), completion, serving economically disadvantaged populations, returning to pre-pandemic enrollments, professional development, and hiring. Through this process and development of strategies, we look to address these commonalities.

Reviews and approve new curriculum as well as revisions of current curriculum, such as courses, programs, certificates, and degrees, including distance education components, in collaboration with discipline experts.

- Ensures curriculum is in the best interest of our students and meets standards and criteria defined by the mission statement of the College, District guidelines and Education Code, and the California Code of Regulations (Title 5).

- Recommends policies and procedures regarding academic and professional matters. Data elements used to inform strategy: Labor Market Information from current City College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF, CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology.

5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF.

Priorities & Strategies

1. Align, update, and create CTE curriculum using labor market information including campus wide disaggregated data to help diminish equity gaps.

The campus will be working with district aligned data dashboards, center of excellence, and local processes to better review disaggregated data and trends.

Action Plan (s)

Responsible parties	CTE Program Instructors, Department Chairs, Industry Advisory Boards, Deans, Instructional Faculty, Employer Relations Liaison, Job Placement Coordinator, Institutional Research Office, and Counseling Services
Specific data used	To advance curriculum in CTE programs, student learning outcomes need to be based off current data. This will help programs inform their future directions to meet industry demands. Without current, relevant, and reliable data sources, curriculum

	<p>may not meet industry needs and those students entering the career field may not have the required skill set to be successful.</p> <p>Data elements used to inform strategy, Student Services data, Human Resources data, Enrollment dashboard, Program Review Dashboard, and Awards Dashboard, Labor Market Information from current City College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF, CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF. DSPS, First Year Services, Counseling website and City College data dashboard for counseling for City College were also used.</p>
Timeline	On-going per application
Other initiatives or funds	Perkins and Strong Workforce at both the local and regional level

San Diego Mesa College

CLNA Summary

CLNA Element #1: Summary of Student Performance on Required Performance Indicators (Disaggregated)

Student performance data was reviewed by individual CTE programs in program review and disaggregated college performance data was reviewed during Strong Workforce meetings. The data included core indicators, program fact sheets, and internal dashboards built specifically to identify potential equity gaps. There are opportunities to improve access for students above the age of 25, the need for continued investment in retention activities, additional support needed for students from underrepresented backgrounds regarding completion, and gaps in employment outcomes for Latinx and African American students.

CLNA Element #2: Summary of Program Size, Scope, and Quality to meet the needs of all Students

The CLNA review revealed that Mesa College programs generally meet the size, scope, and quality to meet most students' needs. However, there are equity gaps across all major outcome groups, yet there are promising practices that can be scaled to address the gaps. To address the gaps investments in interventions such as tutoring, Work-Based Learning, and professional development will be made, in addition to maintaining high quality lab spaces. Additionally, focus will be placed on potential new program development for industries that have demonstrated equity gaps.

CLNA Element #3: Summary of Progress Towards Implementation of CTE Programs of Study

The review of Mesa College's CTE programs found there are opportunities to build out clearer pathways from the K-12 partners into Mesa College and onto four-year institutions. Also, the entire enrollment loss in the last five years was in student groups above 25, suggesting that additional opportunities for working adults to earn credit may bolster the CTE programs of study. The main priority for the next two years will be to implement the Mesa College Dual Enrollment Strategic Plan and a more robust Credit for Prior Learning strategy to capture adult learners.

CLNA Element #4: Provide a summary of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Upon review the district diversity report, participation on the Strong Workforce Faculty & Counseling Institutes, and usage of professional development funding, it was identified a need to align professional development offerings to more comprehensively support CTE professionals. Data was reviewed in terms of faculty and staff diversity versus the Mesa College student population. A priority was identified to consider how to invest in recruitment of diverse CTE professionals from high-demand, high-wage industries that can support Mesa College students.

CLNA Element #5: Summary of Progress towards equal access to CTE programs for all students

The majority of the CTE courses and programs are open access. The college provides priority registration for students that are eligible for DSPS, EOPS, CalWorks, Foster Youth, Active-Duty Military, and Veterans. Priority registration allows these students to register in classes, including CTE classes, prior to the general student population. To improve access for special populations and nontraditional students, the college will focus on providing outreach with a specific emphasis on adult learners and work-based learning opportunities, including paid internships, for these groups.

CLNA Element #6: Summary of Alignment of programs to Labor Market Information (LMI)

Each Mesa College program reviews LMI annually during program review and biennially during the required Biennial Review. Aggregate data on equity gaps in priority jobs and occupations were also reviewed during the CLNA process. It was identified that there is a need for continued investment in WBL, including paid internships, is needed to reduce equity gaps in employment and wages. Additionally, there are potential opportunities to develop new programming or enhance existing programs to help reduce area equity gaps in priority jobs and occupations.

Local Planning Team Process

Beginning in 2021-2022, the San Diego Mesa College CTE Local Planning Team joined with the Strong Workforce Committee to discuss CTE data and planning. The combined groups are composed of the followed required representation: CTE faculty from multiple disciplines, non-CTE faculty, work-based learning faculty, CTE deans at the college, students, industry representatives, and classified personnel from Business Services, Institutional Effectiveness, EOPS, STAR TRIO, FAST/NextUP, DSPS, Career Services, and Student Success and Equity. Members of the committee are recruited by the lead CTE deans for the campus and managed by the classified professional support for the grant.

In 2023-2024 this process continued. Additional improvements were made to this process. The committee is convened by the lead CTE deans for the campus four times per academic year. This year, the focus was on reviewing access, retention, completion, and alignment to the local labor market. Where possible, the Regional Comprehensive Needs Assessment for San Diego and Imperial Counties Community Colleges was used to frame the specific conversations and as the basis for potential updates to 2022 strategies. The results of the CLNA will frame project recommendations and investments from 2024-2026. Additionally, they will drive SW Committee meetings and be included in the Mesa College CTE office program review.

Stakeholder Engagement & Feedback

Complete stakeholder feedback was recorded and is held on file within the institution.

The Comprehensive Local Needs Assessment has been broken into four categories with varying representation to ensure that all required stakeholders are engaged. The four categories are Industry Advisory Committees, Local Planning Team, Program and Biennial Reviews, and Regional Consultation Group.

The Industry Advisory Committees are composed of CTE faculty, industry representatives, and students within the program. Each of the programs is required to hold advisory committee meetings each year. Currently, the programs report how the students are performing, any modifications made to the program, and request feedback on student performance and changes within the industry. Feedback from program advisory committees included the following: 1) updating equipment and technology to current industry standards; 2) incorporating more work-based learning opportunities into the classes and programs; 3) additional partnership opportunities between programs and industry; 4) student participation in industry association and networking events; and 5) new programs that specifically meet industry demands. Feedback from students included the need for 1) updated equipment and technology that matches what is currently being used in the field and 2) more paid internship opportunities. Moving forward, the programs will continue to present their core indicator report, equity gap analysis, and any additional data related to special populations for review and consideration by the advisory committee. Feedback for program improvement will then be solicited from the committee.

The San Diego Mesa College CTE Local Planning Team joined with the Strong Workforce Committee to discuss CTE data and planning. Each of the planned Strong Workforce Committee meetings was used to review specific program outcomes for Mesa College students. The combined groups are composed of the followed required representation: CTE faculty from multiple disciplines, non-CTE faculty, work-based learning faculty, CTE deans at the college level, students, industry representatives, and classified personnel from Business Services, Institutional Effectiveness, EOPS, STAR TRIO, FAST/NextUP, DSPS, Career Services, and Student Success and Equity. This year, the focus was on disaggregated student outcome data in several key student outcome groupings including access, retention, completion, and alignment to the local labor market. These meetings focus on college level data and are complemented with the program review & biennial review processes where specific CTE program data is reviewed.

All Mesa College CTE programs must complete a program review and the CTE Biennial Review. This is a key component of the broader CLNA process at Mesa College where individual program data is reviewed for potential equity gaps in key program outcomes. This review is combined with the college-wide data reviewed during the local planning team meetings hosted during the SW Committee meetings. Additionally, this component of the overall CLNA process enables faculty leaders within each Mesa CTE program to be engaged.

The Regional Consultation Group is composed of the lead Perkins and Career Education deans, San Diego Workforce Partnership, Regional Economic Development Council, San Diego Chamber of Commerce, Regional Directors, and San Diego regional representatives from Calworks, County Office of Education, and the Housing Commission. This past year, the San Diego-Imperial Center of Excellence for Labor Market Research, and the Regional Consortium interviewed 74 individuals from special populations, community-based organizations, and counseling offices. The study provided four key recommendations that framed conversations within the local planning committee. These recommendations included: 1. Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals 2. Establish a “caring campus” culture by providing faculty, staff, and administrators with professional development in culturally inclusive and trauma-informed practices 3. Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals 4. Work closely with employers to develop “transformative employment opportunities” and diversify representation in high-wage, high-demand CE/CTE occupations and programs.

Stakeholder Membership List(s)

In addition to local commitment to the Districtwide Expanded Stakeholder Model (see appendix A), each college maintains a local list of stakeholders engaged. The following list does not include program specific advisory committee members. Advisory committee membership lists, agendas, and minutes are held on file within each institution and submitted to the SDCCD Board of Trustees every two years.

Required Representation	Name	Title	Agency or Organization	Email
1. CTE Faculty and Lead Perkins/Career Education Dean(s) with the addition of Counseling, WBL, and Outreach Representatives	Alexander Berry	Associate Dean CTE	SD Mesa College	aberry@sdccd.edu
	Cassandra Storey	Dean, Health Sciences & Public Service	SD Mesa College	cstorey@sdccd.edu
	Amertah Perman	Dean, Career Education & Workforce Development	SDCCD	aperman@sdccd.edu
	Isabel O'Connor	VPI	SD Mesa College	ioconnor@sdccd.edu
	David Fiero	Director, College Technology Services	SD Mesa College	dfiero@sdccd.edu
	Monica Romero	Business and Technology Dean	SD Mesa College	mdromero@sdccd.edu
	Valerie Abe	Faculty, (ARCH, BLDG, INTE)	SD Mesa College	vabe@sdccd.edu
	Kimberly Mills	Faculty, Allied Health	SD Mesa College	kmills@sdccd.edu
	Ailene Crakes	Dean	SD Mesa College	acrakes@sdccd.edu
	Jeaneal Davis	Faculty	SD Mesa College	jdavis003@sdccd.edu
	Hai Hoang	Dean, Institutional Effectiveness	SD Mesa College	hhoang001@sdccd.edu
	Edson Cuellar Deciga	Researcher	SD Mesa College	ecuellar001@sdccd.edu
	Jennifer Kearns	Communications	SD Mesa College	jnkearns@sdccd.edu
	Virginia Enriquez	Classified, Business Services	SD Mesa College	venrique@sdccd.edu
	Katlin Choi	Faculty, Work-Based Learning	SD Mesa College	kchoi@sdccd.edu
	Pavel Consuegra	Work-Based Learning	SD Mesa College	pconsuegra@sdccd.edu
	Shawn Fawcett	Work-Based Learning	SD Mesa College	sfawcett@sdccd.edu
	Megan Bouquet	Employer Engagement -CTE Strong Workforce	SD Mesa College	mboquet@sdccd.edu
	Erica Olmos	Employer Engagement Liason	SD Mesa College	eolmos@sdccd.edu
	Rachel Russell	Faculty	SD Mesa College	rrussell@sdccd.edu
	Blythe Barton	Faculty	SD Mesa College	bbarton@sdccd.edu
	Amanda Horner	Faculty	SD Mesa College	ahorner@sdccd.edu
	Michael Fitzgerald	Faculty	SD Mesa College	mfitzger@sdccd.edu
	Tara Maciel	Faculty	SD Mesa College	tmaciel@sdccd.edu
	Kelsey Graham	Faculty	SD Mesa College	kgraham@sdccd.edu
	Tracey Pernod	Faculty	SD Mesa College	tpenrod@sdccd.edu
	Amanda Johnston	Faculty	SD Mesa College	ajohnsto@sdccd.edu
	Brian Lesson	Faculty	SD Mesa College	blesson@sdccd.edu
	Connie Renda	Faculty	SD Mesa College	crenda@sdccd.edu
	Valerie Seng	Faculty	SD Mesa College	vseng@sdccd.edu
	Shelee Lyon	Faculty	SD Mesa College	slyon@sdccd.edu
	Toni Trejo	Faculty	SD Mesa College	mparsons@sdccd.edu
	Lauren Wade	Faculty	SD Mesa College	lwade@sdccd.edu
Robert Wong	Faculty	SD Mesa College	rowong@sdccd.edu	
Janue Johnson	LOFT/Professional Learning	SD Mesa College	jjohnson001@sdccd.edu	
Azucena Murillo	Perkins Classified	SD Mesa College	amurillo001@sdccd.edu	
Aracely Bautista	Classified	SD Mesa College	abautist@sdccd.edu	
Carina Hernandez	Classified	SD Mesa College	chernandez002@sdccd.edu	
Jennifer Park	Outreach	SD Mesa College	jpark002@sdccd.edu	
Olivia Picolla	Career Services	SD Mesa College	opicolla@sdccd.edu	
Raquel Sojourner-Worlds	Career Services	SD Mesa College	opicolla@sdccd.edu	
Celine Ahern	Career Services	SD Mesa College	cahern@sdccd.edu	
2. Industry Representatives	Eddie Matthews	Researcher	Center of Excellence	ematthews@miracosta.edu
	Tina Ngo Bartel	Executive Director	Center of Excellence	tngobartel@miracosta.edu
3. Students				
4. Representatives of Special Populations (DSPS, Equity)	Leticia A. Diaz	Director of EOPS and STAR TRIO	SD Mesa College	ldiaz@sdccd.edu
	Johana Aleman	Basic Needs - Student Support Svs Coord	SD Mesa College	jaleman@sdccd.edu
	Mark Manasse	Tutoring Coordinator	SD Mesa College	mmanasse@sdccd.edu

Ongoing Coordination Strategy

Each SDCCD institution has developed an ongoing strategy, process, or mechanism(s) to ensure the need assessment is used, with fidelity, to inform local planning and decision-making.

1. What went well in your CLNA process?

The CLNA process was conducted with the Strong Workforce Committee, Perkins Committee membership, and Career Education stakeholders. This enabled for a rich and deep conversations about student performance and outcomes. It also allowed for specific engagement within the existing SW sub-committee structure, further increasing the impact. The CLNA approach also was rooted in focusing on one specific student outcome grouping in each SW meeting enabling in-depth discussion on student outcomes and potential actions that could be taken to reduce equity gaps. Finally, a decision was made by the committee to devote all meetings in 2023-2024 to enable thoughtful conversation to occur throughout the year to help focus the dialogue.

2. What could have been done differently to achieve better results?

Overall, the CLNA process worked well. Continued reflection will occur on how best to connect the results of the CLNA conversations to broader institutional priorities and decision making.

3. What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?

All the groups invited to participate did. In the future additional options for increased student involvement will be considered.

4. What other initiatives can be leveraged and aligned across sectors to make this work successful?

Strong Workforce, Perkins, and Student Equity funding could be leveraged across sectors to increase the impact of the final CLNA results. Also, the proposed scope of work for regional SW projects can increase the CLNA process's impact.

5. How will you build connections to and through those other initiatives?

San Diego Mesa College has aligned our Educational Master, Student Success, Title V, and Student Equity plans to ensure that our movement to close achievement gaps in access and success for underrepresented student groups is intentional, institutional, transformational, and rooted in access to equitable outcomes for all our students. Connections to the other initiatives will be leveraged through collaboration with individuals that are actively involved in the other initiatives at our college and within the region. This remains consistent from the 2022 CLNA process and submission.

6. On what established schedule will you continue to meet and work together?

The work will continue in 2024-2026 through the Perkins and SW Committee structures. Additionally, the prioritized actions from the CLNA will be aligned to the program review submission of the Mesa College CTE office.

7. How will you demonstrate collective commitment to on-going engagement in this work?

The collective commitment will be demonstrated by framing the next two years of SW meetings and project investments around the results of the CLNA.

Additionally, the results of the CLNA will directly inform the program review for the Mesa College CTE office.

8. In what ways did you consider districtwide and/or regional gaps, opportunities, or needs?

The Mesa College CLNA relied on regional reports from the Centers of Excellence, notably the Regional Comprehensive Needs Assessment. This assessment was developed as a supplement to local process to ensure regional gaps, opportunities, and needs were incorporated into the local CLNA process.

CLNA ELEMENT #1 - Student Performance

Past CLNA Priority Strategies

- Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.
- Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry equipment for improved learning and success.
- Coordinate with various student support services on campus to increase support and wraparound services for special population students, including EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus.

Confirmation of Ongoing or New Strategies

The institution will be revising these priorities to further refine the focus of each to capture the observations and feedback of the data reviewed during the CLNA process.

Also, three priorities will be added based on the recent CLNA results.

Data Reviewed

Mesa College CTE Enrollment Dashboard
Mesa College Course Success Dashboard
Mesa College Awards Dashboard

CTEOS Dashboard
SWP Launchboard
Biennial Review Program Fact Sheets

Observations made from data review(s) and constituent engagement activities

Data Insights

• **Access**

- Statewide enrollment is down by 23.4% since 2014-2015.
- Statewide Career Education enrollment is down by 18.8% since 2014-2015.
- SDCCD Students 24 or younger have remained resilient in the face of a broader systemic decline in enrollments.
- Students 25 or older declined significantly and began declining before the COVID-19 pandemic and likely bore the most significant impact from a reduced schedule.
- Career Education has increasingly become a larger share of the overall headcount at Mesa College.
- Enrollments under 25 represent an increasing share of Mesa College Career Education headcount.
- Loss in enrollments 25 and over represents all the enrollment losses in the last five years.
- Latinx enrollment in Career Education has increased in the last five years, primarily due to increases in students under the age of 25
- African American enrollment declined in the last five years, entirely driven by loss in enrollments over the age of 25, declining at even faster rates than the aggregate enrollment trends.

• **Retention**

- Mesa has consistently outperformed state averages for this metric, with the gap closing slightly in 2021-2022.
- Across the credit colleges over the last five years, success rates in CTE courses have remained between 79% and 80%. This is 6% to 8% higher than success rates for non-CTE courses (71% to 73%). Compared to 2021-22, CTE success rates in 2022-23 stayed about the same (City: +1%, Mesa: 0%, Miramar: -1%).
- Across the credit colleges, 73% of online CTE enrollments were successful, 90% of on-campus CTE enrollments were successful, and 81% of enrollments in online & on-campus courses were successful. As on-campus instruction continued to be re-activated, on-campus success rates decreased from 95% to 90%. Online success rates remained at 73%.
- At Mesa College, significant equity gaps are present and have persisted since 2018-2019.
- Students who receive tutoring services outperform district averages by nearly 10 basis points.

- African American course success improved significantly when students receive tutoring services.
- **Completion**
 - The 10 programs with the most CTE awards have conferred 63% of all the CTE awards, in the last seven years.
 - The Business program accounts for 34% of all CTE awards during that period.
 - Asian (+3.8%) and White (+2.4%) students earn a higher proportion of awards compared to their proportion of enrollments.
 - African American (-1.1%) and Latinx (-3.9%) students earn a lower proportion of awards compared to their proportion of enrollments.
 - If a student has an educational goal of an associate or bachelor's degree (65%) and they earn an award, 93% earn an associate degree and 13% earn a certificate.
 - If a student has an education goal of Career/Skill Building (11%) and they earn an award, 61% earn an associate and 46% earn a certificate.
- **Alignment to the local labor market**
 - Mesa College students have achieved employment and noticeable gains when they obtain a job in their field of study.
 - 75% of respondents report job similarity “Close” or “Very close” to field of study
 - \$11.50 is the overall change in hourly wages after completing training (Percent gain: 58%).
 - Similarity in job and program of study influence wage gains, but our students earn more regardless of how similar
 - Wage gains are not equally distributed across ethnicities and genders
 - 69.7% of CTE students found a job within 3 months
- **Equity gaps in employment outcomes in the local labor market**
 - Special populations are faced with inequities in the workforce and show higher rates of unemployment and underemployment across industries in San Diego.
 - Females are significantly underrepresented in 56 priority jobs
 - BIPOC workers are significantly underrepresented in 72 priority jobs
 - Paid internships can be the bridge for students, but underserved students often fail to land these opportunities. This prevents students from the ability to prepare for the workforce and land sustainable jobs in their field of study to promote economic mobility through larger wage gains equating to an average of \$11.50 more per hour
- **Across nearly every underrepresented group, notably African American students, and students from low-income backgrounds, achieve lower than average employment and wage outcomes upon leaving Mesa College even while aggregate outcomes do look promising**
- **Equity and Priority Jobs**
 - COE Recommendations:

- Mesa should work with employers to diversity employment in priority jobs and increase underrepresented groups' interest in these positions
- Work with employers to develop transformative employment opportunities and diversify representation in high-wage, high-demand CTE occupations
- Target marketing toward underrepresented groups
- Mesa Impactship Program data
 - MIP has received 210 applications in Spring 2024, serving 154 students, with 100% of students being from underserved populations and 50% are adult learners

Discussion and Opportunities: The following topics were discussed as observations and potential interventions to address the gaps and opportunities identified during the data review sessions.

Access

- Outreach
 - Invite outreach ambassadors to events
 - Connect CTE Deans to outreach
 - Group training regarding CTE for student ambassadors
 - Develop an in-reach campaign for students
 - Engage more students from the programs themselves an opportunity to showcase the skills they have and do so in partnership with WBL
 - Identify champions – faculty, staff, and administrators who would value doing more
- Use data to figure out what programs may have the potential for additional enrollments
- Marketing
 - Develop a more comprehensive strategy for marketing considering the gaps identified, notably in the loss of adult learners in the last five years.
 - Clearly align marketing campaign and outreach activities.

Retention

- General
 - Retention rates are low, but have been slowly increasing
 - Mesa is doing well compared to the statewide
 - What percentage of students take 9+ credits a year? What is the average number of units in an academic year for CTE student
 - Consider how courses are scheduled to allow students to conveniently take more classes each term
 - Ask our students WHY they are taking a small number of units.
 - Promote more CTE courses at HS (articulation).
 - Additional integrated Academic and Student Support Services may be necessary to increase retention

- Same instructor/instructors (consistency) - keeps students engaged and knowing what to expect
- Course Success
 - While Mesa College has improved slowly, but rates are lower than needed
 - If success and retention are correlated, why is there such a huge disparity?
 - High success rate does not lead to high retention
 - Why are success rates so high with retention rates being so low?
 - What about equity gaps?
 - If students succeed, do we know why?
- Course Success by Modality
 - Course success in online courses stays roughly constant, on campus has a much wider spread
 - On-campus has a higher rate across the board
 - Characteristics of online students may vary such as:
 - Online students are typically juggling more
 - Online students may not know about campus supports
 - Online classes take more self-initiative
 - Need: Jumpstart or cruise for adult learners,
 - Prep courses for students on how to take an online class
- Success rate by Race/ethnicity
 - Some measures have stayed consistent, reflecting on-going equity gaps
- Course Success and Tutoring
 - Tutoring has a large impact on Black/African American, Filipino, and Latinx students regarding course retention and success.
 - What would it look like to assign tutors for every class on campus?
 - Can we add "Adult" students in tutoring marketing material so older students feel comfortable approaching?
- Tutoring
 - Can tutoring be a requirement for special programs?
 - There appears to be an opportunity for faculty to recommend tutoring to everyone as something *all* successful students could do...
 - Additional feedback is needed from students about their experience with tutoring.... and their hesitancy if they do not seek it out
- Other ideas for retention
 - Personalizing/humanizing our teaching, telling our "story" through personal connection
 - Increasing WBL with activities such as Workplace tours, career panels, etc.
 - Improve/continue to get students involved in clubs/programs/groups
 - Creation of community spaces such as an ICT Community Room

Completion

- There is a need to develop a more comprehensive understanding of the current completion trends and opportunities
 - Can the data be organized by cohort based vs. non-cohort for a better understanding or comparison?
- How might Mesa College increase access to counseling to increase completion rates?
- What ways can we make information available about wraparound services accessible to more students?
- Get understanding from faculty about barriers to completion.
- CRNA Rec #1
 - We need a better tracking system to monitor our students
- CRNA Rec #2
 - Do we need another affinity group for adult learners?
 - Creating space breeds connection
 - Cruise events - Summer and winter onboarding orientation programs introducing students to support services
 - Implement a mandatory training in all employee onboarding and then a refresher annually
 - The Stand: Dr. Pamela T. Luster Resource Center -our Basic Needs Department which houses a counseling team with trauma informed practices.
 - We have resources, but they aren't staffed out enough. Student health does a great job supporting (re mental health), but it seems like they are inundated with need.
 - Is there a college in our region that does this well?
- CRNA Rec #3
 - Basic Needs is a centralized department on campus. Information is shared with students, faculty, and staff during various onboarding programs.
 - We have a designated counselor liaison for our CTE programs, and this has been a huge help for students and faculty alike.
 - There is a demonstrated need for evening services x2

Alignment to the local labor market

- Question about wage/gender data- what is the ultimate impact that Mesa College has on employment outcomes?
- Can we leverage veteran's military training/CPL to connect with industry partners?
- Why do students leave programs- gap between enrollment and awards?
- How do we make sure our students are ready to enter the workforce?
 - How might we increase WBL?
 - How can we leverage programs like MIP and our employer engagement liaison?
 - Take advantage of programs like Fresh Success
 - What does a Pre-MIP cohort on employment readiness look like?

- There appears to be more opportunities to invite industry in to review class projects/portfolios, etc

Subpopulation of students that could benefit from additional evidence-based services/supports: This largely remained aligned to the 2022 CLNA findings in that Black/African American, LatinX, individuals with economically disadvantaged families, single parents, and individuals with disabilities could benefit from additional evidence-based supports.

Priorities & Strategies

What priorities are you setting to address the gaps or challenges identified?

1. Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry equipment for improved learning and success.
2. Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools. Target industries with priority jobs where there are equity gaps that Mesa could fill with underrepresented students in priority programs.
3. Coordinate with student support services on campus to increase support and wraparound services for special population students, including EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus. Emphasize an integrated partnership with special population support programs, combined with academic support programs like tutoring, to increase student retention.
4. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
5. Develop common understanding of pathways through CTE degree and certificate programs and a mechanism to assess the efficacy of pathways as evidenced by program completion.
6. Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.
 - a. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, LMI and workforce needs, and occupational education.

Action Plan (s)

1. Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry

- equipment for improved learning and success.
- a. Role and Responsibility: Career Education Deans and program support staff
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program
 - d. Data: n/a
2. Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools. Target industries with priority jobs where there are equity gaps that Mesa could fill with underrepresented students in priority programs.
- a. Role and Responsibility: Career Education Deans, Public Information Officer, Outreach Coordinator, SW Marketing and Outreach sub-committee, Career Education Faculty lead
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program
 - d. Data: Mesa College CTE Enrollment Dashboard, disaggregated enrollment data by program and by equity measure
3. Coordinate with student support services on campus to increase support and wraparound services for special population students, including EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus. Emphasize an integrated partnership with special population support programs, combined with academic support programs like tutoring, to increase student retention.
- a. Role and Responsibility: Career Education Deans, Tutoring Center Coordinator, Special Programs Coordinators, Career Education Faculty lead
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program local
 - d. Data: Course Success and Retention dashboard
4. Develop common understanding of pathways through CTE degree and certificate programs and a mechanism to assess the efficacy of pathways as evidenced by program completion.
- a. Role and Responsibility: Career Education Deans, Dean, PRIE, Research expert, Career Education Faculty lead, Counseling
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program
 - d. Data: Awards Dashboard
5. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.

- a. Role and Responsibility: Associate Dean, CTE, MIP Co-Coordinators, WBL Coordinators
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program local and Strong Workforce Program regional
 - d. Data: SG21 Dashboard, MIP data sets
6. Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.
- a. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, LMI and workforce needs, and occupational education.
 - i. Role and Responsibility: Associate Dean, CTE, SW Professional Learning sub-committee, Campus Professional Development lead, LOFT, Career Education Faculty lead
 - ii. Timeline: July 1st, 2024- June 30th, 2026
 - iii. Initiatives leveraged: Strong Workforce program
 - iv. Data: Usage of professional development funding and opportunities

CLNA ELEMENT #2 - Program Size, Scope, and Quality to meet the needs of all Students

Past CLNA Priority Strategies

- Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry equipment for improved learning and success.
- Provide Work-Based Learning (WBL) opportunities for students to introduce them to career pathways and provide WBL activities in the classes and programs to facilitate student success and completion.
- Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.

Confirmation of Ongoing or New Strategies

The institution will be revising these priorities to further refine the focus of each to capture the observations and feedback of the data reviewed during the CLNA process.

Additionally, one priority will be added based upon the results of the recent CLNA.

Data Reviewed

Mesa College CTE Enrollment Dashboard
Mesa College Course Success Dashboard
Mesa College Awards Dashboard
CTEOS Dashboard
SWP Launchboard
Biennial Review Program Fact Sheets
Equity Gaps in Priority Jobs and Occupations
Perkins Size, Scope, and Quality Dashboard

Observations made from data review(s) and constituent engagement activities

In addition to the data insights and observations identified in CLNA element #1, the following additional information was gathered related to size, scope, and quality:

Size: While most programs do meet the appropriate size needed to provide a pool of graduates for area industry, there are programs unable to scale currently to meet the labor market demands such as Allied Health. Conversely, there are programs that have also been met with significant enrollment declines and may need to consider the program design to continue to align to industry needs. It is unclear to the extent that AI may impact these trends, but it is something that should be monitored.

Additionally, as evidenced by the Equity Gaps in Priority Jobs and Occupations report, there are industries that have significant gaps that Mesa College could serve, which may warrant further exploration.

Scope: All CTE programs must provide specific student and program learning outcomes aligned with industry needs. There may be an opportunity to better align those outcomes with offerings in area high schools. Additionally there may be opportunities to provide Credit for Prior Learning for those students who may have already mastered select student learning outcomes for courses offered at San Diego Mesa College.

Quality: The Perkins definitions of quality indicates that A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations. All programs funded by Perkins meet these criteria according to a newly created district dashboard. Only one program of all the CTE programs offered at Mesa College does not currently meet the criteria in 2024.

Subpopulation of students that could benefit from additional evidence-based services/supports: This largely remained aligned to the 2022 CLNA findings in that Black/African American, LatinX, individuals with economically disadvantaged families, single parents, and individuals with disabilities could benefit from additional evidence-based supports.

Priorities & Strategies

1. Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry equipment for improved learning and success.
2. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
3. Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.
 - a. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, LMI and workforce needs, and occupational education.
4. Explore potential new or updated programming based on the areas identified within the Centers of Excellence Report “Equity Gaps in Priority Jobs and Occupations” and validate potential opportunities from feedback from industry.

Action Plan (s)

1. Purchase new equipment and technology to increase student engagement and interactive learning opportunities and familiarize students with standard industry equipment for improved learning and success.
 - a. Role and Responsibility: Career Education Deans and program support staff
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program local
 - d. Data: n/a
2. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
 - a. Role and Responsibility: Associate Dean, CTE, MIP Co-Coordinator, WBL Coordinators
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program local and Strong Workforce Program regional
 - d. Data: SG21 Dashboard, MIP data sets
3. Develop a professional development strategy to help bridge existing Career

Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.

- a. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, LMI and workforce needs, and occupational education.
 - i. Role and Responsibility: Associate Dean, CTE, SW Professional Learning sub-committee, Campus Professional Development lead, LOFT, Career Education Faculty lead
 - ii. Timeline: July 1st, 2024- June 30th, 2026
 - iii. Initiatives leveraged: Strong Workforce program
 - iv. Data: Usage of professional development funding and opportunities
4. Explore potential new or updated programming based on the areas identified within the Centers of Excellence Report “Equity Gaps in Priority Jobs and Occupations” and validate potential opportunities from feedback from industry.
 - a. Role and Responsibility: Career Education Deans, Career Education faculty leadership
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program local and Strong Workforce Program regional investments
 - d. Data: Number of new or modified programs created number of new or updated course created

CLNA ELEMENT #3 - Progress towards Implementation of CTE Programs of Study/Career Pathways

Past CLNA Priority Strategies

- Increase outreach to non-traditional students and students within Perkins identified special population groups.
- Provide Work-Based Learning (WBL) opportunities for students to introduce them to career pathways and provide WBL activities in the classes and programs to facilitate student success and completion.
- Explore dual enrollment opportunities with programs and faculty.

Confirmation of Ongoing or New Strategies

The institution will be revising these priorities to further refine the focus of each to capture the observations and feedback of the data reviewed during the CLNA process.

Data Reviewed

Mesa College CTE Enrollment Dashboard

Mesa College Course Success Dashboard
Mesa College Awards Dashboard
CTEOS Dashboard
SWP Launchboard
Biennial Review Program Fact Sheets
Centers of Excellence (COE) Perkins Regional Needs Assessment
SDCCD early college credit dialogue

Observations made from data review(s) and constituent engagement activities

In addition to the data insights and observations identified in CLNA element #1, the additional gaps and opportunities were identified.

Strengths

- Based on the SDCCD research, former early college credit students are significantly more likely to complete degrees and transfer to four-year universities than students who do not earn early college credit. This is true for early college credit earners in all ethnicities, compared to their peers who do not complete early college credit.
 - When early college credit students do return, they have higher success rates in their first year, earn more units, and persist to a second year of college at higher rates than first-time students who did not earn early college credit through SDCCD
- There is a growing partnership with Work Experience and early college credit opportunities, representing a unique opportunity to build career preparation experiences into early college credit strategies

Gaps/Opportunities

- Gaps continue to exist in pathways from k-12 partners to San Diego Mesa College CTE programs
- While there is interest in additional early college credit opportunities such as dual enrollment, there is still a need for a unified plan to guide efforts
- Credit for Prior learning, while available at Mesa College, is not available for a majority of CTE programs and courses potentially disincentivizing adult learner recruitment and making it confusing for potential students
- There is an opportunity to provide professional development and support to further increase understanding of potential early college credit and credit for prior learning options that faculty can build into programs of study

What subpopulation of students could benefit from additional evidence-based services/supports? This largely remained aligned to the 2022 CLNA findings in that Black/African American, LatinX, individuals with economically disadvantaged families, single parents, and individuals with disabilities could benefit from additional evidence-based supports.

Priorities & Strategies

1. Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools.
2. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps
3. Develop and implement a dual enrollment strategic plan to further build out dual enrollment offerings

Action Plan (s)

1. Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools. Target industries with priority jobs where there are equity gaps that Mesa could fill with underrepresented students in priority programs.
 - a. Role and Responsibility: Career Education Deans, Public Information Officer, Outreach Coordinator, SW Marketing and Outreach sub-committee, Career Education Faculty lead
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program
 - d. Data: Mesa College CTE Enrollment Dashboard, disaggregated enrollment data by program and by equity measure
2. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
 - a. Role and Responsibility: Associate Dean, CTE, MIP Co-Coordinators, WBL Coordinators
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program local and Strong Workforce Program regional
 - d. Data: SG21 Dashboard, MIP data sets
3. Develop and implement a dual enrollment strategic plan to further build out dual enrollment offerings
 - a. Role and Responsibility: CCAP coordinator, Instructional Dean
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce Program regional
 - d. Data: Dual Enrollment Strategic Plan, Dual Enrollment Dashboard

CLNA ELEMENT #4 - Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Past CLNA Priority Strategies

- Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.

Confirmation of Ongoing or New Strategies

The institution will be revising these priorities to further refine the focus of each to capture the observations and feedback of the data reviewed during the CLNA process.

Also, two more priorities for this section will be added based on the recent CLNA results.

Data Reviewed

District Diversity report

Strong Workforce Faculty and Counseling Institute participation

Conference and Travel Committee funding usage

Observations made from data review(s) and constituent engagement activities

Strengths

- CTE Faculty are supported by Professional Learning through Mesa's LOFT. The LOFT staff plus Mesa's Ongoing Support for Teaching (MOST) Coaches offer regular opportunities for faculty to develop and implement equity-infused teaching across all modalities.
 - This includes regular PL cohorts as well as the summer CEER cohort.
- Mesa Faculty and Counselors participated in Strong Workforce Faculty Institute and Counselor Institutes.
- Mesa's New Faculty Institute and New Classified Institute
- Faculty awareness of importance of diversity on Advisory Committees, in the classroom, guest speakers, etc.
- Travel funding available to support professional learning in the field.
- Adjunct Orientation night
- Employer engagement packet
- District increasing minimum wage may further diversify staff
- Growing number of student affinity groups often spearheaded/supported by faculty/staff/admin

Gaps

- Limited Faculty diversity at Mesa
 - White Faculty in most CTE programs are overrepresented when compared with students.

- Latinx students overrepresented when compared with faculty in most programs.
- Classified staff better reflect student proportions.
- Fewer full-time faculty than adjunct faculty
- Pay for full-time and adjunct CTE faculty positions is often significantly less than industry (ex. Accounting, Healthcare)
- POA can make bringing on new part-time faculty a challenge.
- Limited counselor availability
- Travel funding and reimbursement process is a pain point for faculty.

Subpopulation of students that could benefit from additional evidence-based services/supports: This largely remained aligned to the 2022 CLNA findings in that Black/African American, LatinX, individuals with economically disadvantaged families, single parents, and individuals with disabilities could benefit from additional evidence-based supports.

Priorities & Strategies

1. Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.
 - a. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, LMI and workforce needs, and occupational education.
2. Support Mesa College CTE programs and schools in recruiting diverse faculty from industry to support Mesa College CTE programs.

Action Plan (s)

1. Develop a professional development strategy to help bridge existing Career Education PD investments and campus-based resources. This strategy will leverage investments like the Strong Workforce Faculty and Counseling Institutes, MOST programming, the New Faculty Institute, and additional LOFT programming.
 - a. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, mental health awareness, disability resources for technology and services, resources for special populations, work-based learning, LMI and workforce needs, and occupational education.
 - i. Role and Responsibility: Associate Dean, CTE, SW Professional Learning sub-committee, Campus Professional Development lead, LOFT, Career Education Faculty lead
 - ii. Timeline: July 1st, 2024- June 30th, 2026

- iii. Initiatives leveraged: Strong Workforce program
 - iv. Data: Usage of professional development funding and opportunities
2. Support Mesa College CTE programs and schools in recruiting diverse faculty from industry to support Mesa College CTE programs.
 - a. Role and Responsibility: Career Education Deans, District Human Resources, Employer Relations Liaison
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program
 - d. Data: District Diversity report

CLNA ELEMENT #5 - Progress towards equal access to CTE programs for all students

Past CLNA Priority Strategies

- Increase outreach to non-traditional students and students within Perkins identified special population groups.
- Provide Work-Based Learning (WBL) opportunities for students to introduce them to career pathways and provide WBL activities in the classes and programs to facilitate student success and completion.

Confirmation of Ongoing or New Strategies

The institution will be revising these priorities to further refine the focus of each to capture the observations and feedback of the data reviewed during the CLNA process.

Data Reviewed

Mesa College CTE Enrollment Dashboard
Mesa College Course Success Dashboard
Mesa College Awards Dashboard
CTEOS Dashboard
SWP Launchboard
Biennial Review Program Fact Sheets
Centers of Excellence (COE) Perkins Regional Needs Assessment

Observations made from data review(s) and constituent engagement activities

In addition to the data insights and observations identified in CLNA element #1, the following strengths and gaps were noted.

Strengths

- Overall, the college is trending in the right direction with respect to access to CTE programs and has been able to impact equity gaps, in general when comparing the Mesa student population to the service area.

- Latinx enrollment in Career Education has increased in the last five years, primarily due to increases in students under the age of 25.

Gaps

- There is still a gap in available staffing to fully realize the goal of career planning while educational planning.
- Loss in enrollments 25 and over represents all the enrollment losses in the last five years. African American enrollment declined in the last five years, entirely driven by loss in enrollments over the age of 25, declining at even faster rates than the aggregate enrollment trends.
- There are select industries and programs where Mesa College has both an equity gap as well as area employers which may represent an opportunity to focus marketing & outreach efforts.

What subpopulation of students could benefit from additional evidence-based services/supports? This largely remained aligned to the 2022 CLNA findings in that Black/African American, LatinX, individuals with economically disadvantaged families, single parents, and individuals with disabilities could benefit from additional evidence-based supports.

Priorities & Strategies

1. Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools. Target industries with priority jobs where there are equity gaps that Mesa could fill with underrepresented students in priority programs.
2. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.

Action Plan (s)

1. Develop and implement an integrated Career Education Marketing and Outreach plan. Specifically target reversing access trends in adult learners, while supporting in-reach strategies for current students and maintain partnerships with area feeder high schools. Target industries with priority jobs where there are equity gaps that Mesa could fill with underrepresented students in priority programs.
 - a. Role and Responsibility: Career Education Deans, Public Information Officer, Outreach Coordinator, SW Marketing and Outreach sub-committee, Career Education Faculty lead
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program
 - d. Data: Mesa College CTE Enrollment Dashboard, disaggregated enrollment data

2. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
 - a. Role and Responsibility: Associate Dean, CTE, MIP Co-Coordinators, WBL Coordinators
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program
 - d. Data: SG21 Dashboard, MIP data sets

CLNA ELEMENT #6 - Alignment to Labor Market Information (LMI)

Past CLNA Priority Strategies

- Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.
- Increase outreach to non-traditional students and students within Perkins identified special population groups.

Confirmation of Ongoing or New Strategies

The institution will continue with these priorities with revisions. The institution will also add one new priority.

Data Reviewed

Mesa Career and Technical Education employment outcomes survey (CTEOS) dashboard

Centers of Excellence (COE) Equity Gaps in Priority Jobs and Occupations report

Mesa Impactship Program (MIP) program data

Centers of Excellence (COE) Perkins Regional Needs Assessment

Observations made from data review(s) and constituent engagement activities

Strengths identified

- The Mesa Impactship Program was developed in 2022 and is now in full implementation representing a critical asset to Mesa College that can be scaled further to align Mesa College to the local labor market and to reduce equity gaps
- The new employer engagement liaison model enables Mesa College to connect with our employers to fulfill recommendations from the regional CRNA in terms of partnering to provide transformative employment experiences for Mesa College students.
- The WBL Faculty Liaison project has greatly expanded the WBL department's capacity to provide high-quality WBL to all students at Mesa College. From Fall 2022 to Fall 2023, WBL instances grew by 1500 students due to this project.
- All Mesa College CTE programs are required to be aligned to the local labor

market and to demonstrate this alignment every two years through the Biennial Review process.

Gaps noted

- Special populations are faced with inequities in the workforce and show higher rates of unemployment and underemployment across industries in San Diego.
 - Females are significantly underrepresented in 56 priority jobs
 - BIPOC workers are significantly underrepresented in 72 priority jobs
- Paid internships can be the bridge for students, but underserved students often fail to land these opportunities. This prevents students from the ability to prepare for the workforce and land sustainable jobs in their field of study to promote economic mobility through larger wage gains equating to an average of \$11.50 more per hour
- Across nearly every underrepresented group, notably African American students, and students from low-income backgrounds, achieve lower than average employment and wage outcomes upon leaving Mesa College

Subpopulation of students that could benefit from additional evidence-based services/supports: This largely remained aligned to the 2022 CLNA findings in that Black/African American, LatinX, individuals with economically disadvantaged families, single parents, and individuals with disabilities could benefit from additional evidence-based supports.

Priorities & Strategies

1. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
2. Explore potential new or updated programming based on the areas identified within the Centers of Excellence Report “Equity Gaps in Priority Jobs and Occupations” and validate potential opportunities from feedback from industry.

Action Plan (s)

1. Provide targeted Work-Based Learning opportunities, both in the classroom and outside, for students to facilitate student completion and a reduction in equity gaps in employment outcomes. Specifically, target paid WBL opportunities, such as internships, to help reduce identified equity gaps.
 - a. Role and Responsibility: Associate Dean, CTE, MIP Co-Coordinator, WBL Coordinators
 - b. Timeline: July 1st, 2024- June 30th, 2026
 - c. Initiatives leveraged: Strong Workforce program
 - d. Data: SG21 Dashboard, MIP data sets
2. Explore potential new or updated programming based on the areas identified within the Centers of Excellence Report “Equity Gaps in Priority Jobs and Occupations” and validate potential opportunities from feedback from industry.
 - a. Role and Responsibility: Career Education Deans, Career Education

faculty leadership

- b. Timeline: July 1st, 2024- June 30th, 2026
- c. Initiatives leveraged: Strong Workforce program local, and Strong Workforce Program regional investments
- d. Data: COE reports, Number of new or modified programs created number of new or updated course created

San Diego Miramar College

CLNA Summary

CLNA Element #1: Summary of Student Performance on Required Performance Indicators (Disaggregated)

Miramar College's Student Performance Data was reviewed by individual CTE programs in Program Review and during the local Perkins application process. The data included Program Core Indicator reports and CCCCO Core Indicator Report. The process revealed opportunities to improve upon nontraditional completions, living wage attainment, employment and student success for specific populations through activities and projects such as the incorporation of work-based learning, acquisition of industry equipment and new technology, and in targeted outreach for special populations. There is room for improvement in marketing and creating an inclusive environment for all students.

CLNA Element #2: Summary of Program Size, Scope, and Quality to meet the needs of all Students

There is room for progress in the areas of work based learning integration and targeted outreach to special populations. To address these, the strategies will be to offer professional development, equipment, technology, work-based learning technology and training.

CLNA Element #3: Summary of Progress Towards Implementation of CTE Programs of Study

Miramar College began the work for providing Credit for Prior Learning in CTE. Our current strategies are focused on increasing outreach to special populations, nontraditional students, and increasing work-based learning and career services opportunities.

CLNA Element #5: Summary of Progress towards equal access to CTE programs for all students

Miramar College should continue to expand outreach to communities of color, K-12 schools that predominately serve communities of color, and social support programs that predominately serve communities that experience structural and generational barriers to employment and provided embedded and contextualized support structures such as counseling and tutoring to career education students. Furthermore, the college needs to continue to work on strengthening relationships and institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women and economically disadvantaged people.

CLNA Element #4: Summary of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Miramar College has continued to engage in conversation regarding equitable hiring processes for all positions and especially for contract and adjunct faculty positions, continue to increase the integration of equity into professional development practices and offerings, and consider the long-term impacts and processes regarding replacements for retirements that occur in career education.

CLNA Element #6: Summary of Alignment of programs to Labor Market Information (LMI)

San Diego Miramar College continues to maintain its close relationship to relevant and growing industries in its sub regional hubs of Mira Mesa and La Jolla. The college and CTE programs will continue to integrate career services, work-based learning, job placement services, and instructional programs to ensure equitable and relevant talent pipeline for industry and employer partners. Miramar will also continue to invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution and review and develop curriculum to ensure technical and 21st century employability skills relevant to the fourth industrial revolution are integrated in career pathways.

Local Planning Team Process

San Diego Miramar College engaged stakeholders in the Comprehensive Local Needs Assessment process through the Career Education Advisory Board Committee (CEAB). The purpose of the Career Education Advisory Board Committee meetings is to provide stakeholders input and offer guidance to support Career Education at San Diego Miramar College on a twice per semester basis. The CEAB is the primary advisory group for strategies and investments related to Career Education. This includes Career Education initiatives funded by unrestricted, categorical, and grant-funded budgets.

The functions of the Career Education Advisory Board include: 1) Serve as advisory board on local and regional projects related to Career Education programs and related projects; 2) The CEAB will provide stakeholders input on the needs for career education, workforce development, and professional training programs in the area served by San Diego Miramar College; 3) The CEAB will provide stakeholders input as it relates to Career Education, which may include areas of labor market demand, professional development, facilities, budget and external partnership opportunities; 4) Review work plans, proposals, and budgets for Career Education initiatives, including local and regional unrestricted, categorical, and grant-funded projects; 5) Provide advice regarding Career Education priorities based on the overall college-wide strategic plan; 6) Review proposed and ongoing implementation of projects funded by unrestricted, categorical, and grant-funded budgets; and 7) Review and provide stakeholders input on policies and procedures related to Career Education programs.

The Career Education Advisory Board (CEAB) consists of a group of administrators, staff, faculty, students and community partners deeply involved in matters related to Career Education. Their role is to serve as subject matter experts in the field of Career Education and represent the various perspectives of Career Education stakeholders. Members will be committed to the development and enhancement of programs and services that serve students across all Career Education programs at San Diego Miramar College.

Stakeholder Engagement & Feedback

Complete stakeholder feedback was recorded and is held on file within the institution.

There was an increase in Stakeholders who provided feedback through the Comprehensive Local Needs Assessment and Perkins process. Industry and employer partners continue to identify three areas of improvement; the need for: 1) more graduates throughout the year rather than just December and May; 2) more preparation for 21st century employability and essential skills; and 3) graduates prepared for the technological advancements expected in their industries from the fourth industrial revolution. Career education faculty, counselors, work-based learning coordinator, and special population representative engagement and feedback were collected from the Career Education Advisory Board (CEAB), faculty leadership meetings, and regional consortium workgroups. These stakeholders continue to recommend two main areas of improvement: 1) robust and coordinated marketing and outreach efforts, 2) integrated and embedded student support services personalized to meet individual student needs. Student engagement and feedback were collected from the CEAB, student surveys, and Associated Student Government (ASG). Students continue to hold San Diego Miramar College Career Education programs in high regard and feel the programs effectively prepare them for in-demand, high-wage occupations. The areas of improvement for our student stakeholders that we need to continue to focus on include: 1) the need for earlier career and program exploration in middle school and high school; 2) more access to embedded student support services such as counseling and tutoring; 3) recognition of valid prior learning, and 4) to learn more about currently available jobs related to their field of study and have the ability to network with those employers. K-12 teacher, counselor, and administrator engagement and feedback were collected from education advisory boards, regional consortium workgroups, and college outreach efforts. Two improvements most noted by K-12 representatives are the need for 1) more robust and coordinated career education program marketing and outreach to high school students and 2) more robust articulation and other recognitions of early college credit.

Stakeholder Membership List(s)

In addition to local commitment to the Districtwide Expanded Stakeholder Model (see appendix A), each college maintains a local list of stakeholders engaged. The following

list does not include program specific advisory committee members. Advisory committee membership lists, agendas, and minutes are held on file within each institution and submitted to the SDCCD Board of Trustees every two years.

NAME	TITLE	ROLE
Claudia Estrada-Howell	Dean, Miramar College	Postsecondary Administrator
Mona Patel	Acting Associate Dean, Miramar College	Postsecondary Administrator
Arnice Neff	Classified Staff, Miramar College	Postsecondary Support
Sonny Nguyen	Dean, Miramar College	Postsecondary Administrator
Jennifer Pena	Classified Staff, Miramar College	Postsecondary CTE Faculty
Linda Woods	Dean, Miramar College	Postsecondary Administrator
Lisa Clarke	Counselor, Miramar College	Postsecondary CTE Faculty
Dawn Diskin	Faculty, Miramar College	Postsecondary CTE Faculty
Matthew Cain	Faculty, Miramar College	Postsecondary CTE Faculty
Joseph Young	Faculty, Miramar College	Postsecondary CTE Faculty
David Wilhelm	Faculty, Miramar College	Postsecondary CTE Faculty
Duane Short	Faculty, Miramar College	Postsecondary CTE Faculty
Max Moore	Faculty, Miramar College	Postsecondary CTE Faculty
Mary Kjartanson	Faculty, Miramar College	Postsecondary CTE Faculty
Tanya Hertz	Faculty, Miramar College	Postsecondary CTE Faculty
Larry Pink	Faculty, Miramar College	Postsecondary CTE Faculty
Dawn DiMarzo	Faculty, Miramar College	Postsecondary CTE Faculty
Darren Hall	Faculty, Miramar College	Postsecondary CTE Faculty
Gene Choe	Faculty, Miramar College	Postsecondary CTE Faculty
Rebecca Bowers-Gentry	Faculty, Miramar College	Postsecondary CTE Faculty
Monica Demcho	Faculty, Miramar College	Special population representative

Kandice Brandt	Faculty, Miramar College	Special population representative
Jasmine Ancheta	Career Ambassador, Miramar College	Student

Ongoing Coordination Strategy

Each SDCCD institution has developed an ongoing strategy, process, or mechanism(s) to ensure the need assessment is used, with fidelity, to inform local planning and decision-making.

1. **What went well in your CLNA process?**
 Strong representation of different roles in the Career Education Advisory Board meetings
2. **What could have been done differently to achieve better results?**
 More support/training to understand and interpret data better
3. **What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?**
 EOPS and DSPS because of schedule conflicts
4. **What other initiatives can be leveraged and aligned across sectors to make this work successful?**
 REACH – work-based learning
5. **How will you build connections to and through those other initiatives?**
 Lead conversations related to CLNA strategies
6. **On what established schedule will you continue to meet and work together?**
 Twice per semester for Career Education Advisory Board. At least month per month with specific groups (Outreach, Tutoring, EOPS, Work-based learning)
7. **How will you demonstrate collective commitment to on-going engagement in this work?**
 Ongoing professional development on topics such as labor market data, ongoing discussions on marketing strategies and targeted outreach to special populations. Continue to grow the Career Education Advisory Board with diverse representation from different departments and various roles. Strengthen partnership with career services and work-based learning.
8. **In what ways did you consider districtwide and/or regional gaps, opportunities, or needs?**

One of the gaps we identified was the ability to know more about our students in a post pandemic economy. More specifically, we looked at enrollment trends to help us use that data to re-engage students in the years to come.

CLNA ELEMENT #1 - Student Performance

Past CLNA Priority Strategies

- Expand and institutionalize outreach to communities of color, K-12 schools that predominately serve communities of color, and social support programs that predominately serve communities that experience structural and generational barriers to employment.
- Provide embedded and contextualized support structures such as counseling and tutoring to career education students. San Diego Miramar College should strengthen relationships and institutional processes with the additional employer and industry partner to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.
- Strengthen relationships and institutional processes with the additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

Confirmation of Ongoing or New Strategies

Continuing.

Data Reviewed

- Perkins Core Indicators Dashboard (District)
- CCCCCO Core Indicator Report

Observations made from data review(s) and constituent engagement activities

Strengths:

- Intentional about our outreach campaigns to engage communities of color and promote awareness of educational opportunities. We host informational sessions (English and Spanish), partner with community-based organizations for outreach events through the District Office, and focus on creating targeted marketing materials highlighting success stories so students can see themselves represented in college.
- As for K-12 efforts (elementary-high school), San Diego Miramar College serves diverse schools to provide early exposure to career pathways and resources for

college and career readiness. This includes career fairs, student panels, counselor led career exploration presentations.

Gaps:

- While most ethnicity groups consistently meet the college-wide benchmark for completion and success rates, African American students are unable to meet success rate benchmark. African American students consistently experience the lowest completion and success rate among CTE students. Outcomes of most ethnicity groups decreased.
- Female CTE students consistently experience lower completion and success rates compared to male students. Both female and male CTE students consistently meet college-wide benchmarks. Outcomes for female and male students stayed relatively consistent over the past 7 years.

Priorities & Strategies

1. Targeted outreach to special populations and K-12 schools that predominately serve communities of color.
2. Provide embedded and contextualized support structures such as counseling and tutoring to career education students.
3. Strengthen relationships and institutional processes with the additional employer and industry partners to create more robust talent pipeline connections for people of color, women and economically disadvantaged people.

Action Plan (s)

1. Targeted outreach to special populations and K-12 schools that predominately serve communities of color.
 - Responsible parties: Career Education, Outreach, Counseling, Tutoring
 - Summary of specific data used to inform the strategy: PREDD
 - Timeline: July 1, 2024 – April 30, 2026
 - Other initiatives/funds: HSI grant
2. Provide embedded and contextualized support structures such as counseling and tutoring to career education students.
 - Responsible parties: Career Education, Counseling, Tutoring
 - Summary of specific data used to inform the strategy: Miramar's PREDD would be able to help pull data on students who have taken advantage of counseling and tutoring services
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP
3. Strengthen relationships and institutional processes with the additional employer and industry partners to create more robust talent pipeline connections for people of color, women and economically disadvantaged people.
 - Responsible parties: Career Services, EOPS and LEAD

- Summary of specific data used to inform the strategy: PREDD - CTE Outcomes by Special Populations would be able to identify data specific to people of color, women and economically disadvantaged people
- Timeline: July 1, 2024 - April 30, 2026
- Other initiatives/funds: Work-Based Learning, Job Placement

CLNA ELEMENT #2 - Program Size, Scope, and Quality to meet the needs of all Students

Past CLNA Priority Strategies

- Review internal processes to integrate new Perkins V CLNA planning requirements with program review, advisory committee charges, and state application processes.
- Provide an updated Career Education Program Advisory Board committee handbook and subsequent leadership development to improve the efficacy and participation committee conveners and members.
- Expand the integration of work-based learning and 21st-century employability, and essential skills into the program and course curriculum across all career education programs.

Confirmation of Ongoing or New Strategies

Continuing.

Data Reviewed

PREDD – CTE Outcomes by Special Populations

Observations made from data review(s) and constituent engagement activities

- ADJU and AVIM courses consistently experience the highest completion and success rates among these subjects.
- AUTO courses experienced a dip in completion and success rates during COVID, but recovered in recent years.
- AVIA courses experienced a dip in completion rates in 2019-2020, but recovered to pre-COVID levels in recent years.
- BANK courses consistently failed to meet college-wide benchmarks for both completion and success in the past six years.
- BUSE courses did not meet benchmarks before 2019, but showed an upward trend in completion and success rates in the last two years.
- CBTE courses show slight downward trend in success rates in recent years, failing to meet benchmark in 2021/2022 and 2022/2023.
- DIES courses show an upward trend in completion and success rates in recent years.

- Most other courses show flight fluctuations in outcomes between the years.
- MLTT courses have the highest completion and success rates among these subjects, consistently meeting benchmarks.
- MARK courses have consistently met college-wide benchmark for success rates in the past 7 years.
- REAL courses experienced decreasing completion and success rates, but saw major improvements in year 2022-2023.
- PARA courses show a downward trend in success rates in recent years.
- Foster youth, single parent, and homeless students consistently failed to meet the benchmark for completion and success rates. Homeless students who an upward trend in outcomes in recent years.
- All other special population categories generally met the college-wide benchmarks over the four years.
- DSPS and Veterans/Active Duty students experienced an increase in completion and success rates in the year 2020/2021 and 2021/2022.
- Full-time employed students have the highest completion and success rates when compared with other special populations.

Priorities & Strategies

- 1) Review internal processes to integrate new Perkins V CLNA planning requirements with program review, advisory committee charges, and state application processes.
- 2) San Diego Miramar College should provide an updated Career Education Program Advisory Board committee handbook and subsequent leadership development to improve the efficacy and participation committee conveners and members.

Action Plan (s)

- 1) Review internal processes to integrate new Perkins V CLNA planning requirements with program review, advisory committee charges, and state application processes.
 - Responsible parties: Career Education
 - Summary of specific data used to inform the strategy: Perkins Core Indicators Dashboard (District) would be useful to look at potential integration strategies
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP
- 2) San Diego Miramar College should provide an updated Career Education Program Advisory Board committee handbook and subsequent leadership development to improve the efficacy and participation committee conveners and members.

- Responsible parties: Career Education
- Summary of specific data used to inform the strategy: PREDD - CTE Outcomes by Special Populations would be useful for the advisory board members to review
- Timeline: July 1, 2024 - April 30, 2026
- Other initiatives/funds: SWP

CLNA ELEMENT #3 - Progress towards Implementation of CTE Programs of Study/Career Pathways

Past CLNA Priority Strategies

- Expand and institutionalize targeted outreach events and appropriate follow-up services for San Diego Unified School District and other interested high school students to explore available career pathways at San Diego Miramar College.
- Sustain its CCAP and credit-by-examination programs by providing clearly articulated pathways for participating students to programs by providing clearly articulated pathways for participating students to earn early college credit and shorten their time to completion and gainful employment.
- Explore options for expanding recognition of credit for prior learning, apprenticeships, and other advanced work-based learning opportunities connecting students directly to employment upon completion.
- Explore the expansion of national and industry accreditation for career education programs in order to improve industry alignment.
- Conduct a branding exercise to better inform its Career Education marketing plan strategies and the retention of its current career education students.
- Work towards institutionalizing the Career Ambassador program.
- Work on post-pandemic marketing efforts in order to re-engage students into CTE programs.

Confirmation of Ongoing or New Strategies

Continuing.

Data Reviewed

CTE Biennial Review – Miramar College

Observations made from data review(s) and constituent engagement activities

- The feeder schools for San Diego Miramar College are: Mira Mesa, Scripps Ranch, Serra, and University City high schools.
- San Diego Miramar College has aligned career education programs in: Arts/Art Video Technology and Communications, Business, Management and Administration, Health Science, Education and Training Human Services,

Marketing Sales and Service, Information Technology, Transportation, Distribution, and Logistics.

- Alignment does not exist between assigned feeder schools and San Diego Miramar College in Hospitality and Tourism and Law, Public Safety, Corrections and Security Perkins V Clusters
- San Diego Miramar College continues to participate in early college credit programs such as College and Career Access Pathways (CCAP) and credit-by-examination agreements with various San Diego Unified School District schools across most career education programs where alignment exists.
- San Diego Miramar College has developed credit-by-examination agreements with various schools outside of its service area and San Diego Unified School District for certain in-demand programs such as automotive technology, biotechnology, and emergency medical technician.
- A continual opportunity for collaboration for instructional faculty, work-based learning coordinator, and peer-to-peer mentors between career pathways when considering various occupational skills needed in the labor market, such as biotechnology and paralegal.

Priorities & Strategies

The results of the survey as part of the CTE Biennial Review for Miramar College showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

8. Expand and institutionalize targeted outreach events and appropriate follow-up services for San Diego Unified School District and other interested high school students to explore available career pathways at San Diego Miramar College.
9. Sustain its CCAP and credit-by-examination programs by providing clearly articulated pathways for participating students to programs by providing clearly articulated pathways for participating students to earn early college credit and shorten their time to completion and gainful employment.
10. Explore options for expanding recognition of credit for prior learning, apprenticeships, and other advanced work-based learning opportunities connecting students directly to employment upon completion.
11. Continue to explore the expansion of national and industry accreditation for career education programs in order to improve industry alignment.
12. Conduct a branding exercise to better inform its Career Education marketing plan strategies and the retention of its current career education students.
13. Work towards institutionalizing the Career Ambassador program.
14. Work on post-pandemic marketing efforts in order to re-engage students into CTE programs.

Action Plan (s)

1. Expand and institutionalize targeted outreach events and appropriate follow-up services for San Diego Unified School District and other interested high school students to explore available career pathways at San Diego Miramar College.
 - Responsible parties: Career Education, Outreach, Career Services
 - Summary of specific data used to inform the strategy: PREDD
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP

2. Sustain its CCAP and credit-by-examination programs by providing clearly articulated pathways for participating students to programs by providing clearly articulated pathways for participating students to earn early college credit and shorten their time to completion and gainful employment.
 - Responsible parties: Career Education
 - Summary of specific data used to inform the strategy: Perkins Core Indicators Dashboard (District) would be useful
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP

3. Explore options for expanding recognition of credit for prior learning, apprenticeships, and other advanced work-based learning opportunities connecting students directly to employment upon completion.
 - Responsible parties: Career Education
 - Summary of specific data used to inform the strategy: PREDD
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP, Work-Based Learning

4. Continue to explore the expansion of national and industry accreditation for career education programs in order to improve industry alignment.
 - Responsible parties: Career Education
 - Summary of specific data used to inform the strategy: PREDD and CTE Employment Outcomes Survey - 2023 Districtwide Summary would be useful for this data
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP

5. Conduct a branding exercise to better inform its Career Education marketing plan strategies and the retention of its current career education students.
 - Responsible parties: Career Education
 - Summary of specific data used to inform the strategy: PREDD would be helpful to look at retention data for career education students
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP, Marketing regional funds

6. Work towards institutionalizing the Career Ambassador program.
 - Responsible parties: Career Education, Career Services, Guided Pathways
 - Summary of specific data used to inform the strategy: PREDD would be helpful
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP, COVID Block grant

7. Work on post-pandemic marketing efforts in order to re-engage students into CTE programs.
 - Responsible parties: Career Education
 - Summary of specific data used to inform the strategy: PREDD - CTE Outcomes
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP

CLNA ELEMENT #4 - Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Past CLNA Priority Strategies

- Advocate for access to District HR data (e.g. long-term staffing projections, staffing plans, employee retention, high-level findings from evaluations, etc.) that can be provided locally for review during future Comprehensive Local Needs Assessment process.
- Engage in more robust conversations regarding equitable hiring processes for all positions and especially for contract and adjunct faculty positions.
- Increase the integration of equity into its professional development practices and offerings.
- Consider the long-term impacts and processes regarding replacements for retirements that occur in career education programs during fiscal contractions.

Confirmation of Ongoing or New Strategies

Continuing.

Data Reviewed

- CTE Employment Outcomes Survey
- San Diego Miramar College Equity Plan

Observations made from data review(s) and constituent engagement activities

- All Career Education faculty meet minimum qualifications for their teaching assignments and hold additional applicable credentials if required by external accrediting agencies.
- Professional development continues to be offered systematically in multiple coordinated efforts.
- Professional development is contractually required each primary term of all instructional contract and adjunct faculty.
- Asian, Black/African-American, LatinX faculty continue to be disproportionately underrepresented in both contract and adjunct faculty ranks campus-wide in comparison to the overall representation of students.

Priorities & Strategies

1. Provide professional development opportunities for instructional faculty, counseling faculty, staff, and administrators in the areas of diversity, equity and inclusion, work-based learning, and workforce/labor market needs.
2. Consider long-term impacts and processes regarding replacements for retirements that occur in career education programs during fiscal contractions

Action Plan (s)

1. Provide professional development opportunities for instructional faculty, counseling faculty, staff, and administrators in the areas of diversity, equity and inclusion, work-based learning, and workforce/labor market needs.
 - Responsible parties: Career Education, Counseling, Career Services
 - Summary of specific data used to inform the strategy: PREDD
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: The Counseling Institute, Faculty Institute
2. Consider long-term impacts and processes regarding replacements for retirements that occur in career education programs during fiscal contractions
 - Responsible parties: Career Education
 - Summary of specific data used to inform the strategy: PREDD
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SDCCD HR, LEAD office

CLNA ELEMENT #5 - Progress towards equal access to CTE programs for all students

Past CLNA Priority Strategies

- Expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that

predominately serve communicates that experience structural and generational barriers to employment.

- Expand on embedded and contextualized support structures such as counseling and tutoring to career education students.
- Continue to strengthen relationships and institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

Confirmation of Ongoing or New Strategies

Continuing.

Data Reviewed

- DSPS Dashboard
- PREDD – CTE Outcomes by Special Populations

Observations made from data review(s) and constituent engagement activities

Strengths:

- Diversity within programs has improved slightly but there is still room for further growth through ongoing diversity, equity and inclusion efforts.
- Career Education programs at San Diego Miramar College are well-aligned to regional industries with in-demand high-wage occupations, and the reputation of these programs benefit enrollment and program outcomes.

Gaps:

- San Diego Mriamar College continues to focus on established related equity goals to increase access for Black students and former foster youth; increase retention for LatinX, Black, and female LGBTQIA students; and increase completion for LatinX, Black, female and veteran students.

Priorities & Strategies

1. Expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominately serve communicates that experience structural and generational barriers to employment.
2. Expand on embedded and contextualized support structures such as counseling and tutoring to career education students.
3. Strengthen relationships and institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

Action Plan (s)

1. Expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that

predominately serve communicates that experience structural and generational barriers to employment.

- Responsible parties: Career Education, Outreach, Counseling, Tutoring
 - Summary of specific data used to inform the strategy: PREDD
 - Timeline: July 1, 2024 – April 30, 2026
 - Other initiatives/funds: HSI grant
2. Expand on embedded and contextualized support structures such as counseling and tutoring to career education students.
- Responsible parties: Career Education, Counseling, Tutoring
 - Summary of specific data used to inform the strategy: Miramar's PREDD would be able to help pull data on students who have taken advantage of counseling and tutoring services
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP
3. Strengthen relationships and institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.
- Responsible parties: Career Services, EOPS and LEAD
 - Summary of specific data used to inform the strategy: PREDD - CTE Outcomes by Special Populations would be able to identify data specific to people of color, women and economically disadvantaged people
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: Work-Based Learning, Job Placement

CLNA ELEMENT #6 - Alignment to Labor Market Information (LMI)

Past CLNA Priority Strategies

- Maintain its close relationships to relevant and growing industries in its sub regional employment hubs of Mira Mesa and La Jolla.
- Integrate career services, work based learning, job placement services, and instructional programs to ensure an equitable and relevant pipeline for industry and employer partners.
- Invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution.
- Review and develop curriculum to ensure technical and 21st century employability skills relevant to the fourth industrial revolution are integrated in career pathways.

Confirmation of Ongoing or New Strategies
Continuing.

Data Reviewed

- Subregional Profile: Central Region - Centers of Excellence for Labor Market Research
- Sector Analysis – May 2022
- Regional LMI Briefs & Reports

Observations made from data review(s) and constituent engagement activities

- San Diego Miramar College's Career Education programs are well-aligned to regional industries with in-demand high-wage occupations, and the reputation of these programs benefit enrollment and program outcomes.
- San Diego Miramar College is well-situated to serve the high-employment areas of Mira Mesa and La Jolla.
- Employment activity has increased for the following occupations in spite of COVID-related stay-at-home orders; biological technicians, financial analysts, social and community service managers, health practitioner support technologists and technicians and security guards.
- The following 21st century employability skills are associated with growth occupations: communications, management, customer service, sales and leadership.
- Updated equipment are needed in various programs to maintain relevancy of student learning and skills development to meet rapidly-changing industry needs for in-demand high-wage occupations.

Priorities & Strategies

1. Continue to maintain its close relationship to relevant and growing industries in its sub regional employment hubs of Mira Mesa and La Jolla.
2. Continue to integrate career services, work-based learning, job placement services, and instructional programs to ensure an equitable and relevant talent pipeline for industry and employer partners.
3. Continue to invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution.
4. Continue to review and develop curriculum to ensure technical and 21st century employability skills relevant to the fourth industrial revolution are integrated in career pathways.

Action Plan (s)

1. Continue to maintain its close relationship to relevant and growing industries in its sub regional employment hubs of Mira Mesa and La Jolla.
 - Responsible parties: Career Education, Career Services
 - Summary of specific data used to inform the strategy: Regional LMI Briefs & Reports
 - Timeline: July 1, 2024 - April 30, 2026

- Other initiatives/funds: SWP
2. Continue to integrate career services, work-based learning, job placement services, and instructional programs to ensure an equitable and relevant talent pipeline for industry and employer partners.
 - Responsible parties: Career Education, Counseling, Career Services
 - Summary of specific data used to inform the strategy: Subregional Profile: Central Region - Centers of Excellence for Labor Market Research and Regional LMI Briefs & Reports
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: The Counseling Institute, Work Based Learning, Job Placement
 3. Continue to invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution.
 - Responsible parties: Career Education
 - Summary of specific data used to inform the strategy: PREDD data used to request equipment on Program Review
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: SWP
 4. Continue to review and develop curriculum to ensure technical and 21st century employability skills relevant to the fourth industrial revolution are integrated in career pathways.
 - Responsible parties: Career Education, Counseling, Career Services
 - Summary of specific data used to inform the strategy: PREDD
 - Timeline: July 1, 2024 - April 30, 2026
 - Other initiatives/funds: Work Based Learning regional grant

District

The SDCCD Educational Services Division provides leadership, coordination, and support services across San Diego City College, Mesa College, Miramar College, and the College of Continuing Education for Perkins V grant management, compliance, and implementation.

The Districtwide CLNA is a compilation of college-specific CLNA processes and findings along with Districtwide gaps, needs, and observations made when looking across each college-specific CLNA and by exploring districtwide and regional data.

District Strategies and Action Plans across CLNA Elements (1-6)

Across each required CLNA Element (1-6) common needs were identified and used to inform District strategies and action plans. See page 10 for a summary of districtwide needs, gaps, and observations across CLNA elements. A summary of regional needs is included on page 8.

In collaboration with the Colleges, Educational Services will:

1. **Support Improved Data Engagement for Student Success**

- Facilitate data engagement opportunities and tools - provide tools to improve application of report findings
- Provide districtwide career education and workforce development related reports
- Strengthen population specific data insights and disproportionate impact analysis
- Refine data tools for practitioner use (dashboards, summary materials, and worksheets)
- Focus expanded districtwide reporting on program outcomes and workforce development including employment outcomes, career services (work experience, job placement, and work-based learning, etc.)
- Embed researchers into critical career education committees and initiatives to improve use and meaningfulness of future reporting

Responsible Parties: District Career Education & Workforce Development Department and the District Office of Institutional Effectiveness & Research

Timeline: 2024-25 and 2025-26

2. **Strengthen Districtwide Workforce Development Initiatives**

- Support improved workforce development through career services and job placement, employer engagement, work experience, clinical placements, and work-based learning.
- Support work experience and clinical placements districtwide.
- Strengthen districtwide apprenticeship program management resources and guidance.

Responsible Parties: Career Education & Workforce Development Department and the District Office of Institutional Effectiveness & Research.

Timeline: 2024-25 and 2025-26

3. Support Improved Career Pathways and Student Transitions

- Support noncredit to credit and K12 to college career education pathway alignment and transition services including early college credit opportunities.
- K12 to college articulation credit by exam process management, engagement, and student support
- Noncredit to college articulation credit by exam process management, engagement, and student support
- special populations focused student transitions efforts including CTE DSPTS.
- See workforce and employment outcomes goals

Responsible Parties: Educational Services Division: Career Education & Workforce Development Department, District Student Services, District Department of Disability Support Programs & Services (DSPTS), District Student Services, District Business Services.

Timeline: 2024-25 and 2025-26

4. Support Professional Development for faculty, staff, and administrators

- Provide Professional Development Opportunities – facilitate PD opportunities where needed and support access to external professional development workshops, events, and training opportunities for faculty, staff, and administrators.

Responsible Parties: Educational Services Division: Career Education & Workforce Development Department, Department of Disability Support Programs & Services (DSPTS), Online Learning Pathways, Instructional Services and Student Services

Timeline: 2024-25 and 2025-26

- 5. Provide Districtwide Coordination Services** in the areas of Career Services (WBL, Internships, Employer Engagement, Job Placement, Clinical placements, and Work Experience), Career Education Data & Reporting, Pathway transitions (Noncredit to Credit transitions and K12 to college transitions tied to early college credit), Apprenticeship Program Management, and Grant management, reporting, and compliance.

Responsible Parties: Career Education & Workforce Development Department

Timeline: 2024-25 and 2025-26

Designee Review of Comprehensive Local Needs Assessment

I confirm that this comprehensive local needs assessment document was conducted in accordance to the Perkins V rules and regulations.

Susan Topham

Name

Vice Chancellor, Educational Services, San Diego Community College District

Title

Signature

Date

Appendices

Appendix A: Districtwide Expanded Consultation Plan..... Page 125

Appendix A: Districtwide Expanded Consultation Plan

Perkins 1C (V) - Expanded Consultation - Districtwide Agreement and Stakeholder Engagement Model

EXPANDED CONSULTATION				
Required Stakeholder Groups	2023-24 Stakeholder Engagement			
	Program Advisory Committees	Institution Specific Local Planning Team	Districtwide Consultation Group	Regional Consultation Group
CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff	CTE Faculty; pathway representatives including K12 Pathway representatives, University (4-year) representatives; and noncredit, adult education, or credit pathway representatives, WBL and/or Employer Relations Liaisons, Career Services and/or Career Counseling Representatives; K12 Pathway Coordinator	CTE Faculty and Lead Perkins/Career Education Dean(s); with the addition of: Counselor representatives, WBL representative (Job Placement, WBL, ERL and/or Job Developer), and Outreach representative	Lead Perkins/Career Education Deans including District Dean	Lead Perkins/Career Education Deans
State or local workforce development board representatives	NA	NA	NA	SD Workforce Partnership
Representatives from a range of local businesses and industries	Industry representatives <i>(majority of committee membership should be industry/employer)</i>	Industry representative(s)	NA	Regional EDC, SD Chamber; Regional Directors; Employer Relations Liaisons; Workforce Development Council
Parents and students	Student representatives and/or alumni	Student and/or Alumni Representatives	NA	NA
Representatives of special populations	NA	Local DSPS; Student Equity Initiative(s) representatives; Student Equity Deans	NA	NA
Representatives from agencies serving at-risk, homeless and out-of-school youth	NA	NA	NA	SD regional representative(s) (Calworks, County Office of Ed, Housing Commission)
Representatives from Indian Tribes or Tribal organizations, where applicable	NA	NA	NA	NA