

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT San Diego Community College District

San Diego City College

1313 Park Avenue
San Diego, CA 92101-4787
(619) 388-3495

San Diego Mesa College

7250 Mesa College Drive
San Diego, CA 92111-4998
(619) 388-2789

San Diego Miramar College

10440 Black Mountain Road
San Diego, CA 92126-2999
(619) 388-7703

San Diego Continuing Education

4343 Ocean View Boulevard
San Diego, CA 92113-1915
(619) 388-4956

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SUBMITTED AS PART OF THE 2022-2023 PERKINS V APPLICATION

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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 2022-23 Perkins V Application in NOVA and will inform funding decisions for the 2023-2024 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 2021-2022 guide for the 2022-2024 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 2021-2022 worksheet packet for the 2022-2024 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 2020-2022 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 2021 CLNA kick-off meeting.

- 5 year comparisons summary reports:
 - Districtwide Level Core Indicators
 - Institutional Level Core Indicators
 - Program Level Core Indicators Summary
- Historical summary data on districtwide agreed upon and actual performance levels across the following core indicators:
 - 2P1 Completions
 - 3P1 Student Retention or Transfer
 - 4P1 Postsecondary Placement
 - 5P1 Nontraditional Participation
- Historical CTE Enrollments as certified within past Perkins Applications
 - All Students
 - CTE Students

- Unduplicated CTE Economically Disadvantaged Students
- Unduplicated CTE Economically Disadvantaged Students with DSS Students
- Launchboard Summary Data
 - Districtwide
 - College-specific
- Districtwide CTE Data Brief(s)
 - 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.
- Districtwide Environmental Scan
- District Economic Impact Report(s)
- Career Education Biennial Review(s)
- Early college credit data on access and outcomes
 - Noncredit to credit
 - High school to credit

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 process including: engagement in Perkins V planning meetings throughout the fall and spring semester, participation in the regional report planning process, workshops on the comprehensive regional needs assessment findings, and local engagement with the comprehensive regional needs assessment report.

San Diego City College, Mesa College, Miramar College, and the College Continuing Education incorporated the results of the 2022 Comprehensive Regional Needs Assessment into their institution specific CLNA processes. Each institution and the District have this report held on file.

Summary of Districtwide Observations and 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, organized by CLNA Element (1-6), and college-specific strategies are included below.

Student Performance on Required Performance Indicators

Needs, Gaps, and Observations Across Colleges:

- 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 though 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
- Improved data engagement
 - Strengthened, ongoing DI data engagement
 - Aggregate and disaggregate data (Districtwide, Institution-specific, program-specific)
- Strengthened employer engagement for student success
- Impacts of COVID-19 on access, participation, retention, and outcomes (recent and persistent)
- Districtwide alignment, communication, and collaboration
- 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 learnings and single parents

College-Specific Strategies Identified:

SD City	SD Mesa	SD Miramar	SDCCE
<ul style="list-style-type: none"> • Provide instructional support to improve student performance in CTE programs for special populations. <i>(Continued from 2020)</i> 	<ul style="list-style-type: none"> • Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for 	<ul style="list-style-type: none"> • Expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, 	<ul style="list-style-type: none"> • Enhance and refine the process to ensure that CTE grant investments lead to improvements in specific program

<ul style="list-style-type: none"> Enhance campus awareness for compiling relevant data sources, reviewing the data, and engaging stakeholders. 	<p>technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education. <i>(Continued from 2020)</i></p> <ul style="list-style-type: none"> Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success. <i>(Continued from 2020)</i> 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. 	<p>and social support programs that predominantly serve communities that experience structural and generational barriers to employment. <i>(Continued from 2020)</i></p> <ul style="list-style-type: none"> Provide embedded and contextualized support structures such as counseling and tutoring to career education students. <i>(Continued from 2020)</i> 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. <i>(Continued from 2020)</i> 	<p>performance, targeted to gaps or disparities identified in the CLNA. <i>(Continued from 2020)</i></p> <ul style="list-style-type: none"> Comprehensively review TopCode and SOC code assignments to ensure proper alignment to labor market to ensure proper student performance assessment. <i>(Continued from 2020)</i> Focus on formal and consistent communication, wrap around services, and an inclusive and caring campus to improve student performance.
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Program Size, Scope, and Quality to meet the needs of all Students

Needs, Gaps, and Observations Across Colleges:

- Impacts of COVID-19 on access, participation, retention, and outcomes (recent and persistent)
 - Enrollment, Retention, & Completion
 - Disproportionate impacts (DI) on access and outcomes for special populations and racial groups across populations
- Student job placement, work-based learning, and employer engagement
- Data and reporting on employment outcomes
- Data engagement and reporting

- Communication with industry and employers
- Professional development for faculty, staff, and community/employer partners on empathy, trauma informed care, and special populations
- Work-based learning, including 21st-century employability and essential skills, can be more intentionally embedded and/or documented within various career education programs.
- 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

College-Specific Strategies Identified:

SD City	SD Mesa	SD Miramar	SDCCE
<p>Return CTE programs to pre-pandemic instructional performance, and provide wraparound services to support students during this transition.</p>	<ul style="list-style-type: none"> • 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. <i>(Continued from 2020)</i> • Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success. <i>(Continued from 2020)</i> • Provide Work-Based Learning (WBL) opportunities for students to introduce them to career 	<ul style="list-style-type: none"> • Provide an updated career education program advisory committee handbook and subsequent leadership development to improve the efficacy and participation of committee conveners and members. <i>(Continued from 2020)</i> • 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. <i>(Continued from 2020)</i> 	<ul style="list-style-type: none"> • 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. <i>(Modified from 2020)</i> • Focus on increased awareness of CE/CTE programs and improved navigation throughout the student journey to improve program size, scope, and quality.

	<p>pathways and provide WBL activities in the classes and programs to facilitate student success and completion. <i>(Continued from 2020)</i></p>		
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Progress Towards Implementation of CTE Programs of Study

Needs, Gaps, and Observations Across Colleges:

- Scheduling – responsiveness to course preference surveys and student feedback
- Short term stackable programs – responsiveness to student needs and industry requests
- Communication within and across institutions
- Districtwide alignment, communication, and collaboration
- 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
- Data engagement

College-Specific Strategies Identified:

SD City	SD Mesa	SD Miramar	SDCCE
<ul style="list-style-type: none"> • Update equipment, instructional materials, and technologies to meet industry standards to provide students with the skill set required to be successful in industry. <i>(Continued from 2020)</i> • Integrate course scheduling data to inform future program offerings to meet student needs. 	<ul style="list-style-type: none"> • Increase outreach to non-traditional students and students within Perkins identified special population groups. <i>(Modified from 2020)</i> • 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. <i>(Continued from 2020)</i> 	<ul style="list-style-type: none"> • Expand and institutionalize its 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. <i>(Continued from 2020)</i> • Sustain its CCAP and credit-by-examination programs by providing clearly articulated pathways for 	<ul style="list-style-type: none"> • Increase articulation or credit by exam agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges. <i>(Continued from 2020)</i> • Focus on consistent and formal coordination for timely acquisition of resources to support the

	<ul style="list-style-type: none"> Explore dual enrollment opportunities with programs and faculty. 	<p>participating students to earn early college credit and shorten their time to completion and gainful employment. <i>(Continued from 2020)</i></p> <ul style="list-style-type: none"> 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. <i>(Continued from 2020)</i> Work towards institutionalizing the Career Ambassador program. <i>(Continued from 2020)</i> Work on post-pandemic marketing efforts in order to re-engage students into CTE programs. <i>(Continued from 2020)</i> 	<p>implementation of CTE Programs of Study/Career Pathways.</p>
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Recruitment, retention, and training of CTE professionals, including underrepresented groups

Needs, Gaps, and Observations Across Colleges:

- Improved access to equity data from HR
- Improved process and systems requirements and communication across departments and colleges
- Asian, black, and Latinx faculty continue to be disproportionately underrepresented in both contract and adjunct faculty ranks campus-wide in comparison to the overall representation of students.
- 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

College-Specific Strategies Identified:

SD City	SD Mesa	SD Miramar	SDCCE
<ul style="list-style-type: none"> 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. 	<p>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. <i>(Continued from 2020)</i></p>	<ul style="list-style-type: none"> Request additional human resources data (e.g. long-term staffing projections, staffing plans, employee retention, high-level findings from evaluations, etc.) that can be provided used for review during the Comprehensive Local Needs Assessment process. <i>(Continued from 2020)</i> Engage in more robust conversations regarding equitable hiring processes for all positions and especially for contract and adjunct faculty positions. <i>(Continued from 2020)</i> Increase the integration of equity into its professional development practices and offerings. <i>(Continued from 2020)</i> Consider the long-term impacts and processes regarding replacements for retirements that occur in career education programs during fiscal contractions. <i>(Continued from 2020)</i> 	<ul style="list-style-type: none"> 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. <i>(Continued from 2020)</i> 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.

Progress towards equal access to CTE programs for all students

Needs, Gaps, and Observations Across Colleges:

- Societal inequities continue to persist from access and enrollment through wage and employment outcomes
- Impacts of COVID-19 on access, retention, completion, and employment
- Refined, clear, and consistent communication to students
- Transparent and clear processes and program requirements

- Affirming communication with students
- Professional development on special populations, student needs, basic needs and accessibility and inclusion
- Tailored outreach and intentional, explicit support, services, and programming for special populations and racial groups across special populations
- Integration of special populations into college equity plans
- Professional Development for inclusive online instruction
- 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 - 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 learnings and single parents

College-Specific Strategies Identified:

SD City	SD Mesa	SD Miramar	SDCCE
<ul style="list-style-type: none"> • Decrease barriers to enrollment and completion by holding more outreach/recruiting events, and providing targeting marketing opportunities to underserved student populations. <i>(Continued from 2020)</i> • Provide more access to counseling and other wraparound services, including online resources, to special populations and CTE program professionals. 	<ul style="list-style-type: none"> • Increase outreach to non-traditional students and students within Perkins identified special population groups. <i>(Modified from 2020)</i> 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. <i>(Continued from 2020)</i> 	<ul style="list-style-type: none"> • Expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment. <i>(Continued from 2020)</i> • Expand on embedded and contextualized support structures such as counseling and tutoring to career education students. <i>(Continued from 2020)</i> • Strengthen relationships and 	<ul style="list-style-type: none"> • 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. <i>(Continued from 2020)</i> • Help contextualize student equity in CTE classrooms through the use of aligned data metrics to promote increased student equity outcomes. <i>(Continued from 2020)</i>

		institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people. <i>(Continued from 2020)</i>	<ul style="list-style-type: none"> 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.
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Alignment of programs to Labor Market Information (LMI)

Needs, Gaps, and Observations Across Colleges:

- 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
- Overarching LMI summary data across programs
- Continued need for faculty, staff, and administrator professional development focused on engagement with and use of LMI for planning and program alignment
- Increased awareness of wage and employment data

College-Specific Strategies Identified:

SD City	SD Mesa	SD Miramar	SDCCE
Align, update, and create CTE curriculum using labor market information. <i>(Continued from 2020)</i>	<ul style="list-style-type: none"> Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and 	<ul style="list-style-type: none"> Maintain close relationship to relevant and growing industries in its sub regional employment hubs of Mira Mesa and La Jolla. <i>(Continued from 2020)</i> 	<ul style="list-style-type: none"> Review and make adjustments to the alignment of the LMI analysis of the comprehensive local needs assessment and the biennial review

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	<p>services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education. <i>(Continued from 2020)</i></p> <ul style="list-style-type: none"> • Increase outreach to non-traditional students and students within Perkins identified special population groups. <i>(Modified from 2020)</i> 	<ul style="list-style-type: none"> • 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. <i>(Continued from 2020)</i> • Invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution. <i>(Continued from 2020)</i> • Review and develop curriculum to ensure technical and 21st century employability skills relevant to the fourth industrial revolution are integrated in career pathways. <i>(Continued from 2020)</i> 	<p>within planning processes including specific feedback from industry advisory boards. <i>(Continued from 2020)</i></p> <ul style="list-style-type: none"> • Improve and develop tracking methodology that measure students' performance in relation to student journey milestones and LMI. <i>(Modified from 2020)</i> • 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).
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Summary of Regional Needs Assessment Findings

The [San Diego Imperial County Comprehensive Regional Needs Assessment](#) organized regional findings into four areas of work/need:

1. Trauma-Informed Training and Resources for Faculty and Staff
2. Life events and barriers
3. Strategic relationship-building
4. Navigating perceived complexity in community college services

Recommendations were provided within the following five categories of work:

1. Strategic action and training to support special populations
2. Transportation challenges
3. Marketing community college services and programs
4. Career Technical Education for special populations
5. Successful community college programs

Throughout the report, the importance of building trust and maintaining relationships is emphasized.

Summary of Recommendations from the Report

Strategic action and training to support special populations

Regional recommendations include:

- Cultivating long-term relationships with key individuals in organizations that serve the special populations
- Providing training for individuals in the special populations on basic computer skills (how to use Microsoft Word, Google Docs, and other modern essentials, including effective zoom meetings, management of calendar invites, audio, video, etc.)
- Providing trauma training or resources for faculty, staff and/or administrators

Transportation challenges

Regional recommendations include:

- use of Gift Cards to support student travel needs
- Provision of free wifi during travel
- Providing space for specialist to be on-campus so students don't have to travel off campus for services

Marketing community college services and programs

Regional recommendations include:

- Having a designated desk for disabled students at major recruiting events – signaling support for disabled students in a visible way.
- Focusing on website accessibility
- Increasing exposure of communities of special populations to career pathways they may not already be familiar with.
- Collecting success stories

Career Technical Education for Special Populations

Regional recommendations include:

- Recommends increasing technology training and use within CTE
- For English learners, report recommends supplementing CTE courses with language support rather than providing full language classes.

Successful Community College Programs

Regional recommendations include:

- Adapting or expanding upon successful programs.
- Reports notes three programs in particular:
 - The Acquired Brain Injury (ABI) program at San Diego Community College
 - For foster youth
 - UPS Partnership for Youth in Foster Care program
 - NextUp

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:

- 2020-2022 Priority Strategies
- Confirmation of Ongoing or New Strategies
- Data Reviewed
- Observations
- 2022-2024 Priority Strategies
- Action Plans

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. Finally, there is an opportunity to improve consistent and timely communication, wrap around services and an inclusive and caring campus.

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 decreased dramatically with the highest decline 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. 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 (enrollment) and quality of student journey. Fifth, while program completions are increasing there is still 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 improved work based learning opportunities. Student learning progress and competency attainment is

influenced by the timely acquisition of resources, suggesting the need for dedicated time to effectively coordinate acquisition of resources.

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

The CLNA and program review process revealed that while there are existing professional development opportunities for CTE professionals, there continues to be an opportunity to improve training for CTE professionals to better serve underrepresented groups. CTE professionals have increased training by attending industry specific professional development through a work-based learning framework. There is continued need to further this training to more CTE professionals. Our finding that students struggle with the enrollment and placement process suggests the opportunity for professional development focused on training that influences success across the CTE student journey.

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

Non-traditional and low-income student enrollment has decreased at a higher rate than the overall SDCCE enrollment rate decline, therefore SDCCE should 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. Program review revealed SDCCE professionals need concentrated time to build connections with students on a one-on-one basis to identify their individual needs and implement a best practice that may positively influence their student journey.

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 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

Statement on local management of local planning team and engagement with stakeholders

The San Diego College of Continuing Education (SDCCE) Fiscal Year (FY) 22-23 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 FY21-22 program review process, each SDCCE CTE program TopCode reviewed LMI and provided additional analysis. This process occurred in fall, 2021 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 throughout the year beginning in fall of 2021 and had monthly meetings in spring of 2022. The initial meeting scope 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 relevant to the CLNA and 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 FY23 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.

In addition to the Perkins Committee, the CTE Working Group also reviews all CTE investments and projects including Perkins projects. The intent and purpose of this review is to ensure projects align to current investments and collaboration occurs across initiatives. The CTE Working Group is comprised of management and staff members from across SDCCE departments.

The overall process is led by the lead CTE Dean and is managed by the CTE Program Activity Manager. Stakeholders include representation from CTE Program Pathways at SDCCE, program faculty, program leadership, Dean of Student Equity, DSPS leadership, administrative, and counseling representation.

Stakeholder Engagement & Feedback

Statement on engagement of local stakeholders during the needs assessment and summary of key stakeholder 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. Membership and guests were expanded two years ago to include additional representation across SDCCE departments and that widened membership has stayed consistent. 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 FY23 Perkins projects.

Due to COVID-19 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.

Please see further detail for specific stakeholder engagement in our stakeholder list and district-wide consultation plan.

Feedback provided

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

The CLNA and Perkins process

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.

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.

Gaps in student success outcomes

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 FY23, program scope, size and quality, training of CTE professionals, and job placement.

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 FY23 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. This feedback is documented in the meeting minutes with many of the common themes translated into 1-2-year action 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.

SDCCE Local Planning Committee List			
Name	Title	Category	Functional Role
Cassandra Storey	Dean, Healthcare and Community Education	Representative of Postsecondary Program	Lead, CTE Dean
Alex Berry	Program Manager	Representative of Postsecondary Program	Administrator
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
Stephanie Lewis	Dean, Career & College Transitions	Certified Workforce Development Professional	Dean
Andrei Lucas	Dean, Automotive and Skilled Trades	Representative of Postsecondary Program	Dean
Maureen Rubalcaba	Dean, Student Equity	Representative of Special Populations	Student Equity, Outreach
Cassandra Caesar	Counselor	Representative of Special Populations	Counseling Faculty
Kelly Henwood	Special Projects Manager	Representative of Postsecondary Program	Administrator
Mark Nesbit	Accounting Supervisor	Representative of Postsecondary Program	Staff
Damella Abbott	Senior Account Technician	Representative of Postsecondary Program	Staff
John Bromma	DSPS Counseling Faculty	Representative of Special Populations	Counseling Faculty
Deb Roth	Work-based Learning Coordinator	Representative of Postsecondary Program	Faculty
Richard Weinroth	Work-based Learning Coordinator	Representative of Postsecondary Program	Faculty
Lisa Cork	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
Bradley Dorschel	Program Chair	Representative of Postsecondary Program	Faculty

San Diego College of Continuing Education (SDCCE) Stakeholder Plan

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

a. Who:

- i. Dean, Career Technical Education, Chair
- ii. Program Activity Manager, Strong Workforce
- iii. Special Projects Manager
- iv. CTE Faculty (9)
- v. Outreach representative
- vi. DSPS representative
- vii. Counseling and/or Student Equity representative
- viii. Work based learning coordinators (2)

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 San Diego College of Continuing Education (SDCCE) CLNA process went well in a variety of areas including: an expanded stakeholder engagement process, a review of institutional data across CTE programs, further 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 gaps.

The expanded stakeholder engagement process included adding several representatives of special populations, both within SDCCE, but also at a regional level within the agreed upon engagement framework.

In FY22, the CLNA process has yielded an incredible opportunity to discuss performance across many CTE programs in order to identify potential institutional gaps. This resulted in the FY23 focus to be on 1) program size, scope, and quality, 2) training of CTE professionals, and 3) job placement to be in alignment to Labor Market Information. 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 FY23 are required to demonstrate that the projects and resources will be directly connected to improving 1) program size, scope, and quality, 2) training of CTE professionals, and 3) job placement to be in alignment to Labor Market Information.

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?

In future iterations of the SDCCE CLNA process, with additional time to prepare, SDCCE is considering the timing in relation to the institutional program review and resource allocation process. There may be an opportunity to conduct the CLNA prior to program reviews being completed to further advise potential institutional needs.

Additionally, there may be an opportunity to further enhance the data that is reviewed to continue to create a comprehensive view of student success. One example of this will be to look at data used to measure student equity across categorical initiatives to align data points to the extent possible.

Finally, in future iterations of the process, there will be a possibility to give additional consideration to the relative performance of investments and create a repository composed of successful projects on what works in improving gaps in student success.

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 invited participants to the process were able to participate in each of the CLNA meetings. This was a success for the FY22 SDCCE CLNA process.

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

In FY19 SDCCE moved to an integrated program review and resource allocation process. This process combined 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. This move in FY19 helped align categorical fund initiatives to the institutional strategic plan and to the results of the program review process.

For FY22, and moving forward, the CLNA can serve as an additional tool in the toolkit to program review and the Biennial Review processes. These tools will ultimately 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 regularly throughout the academic year with special meetings as necessary during the summer. It is our hope to address Perkins action plans in the 1st quarter of the year to timeline implementation of activities for greater and earlier success for students.

Industry advisory boards will continue to meet, at minimum, on an annual basis. With the addition of work-based learning coordinators 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. SDCCE Perkins committee commits to building upon the FY22 CLNA process in preparation for FY24.

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 (CRNA). The CRNA was shared with the Perkins committee, discussed, and incorporated in the CLNA.

CLNA ELEMENT #1 - Student Performance

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

- **2020- 2022 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.
- **2020 – 2022 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.

Will your institution be continuing or revising these priorities?

Yes, the 2020 CLNA strategies will be continued:

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.

The 2022 CLNA strategies include the following additional priorities:

New Strategy: SDCCE will focus on formal and consistent communication, wrap around services, and an inclusive and caring campus to improve student performance.

Data Reviewed

- Data points reviewed:
 - o CTE Enrollment
 - o CTE Enrollments by certificate program
 - Specific measure: Table 4 program review
 - o % Change in CTE Enrollments by CTE Certificate Program
 - Specific measure: Table 4 program review
 - o Student retention or transfer
 - o Completion threshold by program
 - Specific measure: Table 6 program review
 - o Completions
 - o Program completion rate
 - Specific measure: Table 11 program review
 - o Post-secondary placement
 - o Median annual earnings
 - Specific measure: SWP Launchboard
 - o Non-traditional participation
 - o Enrollment by gender by discipline
 - Specific measure: Table 1.3.1 Student Equity Report; pages 10-11.

- Data Sources:
 - o Program Review data
 - o COE report
 - o Strong Workforce (SWP) Launchboard
 - o Perkins Disadvantaged Student Report
 - o Internal Source: Program review reports, student equity, and SWP Launchboard

- Level: SDCCE Certificate Program (*sections i, ii, iii, and v*) and TopCode (*section iv*)

- Guiding questions:

- Are there trends that we are noting across programs at SDCCE as it relates to enrollment?
- Which CTE programs overall have the highest outcomes and which have the lowest?
- Are there trends in enrollment by traditionally underrepresented groups?
- How does this compare to your pathway?
- What are some strategies your department has or will implement to improve student access?

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

STRENGTHS IDENTIFIED

- Strategically review data during program review and throughout participatory governance committees
- Developed a Career Education dashboard for accessible review of weekly updated data
- Data comparisons are rich: Compare data across programs, within programs, within departments across all SDCCE and across the San Diego/Imperial Counties

GAPS FOUND/NEEDS IDENTIFIED

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

- Reliability of student experience across campuses and programs
- Timely responsiveness with accurate information to students' needs at multiple points in the student journey
- 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)
- Consistent messaging for students across programs and campuses
- 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

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

What new or current partners (internal or external) will support priorities identified?

If applicable, what new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?

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)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

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.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program

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.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program

Strategy: SDCCE will focus on formal and consistent communication, wrap around services, a caring campus to improve student performance.

1. Roles and Responsibility
 - a. Instructional and Student Services: SDCCE will lead efforts to implement the action plan identified
 - b. Business and Industry: SDCCE will lead efforts to collaborate with business and industry.
 - c. Workforce Development: Efforts will be led to advance the action plan identified.
2. Timeline: July 1st, 2022- April 30th, 2024
3. 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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategy: SDCCE will enhance existing work to review and develop (as necessary) shorter term, stackable credentials provided in a variety of modalities including online.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

Yes, the 2020 CLNA strategies will be continued with the revision:

Modified and Continued 2020 Strategy - 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.

The 2022 CLNA strategies include the following additional priorities:

New Strategy: SDCCE will focus on increased awareness of CE/CTE programs and improved navigation throughout the student journey to improve program size, scope, and quality.

Data Reviewed

- Data points:
 - o Advisory Committee (quality)
 - Measure: Advisory committee minutes
 - o Included in program pathway (scope)
 - Specific measure: outline program pathway, no data needed
 - o Program results in credentials (quality: high skilled)
 - o Course certificates
 - Specific measure: Table 8 program review
 - o Program certificates
 - Specific measure: Table 8 program review
 - o Programs that lead to occupations that are in demand (quality: high demand)
 - Specific measure: COE report, occupation has supply gap (listed as number of projected unfilled openings)
 - o # of CTE students by certificate program (size)
 - Specific measure: Table 4 program review
- Data Sources:
 - o Advisory Committee Lists
 - o Lists of Program Pathway and SDCCE certificate programs
 - o Program Review data
 - o COE reports
 - o Internal Source: program review and COE reports
- Level: SDCCE Certificate Program (*sections iii and v*) and Top Code (*section iv*)
- Guiding questions:
 - o How might we better support students in identifying the career pathway prior to enrolling in courses?
 - o What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
 - o What are some strategies your department has or will implement to improve student access, retention or completion?
 - o Are there trends that we are noting across programs at SDCCE as it relates to enrollment, retention and completion?
 - o Which CTE programs overall have the highest outcomes, and which have the lowest?

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

STRENGTHS IDENTIFIED

- Alignment to industry
- Perseverance during the COVID 19 transition to the online instructional modalities
- 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:

- 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 after the COVID 19 pandemic setback
- 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

*What priorities are you setting to address the gaps or challenges identified?
What new or current partners (internal or external) will support priorities identified?*

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)

Responsible parties

*Summary of specific data used to inform the strategy identified**Timeline**Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)*

Strategy: 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.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program

Strategy: SDCCE will focus on increased awareness of CE/CTE programs and improved navigation throughout the student journey to improve program size, scope, and quality.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified.
 - b. Business and Industry: n/a
 - c. Workforce Development: Efforts will be led to advance the action plan identified.
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program and Student Equity and Achievement Program

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

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

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

Yes, the 2020 CLNA strategies will be continued:

Continued 2020 Strategy - SDCCE will increase articulation or credit by exam agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges.

The 2022 CLNA strategies include the following additional priorities:

New Strategy: SDCCE will focus on consistent and formal coordination for timely acquisition of resources to support the implementation of CTE Programs of Study/Career Pathways.

Data Reviewed

- Data points:
 - o Career Development Career Preparation status
 - Specific measure: starting in FY22
 - o Articulation agreement information
 - Specific measure: articulation agreements in place
- Data Sources:
 - o Internal data on Career Pathway Development
 - o Internal data on Articulation Agreements
 - o Internal Source: Program Data and articulation agreement information
- Level: SDCCE Certificate Program
- Guiding questions:
 - o How might we better support students in identifying the career pathway prior to enrolling in courses?
 - o What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
 - o How fully are CTE programs aligned and articulated across secondary and postsecondary education?
 - o Do CTE programs incorporate relevant academic, technical and employability skills at every learner level?
 - o Do you have credit transfer agreements in place to help student earn and articulate?

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

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
- Perkins leads' understanding of resource acquisition processes
- 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
- Freedom in schedules (time available) to implement industry board recommendations

Needs focusing on special populations include:

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

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

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)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Continued 2020 Strategy - SDCCE will increase articulation or credit by exam

agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program

New Strategy: SDCCE will focus on consistent and formal coordination for timely acquisition of resources to support the implementation of CTE Programs of Study/Career Pathways.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified.
 - b. Business and Industry: n/a
 - c. Workforce Development: Efforts will be led to advance the action plan identified.
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategy – San Diego College of Continuing Education 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.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

Yes, the 2020 CLNA strategies will be continued:

Continued 2020 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.

The 2022 CLNA strategies include the following additional priorities:

New Strategy: 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.

Data Reviewed

- Data points reviewed:
 - o Instances of professional development (PD) by SDCCE Program Pathway
 - Industry specific professional development opportunities offered in FY21 and FY22 to faculty and staff
 - Specific measure: instances of industry specific PD, narrative only for FY22
- Data Sources
 - o Internal data on PD opportunities - Internal grant management information and program review professional development question
- Level: SDCCE program pathway
- Guiding questions:
 - o What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
 - o What are some strategies your department has or will implement to improve student access, retention or completion?

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

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

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

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

What new or current partners (internal or external) will support priorities identified?

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)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Yes, the 2020 CLNA strategies will be continued:

Continued 2020 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.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program

New Strategy: 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.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified.
 - b. Business and Industry: n/a
 - c. Workforce Development: Efforts will be led to advance the action plan identified.
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program and Student Equity and Achievement Program

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

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.

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

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

Yes, the 2020 CLNA strategies will be continued:

Continued 2020 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 2020 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.

The 2022 CLNA strategies include the following additional priorities:

New 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
 - Specific measure: Table 1.3.1 Student Equity Report; pages 10-11.
 - o Headcount of economically disadvantaged students by program
 - Specific measure: Perkins disadvantaged student report, Table 3

- Data Sources
 - o SDCCE Program Review Data
 - o SDCCE Student Equity Report - 2019 Student Equity report and 2017/2018 Perkins disadvantaged students report

- Level: Student Equity Report----SDCCE Certificate Program

- Guiding questions:
 - o What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
 - o 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)
 - o What are some strategies your department has or will implement to improve student access, retention or completion?
 - o Are there trends that we are noting across programs at SDCCE as it relates to enrollment, retention and completion?
 - o Which CTE programs overall have the highest outcomes, and which have the lowest?

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

STRENGTHS IDENTIFIED

- 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
- Preventative communication and/or timely responsiveness in addressing student need across multiple points in the student journey
- Affirming communication of student progress/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
- Welcoming and addressing student needs from specialized populations

Priorities & Strategies

*What priorities are you setting to address the gaps or challenges identified?
What new or current partners (internal or external) will support priorities identified?*

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)

*Responsible parties
Summary of specific data used to inform the strategy identified
Timeline
Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)*

Continued 2020 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.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Student Equity and Achievement Program

Continued 2020 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.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program and California Adult Education Program

New 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.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified.
 - b. Business and Industry: n/a
 - c. Workforce Development: Efforts will be led to advance the action plan identified.
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program and Student Equity and Achievement Program

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

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.

Strategy: SDCCE will develop a methodology to track and measure students, who, upon graduation, form businesses or enter the gig economy.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

Yes, the 2020 CLNA strategies will be continued with the following revisions:

Continued 2020 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 2020 Strategy - SDCCE will improve and develop tracking methodology that measure students' performance in relation to student journey milestones and LMI.

The 2022 CLNA strategies include the following additional priorities:

New Strategy: 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 outlined by Labor Market Information (LMI).

Data Reviewed

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

Industry Advisory Boards

- Internal Source(s): COE Reports
 - Level COE report---SDCCE TopCode
- Guiding questions:
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
 - What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?
 - What professional development, resources, or support is needed to improve data driven decision-making using Labor Market Information (LMI)?

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

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-dive sessions
- Increased understand 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
- Freedom in schedules (time available) for SDCCE professionals adequately build needed relationships and structure with industry partners
- Freedom in schedules (time available) for SDCCE professionals to capitalize on identified strengths
- Freedom in schedules (time available) 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

What priorities are you setting to address the gaps or challenges identified?
What new or current partners (internal or external) will support priorities identified?

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)

Responsible parties
Summary of specific data used to inform the strategy identified
Timeline
Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Continued 2020 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.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified
 - b. Business and Industry: Business and industry will provide feedback on labor market conditions.
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program

Continued and Expanded/Modified 2020 Strategy - SDCCE will improve and develop tracking methodology that measure students' performance in relation to student journey milestones and LMI.

1. Roles and Responsibility
 - a. Postsecondary: SDCCE will lead efforts to implement the action plan identified

- b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2022- April 30th, 2024
 3. Initiatives leveraged: Strong Workforce Program and California Adult Education Program

New Strategy: 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 outlined by Labor Market Information (LMI).

1. Roles and Responsibility
 - a. Postsecondary: SDCCE, at an institutional and programmatic level, will lead efforts to allow for collaboration, implementation, and timely completion of the identified action steps.
 - b. Business and Industry: SDCCE, in conjunction with industry, will lead efforts to improve the development and implementation identified in the action plan.
 - c. Workforce Development: Efforts will be led to advance the action plan identified.
2. Timeline: July 1st, 2022- April 30th, 2024
3. Initiatives leveraged: Strong Workforce Program and California Adult Education Programs

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 consistent decline in this area.

Economically disadvantaged students make up most the student population in CTE programs. Enrollment and completers also showed decline across all special populations. These findings informed the strategies to have instructional support for students to improve performance, enrollment, and completion and more awareness of disaggregated, up-to-date data source availability.

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

Pandemic related learning losses have impacted many CTE programs' size.

Economically disadvantaged students were severely impacted and unable to enroll or complete. 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. 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.

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

Program data shows employment gaps. Advisory boards have mentioned the outdated conditions of programs and applicable technologies. To address the gaps in skill attainment that should translate into meaningful employment, new equipment and technology is recommended. This can also improve low numbers of participants in programs and completions.

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. Strategy 2: Integrate course scheduling data to inform future program offerings to meet student needs.

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 and supports, impacting enrollment in programs.

Strategy 1: 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. Strategy 2: 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.

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

Hard to convert programs lost enrollment and completions from course availability. Learning loss from reliance on online program modalities occurred. Economically disadvantaged students were impacted by the fully online shift and lost supports. Many withdrew or didn't complete.

Strategy 1: Decrease barriers to enrollment and completion by holding more outreach/recruiting events, and providing targeting marketing opportunities to underserved student populations. Strategy 2: Provide more access to counseling and other wraparound services, including online resources, to special populations and CTE program professionals.

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

To advance curriculum in CTE programs, student learning outcomes need to be based off of current data. This will help programs 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.

Strategy 1: Align, update, and create CTE curriculum using labor market information.

Local Planning Team Process

Statement on local management of local planning team and engagement with stakeholders

The Perkins V grant application and local planning team activities are managed at the college level by the CTE Dean with support from the Career Education Coordinator. 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.

Stakeholder Engagement & Feedback

Statement on engagement of local stakeholders during the needs assessment and summary of key stakeholder feedback. Complete stakeholder feedback was recorded and is held on file within the institution.

Element 1: Student Performance: Instructional support, awareness of disaggregated data. The Career Education Committee discussed the continued need for instructional support. This is especially critical given the pandemic challenges students have faced and the learning loss associated with remote learning. Research discussed the need for all CTE programs to have awareness of the local dashboards available to them to inform decisions for their programs. This data is usually the most current, relevant, and reliable for local programs. The feedback included need for more disaggregated data and an overall process established within committees to evaluate student performance. After reviewing 5-year core indicator data and advisory board minutes, the data showed gaps in enrollment, completers, and skill attainment. It was discussed more specific information is needed about how these indicators are impacted at the program level. Stakeholders felt that with stronger one-on-one support outside of the classroom, students could obtain a firmer grasp on concepts presented and have greater skill attainment.

Element 2: Program Size, Scope, Quality: The feedback centered around program size mostly. It was discussed that there is a need for focus on enrollment and completers for programs. Across CTE programs enrollment has been down and there is a need to work toward pre-pandemic levels. There was also a need to offer more student services support. This also aligns with wraparound services discussed in the regional CLNA.

Element 3: Implementation of CTE Programs of Study: The Career Education Committee felt our previous strategy focusing on equipment and technologies is still relevant going forward. Feedback said there was a noticeable decline in enrollment in programs yet LMI information showed an increase in need for more workers. There were also some challenges with technical preparation in the area of employment and in some cases persistence when looking at 5-year core indicator comparison reports. Several advisory boards mentioned the need for updated equipment, technologies, supplies, and instructional materials to meet the employability demands of the industry. Some felt this could be a reason for low enrollment or lack of persistence to finish a degree. There was also discussion about the need to integrate course scheduling data to better inform course offerings and meeting student needs.

Element 4: Improving recruitment, retention, and training of CTE professionals: Feedback included the emergence of hiring priorities due to retirements in many CTE programs. The attrition rate currently outpaces the ability to replace these faculty and staff positions. It was discussed to look at improving recruitment in different areas as well as look to a new marketing focus overall to drive people to the college. To meet the needs of underrepresented groups the school will continue to build partnerships with

national organizations, diversity recruiters and participated in institutional marketing efforts to groups that are underrepresented. Feedback for grant support and professional development looked at core indicator comparisons, program reviews, and advisory board minutes finding recommendations continuing professional development for staff associated with CTE programs to stay current with trends in industry. This could increase skill attainment, enrollment, and employability for students. The boards also recommended continuing support for the overall grant and programs to ensure all grant requirements are met.

Element 5: Progress toward equal access to CTE programs for all students: There was a focus on the data related to participation and performance for students from special populations. In overall program review And enrollment dashboards there was a steep decline in enrollment and completers. Economically disadvantaged populations grew during the pandemic. The Career Education Committee discussed more outreach efforts to these special populations could improve enrollment and further wraparound supports including access to counseling.

Element 6: Labor Market Information: The Career Education Committee did not feel this strategy needed to change given this is an ongoing priority for the college and district. Discussions regarding labor market information occurred at a Curriculum Review Committee meeting. Vocational programs awards need to obtain labor market information through COE and Regional Consortia program recommendation before submitting curriculum through the local approval process. This process ensures program awards fulfill labor market supply gaps and are not a duplication of programs within the region. Stakeholders noted gaps in employment from 5-year core indicator comparison reports and suggested the need for current curriculum that aligns with employment needs. After reviewing labor market information and program review, stakeholders noticed several programs declining in enrollment yet their industry outlook suggested increases in need. Stakeholders recommended updating curriculum to meet industry needs.

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.

Role	Name	Organization/institution Representing	Title	Email/ Contact Info
Postsecondary CTE Faculty	Shana Carr Andrea Milburn David Kenemer Keith Burke Kenneth Heifner Mike Espar Sudabeh Phillips Steve Schommer	San Diego City College for all	CTE Faculty for all	scarr@sdccd.edu amilburn@sdccd.edu, dkeneme@sdccd.edu, kburke@sdccd.edu kheifner@sdccd.edu, mespar@sdccd.edu, sphilip@sdccd.edu sschomm@sdccd.edu
Postsecondary Administrators	Matilda Chavez Rose LaMuraglia Jeanie Tyler Shana Carr Susan Murray Cassie Morton	San Diego City College San Diego City College San Diego City College San Diego City College San Diego City College	VPI CTE Dean College Dean College Acting Assoc. Dean College Dean Counselor	mchavez@sdccd.edu rlmurag@sdccd.edu jtyler@sdccd.edu scarr@sdccd.edu, smurray@sdccd.edu cmorton@sdccd.edu
Postsecondary Career Counseling and Advising Professionals		San Diego City College		
Representatives of Special Populations	Brianne Kennedy	San Diego City College	DSPS Chair	bkenedy@sdccd.edu
Local Business and Industry Representative	Tony Amat Evan Donaldson Gabriela Dow	Photos By Tony Amat Talentry Plug and Play Tech	Owner Industry Partner Industry Partner Industry Partner	photosbytonyamat@cox.net EDonaldson@talentry.net gdow.sd@gmail.com
Parents and Students	Victoria Owusu Francisco Hernandez	San Diego City College San Diego City College	ASG President Former Student	vowusu@sdccd.edu frankeetraxx@gmail.com
Other Relevant Stakeholders	Eric Sandoval Teri Hughes-Olerich Brittney Carroll	San Diego City College San Diego City College San Diego City College	Classified Professional Academic Faculty Classified Professional, Research	esandoval@sdccd.edu thugheso@sdccd.edu bcarroll@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?

We were able to get a wide array of input in this process. This input not only came from members of our Career Education Committee but we also included the Planning Council in our process. This allowed us to approach our assessment from an institutional standpoint. We incorporated more regional CLNA needs and used a greater amount of current data in developing our strategies.

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

It would have been good to receive more specific information at the state level about due dates and timelines related to the CLNA. We still felt a little bit hurried to complete this process and would have liked to analyze the data further.

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?

We had better representation across the stakeholder groups this time and were able to get most people represented. This allowed for a variety of viewpoints when constructing our CLNA. The one group that we would have liked more input from would be the current student perspective. We had the former student perspective but no current students were able to participate. Many times we find students do not have the time to participate given their busy school, home, and

work schedules. We would like to see more participants from the Associate Student Government organization participating in the process. A reminder of the importance this process has to them personally could help with participation.

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

We currently work with the Strong Workforce Associate Dean and leverage their participation and knowledge of CTE programs to formulate our CLNA. This allows us to explore further data sources within the college and industry to formulate a more comprehensive strategy for implementation. We also have further engaged our research department to provide more disaggregated data to help formulate our strategies. We will also work with the student services office to ensure all strategies meet the needs of students in special populations. The newest edition was the Planning Council which represents an overall institution perspective on the process.

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

We will continue to have the Strong Workforce Associate Dean be part of the local planning team and work closely with them to further develop our CLNA. We will include campus resources that have connections to local, regional, state, national data sources. Our research department has also been invited to join our local planning team and will work with the CTE Dean and Career Education Coordinator to improve the data sources available as we develop and reevaluate the CLNA. Student services will continue to work at the program level as well as with the local planning team to ensure special populations and underrepresented groups are having their needs met. The Planning Council will be more involved earlier in the process in the future.

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

We will meet at least once each semester as a large group focusing solely on the CLNA and any revisions or developments we think are needed. We can continue to split off into smaller groups focusing on each of the six elements as needed. This will allow smaller groups to explore more data sources in depth to expand the strategies recommended for each action plan.

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

We understand that the CLNA process 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 reviewed each of the regional needs from the regional CLNA and were able to incorporate several of those needs into our strategies and action plans. They aligned with several of our priorities. Districtwide we share a common challenge with enrollment, completers and serving economically disadvantaged students. While we may approach improving outcomes in each of these areas differently, our institutional strategies can support district outcomes.

CLNA ELEMENT #1 - Student Performance

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategy 1: Provide instructional support to improve student performance in CTE programs for special populations. Strategy 2: A CTEA team will establish processes and procedures for compiling relevant data, reviewing the data, and engaging

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

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

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. Discussed findings with Career Education Committee and local Research and Institutional Effectiveness office.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

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

Priorities & Strategies

*What priorities are you setting to address the gaps or challenges identified?
 What new or current partners (internal or external) will support priorities identified?*

Strategy 1: Provide instructional support to improve student performance in CTE programs for special populations.

Strategy 2: Enhance campus awareness for compiling relevant data sources, reviewing the data, and engaging stakeholders.

Action Plan (s)

*Responsible parties
 Summary of specific data used to inform the strategy identified
 Timeline
 Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)*

Strategy 1:

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. Having one-on-one support for special populations may lead 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 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 websites for City College were also used.</p>
Timeline	ongoing per application cycle
Other initiatives or funds	Perkins and Strong Workforce

Strategy 2:

Responsible Parties	Research office
Specific data used	<p>Looking through the data elements used, it was clear to the committee that awareness at a local level of even further disaggregated data that is up-to-date on several elements including completions, enrollment, and employment was needed.</p> <p>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. DSPTS, First Year Services, Counseling websites for City College were also used.</p>
Timeline	ongoing per application cycle
Other initiatives or funds	Perkins and Strong Workforce

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategy 1: 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.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

While this is still important, it was determined that a focus more on program size outweighed this effort in the coming years. In response to pandemic challenges and a

shift in enrollment decline as a result of this challenge, returning programs to pre-pandemic levels of service is the priority.

Data Reviewed

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.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

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

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

Strategy 1: Return CTE programs to pre-pandemic instructional performance, and provide wraparound services to support students during this transition.

Action Plan (s)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Strategy 1:

Responsible Parties	CTE Program leads, Department Chairs, Deans, Outreach office, Research office, DSPS
Specific data used	Looking through the data elements used, pandemic related learning losses have impacted many CTE programs. This specifically impacted program size. This is most noticeable in DSPS and other special populations. 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 college process. An increase to various outreach avenues would

	<p>be needed to encourage those populations to return and continue through their program.</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, Counseling websites for City College were also used.</p>
Timeline	ongoing per application cycle
Other initiatives or funds	Perkins and Strong Workforce

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

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.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

Our institution plans on continuing with this strategy. In an effort to combat enrollment declines, lack of completers to enter industry, and service of predominantly economically disadvantaged students, the school will need to continue to invest in industry standard equipment and technologies.

Data Reviewed

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.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

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

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

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.

Strategy 2: Integrate course scheduling data to inform future program offerings to meet student needs.

Action Plan (s)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Strategy 1:

Responsible Parties	CTE Program leads, Department Chairs, Deans, Librarians, Industry Advisory Boards
Specific data used	Programs have consistently shown gaps in employment within the field. 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. This can also improve low numbers of participants in programs and completions. 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 equipment and availability of instructional materials can discourage students from participating in CTE programs. 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, 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 years for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, Cosmetology, Electricity, and RTVF.
Timeline	July 2022 – June 2024
Other initiatives or funds	Perkins and Strong Workforce

Strategy 2:

Responsible Parties	CTE Program leads, Department Chairs, Deans, Student Services
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. Development of a local dashboard and more readily available data is necessary to construct a schedule that supports special populations and encourages enrollment, retention, and completion efforts.</p> <p>Data elements used to inform strategy: Regional CLNA need “Increased awareness of in-demand CE/CTE programs and related occupations,” 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 years for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, Cosmetology, Electricity, and RTVF. DSPS, First Year Services, Counseling, and Class schedule websites for City College were also used.</p>
Timeline	ongoing per application cycle
Other initiatives or funds	Perkins and Strong Workforce

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategy 1: 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.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

This strategy will be expanded to include hiring priorities, which have become paramount during a time of great employment attrition at City. We will also add specific discussion of professional development, which access to such learning was reduced during the pandemic. With this reduction in professional development opportunities, instructors, administrators, and classified professionals were not able in some cases to meet the technical skill attainment requirements of students.

Data Reviewed

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.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

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

Improving retention and training of CTE professionals requires creating professional development programs which teach pedagogical theory including proper lesson design. CTE professionals also would benefit from opportunities to expand their understanding of industry needs through enhanced professional development opportunities. Many CTE professionals separated from the school during the pandemic leaving programs with fewer instructors and administrative professionals to support the needs of students. This in turn led to a decrease in course offerings and supports, which impacted enrollment in programs. Hiring was seen as a priority to bring programs back to pre-pandemic levels.

Priorities & Strategies

*What priorities are you setting to address the gaps or challenges identified?
 What new or current partners (internal or external) will support priorities identified?*

Strategy 1: 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.

Strategy 2: 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.

Action Plan (s)

*Responsible parties
 Summary of specific data used to inform the strategy identified
 Timeline
 Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)*

Strategy 1:

Responsible Parties	CTE Program leads, Department Chairs, Deans, PIO
Specific data used	<p>CTE Programs professionals have shown gaps in receiving industry updated professional development during the pandemic. This has led to a gap in industry technical skill requirements for students and their employability in industry. This has contributed to the decline in enrollments and completers. To address the gaps in skill attainment that should translate into meaningful employment, a recommitment to professional development is paramount. This can also improve low numbers of participants in programs and completions. There has also been an overwhelming separation of employees in the education field, particularly in CTE programs. This has led to a lack of qualified instructors and support personnel to support student needs toward program completion.</p> <p>Data elements used to inform these strategies: Human Resources data, 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, 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 years for Accounting, Technical Theater, Applied Photography, ARTF,</p>

	Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, Cosmetology, Electricity, and RTVF.
Timeline	ongoing
Other initiatives or funds	Perkins and Strong Workforce

Strategy 2:

Responsible Parties	CTE Program leads, Department Chairs, Deans, PIO
Specific data used	<p>CTE Programs professionals have shown gaps in receiving industry updated professional development during the pandemic. This has led to a gap in industry technical skill requirements for students and their employability in industry. This has contributed to the decline in enrollments and completers. To address the gaps in skill attainment that should translate into meaningful employment, a recommitment to professional development is paramount. This can also improve low numbers of participants in programs and completions. There has also been an overwhelming separation of employees in the education field, particularly in CTE programs. This has led to a lack of qualified instructors and support personnel to support student needs toward program completion.</p> <p>Data elements used to inform these strategies: Human Resources data, 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, 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 years for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, Cosmetology, Electricity, and RTVF.</p>
Timeline	ongoing
Other initiatives or funds	Perkins and Strong Workforce

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategy 1: Decrease barriers to enrollment by holding more outreach/recruiting events targeting underserved student populations.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

City will continue with this strategy but expand upon it by including more focus on marketing efforts as well as counseling supports and online training. With this narrowed focus, the school hopes to improve enrollment, retention and completers in CTE programs.

Data Reviewed

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.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

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

Providing equal access to students during the pandemic has been challenging. Hard to convert courses and programs took a big hit with enrollment and completions due to a lack of availability of courses. There was also learning loss associated with the heavy reliance on a fully online modality for many programs that thrived face-to-face. Economically disadvantaged students were unduly impacted by the pandemic shift to fully online and as such lost their supports and many either withdrew from programs or were not able to complete in a traditional timeline.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

Strategy 1: Decrease barriers to enrollment and completion by holding more outreach/recruiting events, and providing targeting marketing opportunities to underserved student populations.

Strategy 2: Provide more access to counseling and other wraparound services, including online resources, to special populations and CTE program professionals.

Action Plan (s)

Responsible parties
Summary of specific data used to inform the strategy identified
Timeline
Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Strategy 1:

Responsible Parties	CTE Program leads, Instructors, Counselors, DSPS personnel, PIO
Specific data used	<p>Decreases in enrollment and completers as well as impacts to economically disadvantaged students during the pandemic accelerated. This was particularly impactful to CTE programs that were considered “hard to convert.” Retention of students in programs was particularly impacted. To return programs to pre pandemic levels, a targeting marketing and outreach campaign is needed, as well as a thorough retention plan.</p> <p>Data elements used to inform these strategies: Student Services 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, 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 years for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, Cosmetology, Electricity, and RTVF.</p>
Timeline	Ongoing
Other initiatives or funds	Perkins and Strong Workforce

Strategy 2:

Responsible Parties	CTE Program leads, Instructors, Counselors, DSPS personnel
Specific data used	<p>Decreases in enrollment and completers as well as impacts to economically disadvantaged students during the pandemic accelerated. This was particularly impactful to CTE programs that were considered “hard to convert.” Retention of students in programs was particularly impacted. To return programs to pre pandemic levels, providing wraparound services, such as counseling and online education training, should be available to students and CTE personnel.</p> <p>Data elements used to inform these strategies: 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, 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 years for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, Cosmetology, Electricity, and RTVF.</p>
Timeline	Ongoing
Other initiatives or funds	Perkins and Strong Workforce

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategy 1: Align, update, and create CTE curriculum using labor market information.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

The college will be continuing this strategy. A need for current, relevant, and aligned curriculum is paramount to improve student outcomes.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

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

Reviews and approves 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

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

What new or current partners (internal or external) will support priorities identified?

Strategy 1: Align, update, and create CTE curriculum using labor market information.

Action Plan (s)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Strategy 1:

Responsible Parties	CTE Program leads, Deans, Curriculum Committee, Institutional Research office, Advisory Boards
Specific data used	<p>To advance curriculum in CTE programs, student learning outcomes need to be based off of current data. This will help programs 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.</p> <p>Data elements used to inform these strategies: Student Services 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, 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 years for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, Cosmetology, Electricity, and RTVF.</p>
Timeline	Ongoing
Other initiatives or funds	Perkins and Strong Workforce

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 their program review and during their program assessment as part of the CLNA. The data included program core indicator reports and campus equity data at the program and college level. The CLNA revealed opportunities to improve postsecondary retention and placement, earned postsecondary credentials, non-traditional program enrollment, and employment for specific populations through outreach activities, the purchase of industry equipment and technology, and professional development in equity, resources and supports for special populations, workforce needs, and occupational education.

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

The CTE programs reviewed during the CLNA have parameters and resources to adequately address course and program learning outcomes. Disparities in success rates in courses and programs were identified. The majority of CTE programs reviewed are aligned with clearly defined career pathways, and have clear entry and exit points that are aligned with certifications that lead to high-skilled, high-wage, and in-demand occupations within their respective fields. To address program size and disparities, the strategy will include professional development, equipment and technology, and work-based learning opportunities.

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

In a review of our CTE programs, only a couple have entry level classes offered as dual enrollment that lead into CTE programs of study. A couple of CTE programs are currently in discussions with high schools regarding creating additional opportunities. The college also has programs with CTE Transitions Credit by Exam agreements with local high schools and two programs have a number of students that transfer directly into programs at 4 year institutions. 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 #5: Summary of Progress towards equal access to CTE programs for all students

San Diego Mesa College faculty and administrators regularly engage with industry professionals and their associated professional organizations. These interactions and connections lead to the recruitment of faculty within our CTE programs. Based on data reviewed, all of the CTE programs assessed this year would benefit from participating in professional development opportunities in the areas of equity, online education, professional association educators' conferences, and professional association

conferences to learn current skills and trends needed to be successful in education and in the field.

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

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. The 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 and work-based learning opportunities for these groups.

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

Each program reviews LMI annually during program review. They also work with industry advisory committees to ensure that they are teaching the knowledge and current skills needed to be successful in the workforce, as well as to determine the amount of positions available within the workforce over the coming year. Professional development opportunities will be provided to support data-informed decisions.

Local Planning Team Process

Statement on local management of local planning team and engagement with stakeholders

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 following required representation: CTE faculty from multiple disciplines, non-CTE faculty, work-based learning faculty, CTE deans at the college and district level, the Vice President of Instruction, 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. The committee will be convened by the lead CTE deans for the campus with a frequency of 1-2 times per academic year.

This year, the focus was on reviewing the Regional Comprehensive Needs Assessment for San Diego and Imperial Counties Community Colleges and campus wide data related to student support services on campus to determine a plan for improving students' persistence, retention, completion, and employment.

The lead CTE deans and institutional researcher will be meeting in June to plan the CTE Local Planning Team meeting(s) for the 2022-2023 academic year.

Stakeholder Engagement & Feedback

Statement on engagement of local stakeholders during the needs assessment and summary of key stakeholder feedback. Complete stakeholder feedback was recorded and is held on file within the institution.

The Comprehensive Local Needs Assessment has been broken into 4 categories with varying representation to ensure that all required stakeholders are engaged. The 4 categories are Program Advisory Committees, Local Planning Team, District-wide Consultation Group, and Regional Consultation Group.

The Program Advisory Committees are composed of CTE faculty, industry representatives, and students within the program. Each of the programs funded was required to hold advisory committee meetings within the last 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. 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 and district level, the Vice President of Instruction, 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 reviewing the Regional Comprehensive Needs Assessment for San Diego and Imperial Counties Community Colleges and campus wide data related to student support services on campus to determine a plan for improving students' persistence, retention, completion, and employment. Once the college has collected the feedback from the advisory committees described above, the feedback and program specific information will be provided to the Local Planning Team for consideration in its recommendation as to how the college should address disparities.

The District-wide Consultation Group is composed of the lead Perkins and Career Education deans, district dean, DSPS District Director, and San Diego Unified School District Director of CCTE. This group will be analyzing individual college and district

CTE data to determine the best ways to address the performance gaps within our institutions.

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 commissioned Voltera Corporation to conduct semi-structured interviews with 24 individuals from special populations and 24 representatives from community-based organizations that serve special populations. The key findings indicated that current and prospective students from special populations still need the following: 1) guidance in navigating the community college system prior and after enrollment; 2) trauma-informed faculty and staff; 3) wraparound services; 4) a caring campus; 5) formal and consistent communication and coordination; and 6) increased awareness of in-demand CE/CTE programs and related occupations.

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
1. CTE Faculty and Lead Perkins/Career Education Dean(s) with the addition of Counseling, WBL, and Outreach Representatives	Tina Recalde	Dean, Health Sciences & Public Service	SD Mesa College
	David Fierro	Director, College Technology	SD Mesa College
	Amertah Perman	Dean, Career Education & Workforce Development	SDCCD
	Isabel O'Connor	VPI	SD Mesa College
	Monica Romero	Business and Technology Dean	SD Mesa College
	Valerie Abe	Faculty, (ARCH, BLDG, INTE)	SD Mesa College
	Kimberly Mills	Faculty, Allied Health	SD Mesa College
	Ailene Crakes	Dean	SD Mesa College
	Jeaneal Davis	Faculty	SD Mesa College
	Hai Hoang	Researcher, Institutional Effectiveness	SD Mesa College
	Azucena Muillo	Classified, Perkins Support	SD Mesa College
	Virginia Enriquez	Classified, Business Services	SD Mesa College
	Katlin Choi	Faculty, Work-Based Learning	SD Mesa College
	Pavel Consuegra	Work-Based Learning	SD Mesa College

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	Shawn Fawcett	Work-Based Learning	SD Mesa College
	Alex Berry	Associate Dean CTE	SD Mesa College
	Megan Bloquet	Employer Engagement -CTE Strongworkforce	SD Mesa College
	Gail Bachman	Faculty	SD Mesa College
	Meegan Feori	Faculty	SD Mesa College
	Michael Fitzgerald	Faculty	SD Mesa College
	Tasha Frankie	Faculty	SD Mesa College
	Kelsey Graham	Faculty	SD Mesa College
	Holly Jagienlinsky	Faculty	SD Mesa College
	Amanda Johnston	Faculty	SD Mesa College
	Brian Lesson	Faculty	SD Mesa College
	Mariette Rattner	Faculty	SD Mesa College
	Connie Renda	Faculty	SD Mesa College
	Valerie Seng	Faculty	SD Mesa College
	Kelly Spoon	Faculty	SD Mesa College
	Juan Carlos Toth	Faculty	SD Mesa College
	Toni Trejo	Faculty	SD Mesa College
	Lauren Wade	Faculty	SD Mesa College
	Robert Wong	Faculty	SD Mesa College
	Julia Zuniga	Faculty	SD Mesa College
	Aracely Bautista	Classified	SD Mesa College
	Carina Hernandez	Classified	SD Mesa College
	Sahar King	Classified	SD Mesa College
	Olivia Picolla	Career Services	SD Mesa College
2. Industry Representatives	Cathy Gilhooly	Business Development Manager	California Coast Credit Union
	Connie Lafuente	Regional Director, Employer Engagement Health Sector	Grossmont Cuyamaca C C
	Kate Gallagher	Manager, Economic Development	San Diego Regional EDC
3. Students	Gloria Gonzalez Quiroz	Student	SD Mesa College
	Tim Ackerson	Student	SD Mesa College
4. Representatives of Special Populations (DSPS, Equity)	Leticia A. Diaz	Director of EOPS and STAR TRIO	SD Mesa College
	Sade Burrell	Coordinator of FAST/NextUP	SD Mesa College
	Larry Maxey	Dean of Student Success and Equity	SD Mesa College
	Erika Higginbotham	Coordinator of DSPS	SD Mesa College
	Johana Aleman	Basic Needs - Student Support Svs Coord	SD Mesa College
	Mark Manasse	Tutoring Coordinator	SD Mesa 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?

The CLNA process required our colleges and district to determine the most strategic method for recruiting the required stakeholders to provide feedback for our programs. The four-tiered approach to meeting the required stakeholders groups was well designed and has made the process of engaging with each of the stakeholder more feasible. This year our Local CTE Planning Team met in conjunction with our Strong Workforce Committee to increase the representation across the campus. This design increased the number of representatives that engage with various special population groups. The stakeholders were excited about being invited to participate in the conversation and actively engaged in the discussions.

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

The timing in which the core indicator reports are released to the college does not provide an adequate amount of time to share the reports with the required stakeholders to provide feedback for the next year.

Now that the college has formulated plans regarding how to meet the requirements for the CLNA, the lead CTE deans and institutional researcher are already planning meetings, organizing data, and setting timelines for the next academic year.

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?

This year all groups invited to participate sent representation to the meeting. As we plan on developing a timeline for the next academic year, we plan to send out save the dates and invites for meetings earlier in the year to continue to ensure representation and participation.

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

Strong Workforce, Guided Pathways, and Equity funding may be aligned across sectors to make this work successful.

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 of our students. The allocation of Perkins funding is now being

aligned with these movements. 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.

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

Representatives will continue to meet and work together following the schedules, timelines, and goals set by the lead CTE deans and institutional researcher, as well as through discussions with the CTE deans within our district and region. We will meet in early June to establish the college goals, schedules, and timelines that will provide the framework for the coming academic year. Faculty and stakeholder input at meetings throughout the year will then guide the modifications and improvements needed to improve the process of meeting and working together to enhance the performance of special populations within CTE programs.

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

San Diego Mesa College is committed to becoming the leading college of equity and excellence. The college is committed to on-going engagement in assessing practices and improving outcomes for all students. College representatives and required stakeholders will continue to meet and work together following the schedules, timelines, and goals set by the lead CTE deans and institutional researcher, as well as through discussions with the CTE deans within our district and region. The meeting in early June will establish the college goals, schedules, and timelines that will provide the framework for the coming academic year. Faculty and stakeholder input at meetings throughout the year will then guide the modifications and improvements needed to improve the process of meeting and working together to enhance the performance of special populations within CTE programs.

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

The Comprehensive Regional Needs Assessment was shared during our meetings and the findings were the framework for the deeper data analysis that was performed, presented, and discussed at our meeting this spring. The information from the report and the information from the discussions is being considered in planning for use of funds and projects.

CLNA ELEMENT #1 - Student Performance

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

1. 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.
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

San Diego Mesa College will be continuing these priorities and add the following third priority strategy:

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.

Data Reviewed

Mesa College Core Indicator Report

Various program core indicator reports

Campus equity dashboards

Comprehensive Regional Needs Assessment

Student survey related to awareness and use of student support services available

CTE faculty survey related to awareness and use of student support services available

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

Strengths:

- CTE program success and retention is higher than the campus average in the following programs: DENA; EXSC; PHYR, and VTAH.
- College provides a lot of student support services on campus.

Gaps:

- Equity gaps for first generation, African American, LatinX, Asian/Pacific Islander, and male students.
- CTE program success and retention is lower than the campus average in the following programs: FASH.
- Students with financial hardship having access to and frequent use of specialized software programs.
- Faculty would like to have more information regarding the demographics of their students so that they can determine and refer students to appropriate resources that may improve their performance.
- The name of the student support service does not necessarily represent what they provide – this is a challenge for both faculty and students in terms of their awareness and ability to refer/seek support services (i.e. MT2C – tutoring).

What subpopulation of students could benefit from additional evidence-based services/supports?

The following subpopulations of students could benefit from the evidence-based services/supports: Black/African American, LatinX, English learners, individuals preparing for nontraditional fields, individuals with economically disadvantaged families, single parents, and individuals with disabilities.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

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

1. 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.
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.
3. 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.

What new or current partners (internal or external) will support priorities identified?

Institutional Effectiveness, AV/IT departments, Campus Employee Learning EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus

Action Plan (s)

Responsible parties

*Summary of specific data used to inform the strategy identified**Timeline**Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)*

Strategies:

1. 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.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Campus Employee Learning Committee
 1. Role – Oversee the use of professional development fiscal resources
 2. Responsibility – Supports the work of campus groups with their professional development activities and provides conference and travel funding for faculty and staff
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - c. Timeline – ongoing over the next two years
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity funding
 - iii. Campus Employee Learning funds
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Azucena Murillo
 1. Role – Senior Clerical Assistant
 2. Responsibility – Submit purchase requisitions and monitor budgets
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees

- c. Timeline – ongoing over the next two years
- d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
- 3. 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.
 - a. Responsible Parties
 - i. Tina Recalde
 - 1. Role – Dean, Health Sciences and Public Service
 - 2. Responsibility – Coordinate with student support services
 - ii. Alex Berry
 - 1. Role – Associate Dean of CTE
 - 2. Responsibility – Coordinate efforts with Tina Recalde and student support services
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity funds
 - iii. Guided pathways funding

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategies:

1. 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.
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.
3. 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

Will your institution be continuing or revising these priorities?

San Diego Mesa College will be continuing with the identified priorities.

Data Reviewed

Mesa College Core Indicator Report

Various program core indicator reports

Campus equity dashboards

Comprehensive Regional Needs Assessment

Student survey related to awareness and use of student support services available

CTE faculty survey related to awareness and use of student support services available

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

Strengths:

Size

Majority of programs adjust size based on student demand and industry needs.

Scope

Programs provide the content needed to obtain industry certifications leading to jobs.

Guided pathways maps provide students with course sequencing and prerequisite information to improve success.

Quality

Programs are routinely revising curriculum to meet industry needs and aligning with industry credentials.

Faculty would like to have more information regarding the demographics of their students so that they can determine and refer students to appropriate resources that may improve their performance.

Industry advisory committee input into courses, feedback on student projects, and facilitate employment opportunities.

Gaps:

Size

Allied Health programs limited in size based on number of available clinical sites available within the community.

Scope

Linkages with high schools.

Quality

As industry software and equipment change, the programs need the ability to update their software and equipment to ensure that they are meeting current industry standards.

What subpopulation of students could benefit from additional evidence-based services/supports?

The following subpopulations of students could benefit from the evidence-based services/supports: Black/African American, LatinX, English learners, individuals preparing for nontraditional fields, individuals with economically disadvantaged families, single parents, and individuals with disabilities.

Priorities & Strategies

*What priorities are you setting to address the gaps or challenges identified?
What new or current partners (internal or external) will support priorities identified?*

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

1. 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.
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.
3. 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.

What new or current partners (internal or external) will support priorities identified?

Institutional Effectiveness, AV/IT departments, Campus Employee Learning EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus WBL team

Action Plan (s)

*Responsible parties
Summary of specific data used to inform the strategy identified
Timeline
Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)*

Strategies:

1. 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.

- a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Campus Employee Learning Committee
 1. Role – Oversee the use of professional development fiscal resources
 2. Responsibility – Supports the work of campus groups with their professional development activities and provides conference and travel funding for faculty and staff
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Labor market data (if available)
 - c. Timeline – ongoing over the next two years
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity funding
 - iii. Campus Employee Learning funds
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.
- a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Azucena Murillo
 1. Role – Senior Clerical Assistant
 2. Responsibility – Submit purchase requisitions and monitor budgets
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
3. 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.

- a. Responsible Parties
 - i. Program Lead Faculty
 - 1. Role – Full time program faculty
 - 2. Responsibility – Communicate with WBL team to schedule events for classes and program
 - ii. WBL Team
 - 1. Role – Provide WBL opportunities for students
 - 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 - 1. Role – Provide career services
 - 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
- b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
- c. Timeline – ongoing over the next two years
- d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Career Center funding – General funds

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategies:

- 1. Increase outreach to non-traditional students.
- 2. 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

Will your institution be continuing or revising these priorities?

Revise the first strategy to include outreach to students within Perkins identified special population groups.

Explore dual enrollment opportunities with programs and faculty.

Data Reviewed

Mesa College Core Indicator Report

Various program core indicator reports

Campus equity dashboards

Comprehensive Regional Needs Assessment

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

Strengths:

Faculty interested in pursuing dual enrollment opportunities.

Transfer pathways exist for a number of career pathways, such as Exercise Science, Fashion, Fermentation, Interior Design, and Geographic Information Systems.

Credit by exam and articulation options exist within some programs for high school and continuing education students, such as Fashion, and Geographic Information Systems.

Gaps:

Limited number of pathways from high school to community college programs.

Faculty and K12 connections and communication regarding opportunities for dual enrollment and creation of career pathways.

Pathways in exercise science may not be offered as dual enrollment opportunities for interested students.

What subpopulation of students could benefit from additional evidence-based services/supports?

The following subpopulations of students could benefit from the evidence-based services/supports: Black/African American, LatinX, English learners, individuals preparing for nontraditional fields, individuals with economically disadvantaged families, single parents, and individuals with disabilities.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

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

Strategies:

1. Increase outreach to non-traditional students and students within Perkins identified special population groups.
2. 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.
3. Explore dual enrollment opportunities with programs and faculty.

What new or current partners (internal or external) will support priorities identified?

College administrators, faculty in various CTE programs, counselors, representatives from the college and district outreach departments, San Diego Workforce Partnership, San Diego Unified School District, San Diego College of Continuing Education, and San Diego County Office of Education

Action Plan (s)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Strategies:

1. Increase outreach to non-traditional students.
 - a. Responsible Parties
 - i. Outreach and Community Relations
 1. Role – Provide information to the community about the CTE programs available at Mesa College
 2. Responsibility
 - a. Provide information about CTE programs to high school students
 - b. Provide information about CTE programs to students at Continuing Education
 - c. Provide current student with information about CTE programs
 - ii. WBL Team
 1. Role – Provide WBL opportunities for students
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 1. Role – Provide career counseling services
 2. Responsibilities
 - a. Communicate with faculty and students

- b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
 - iv. Office of Communications
 - 1. Role – Public relations and communication
 - 2. Responsibilities
 - a. Provide public relations, social media, web development and support, graphic design, event promotions, photography, and videos for CTE programs
 - b. Marketing and communications support for CTE programs
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity
 - iii. General Funds
 - 2. 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.
 - a. Responsible Parties
 - i. Program Lead Faculty
 - 1. Role – Full time program faculty
 - 2. Responsibility – Communicate with WBL team to schedule events for classes and program
 - ii. WBL Team
 - 1. Role – Provide WBL opportunities for students
 - 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 - 1. Role – Provide career counseling services
 - 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus

- c. Network with industry to participate in Career Fairs and employment opportunities
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Career Center funding – General funds
- 3. Explore dual enrollment opportunities with programs and faculty.
 - a. Responsible Parties
 - i. Program Lead Faculty
 - 1. Role – Full time program faculty
 - 2. Responsibility – Communicate with local high school districts to discuss opportunities for dual enrollment
 - ii. Deans that oversee CTE programs
 - 1. Role – Facilitate development of dual enrollment programs in CTE
 - 2. Responsibilities
 - a. Communicate with administration, faculty and students
 - b. Assist with scheduling meetings
 - c. Facilitate conversations with high schools
 - d. Network with industry to determine pathways needed
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Guided Pathways
 - iii. Equity

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategies:

1. 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

Will your institution be continuing or revising these priorities?

Continuing with current priority.

Data Reviewed

Mesa College Core Indicator Report
Various program core indicator reports
Individual CTE Program Assessments
Campus equity dashboards
Comprehensive Regional Needs Assessment

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

Strengths:

- Faculty interested in learning how to and actively supporting students from diverse backgrounds.
- Faculty possess expertise in a variety of specialty areas within industry.
- Diversity on industry advisory committees is improving.
- Diversity, equity, and inclusion is a priority in professional development and hiring practices.

Gaps:

- Limited number of full time faculty in CTE.
- Diversity of faculty teaching within CTE programs.

What subpopulation of students could benefit from additional evidence-based services/supports?

The following subpopulations of students could benefit from the evidence-based services/supports: Black/African American, LatinX, English learners, individuals preparing for nontraditional fields, individuals with economically disadvantaged families, single parents, and individuals with disabilities.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

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

Strategy:

1. 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.

What new or current partners (internal or external) will support priorities identified?

College administration, Institutional Effectiveness, Campus Employee Learning EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus

Action Plan (s)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Strategy:

1. 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.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Campus Employee Learning Committee
 1. Role – Oversee the use of professional development fiscal resources

2. Responsibility – Supports the work of campus groups with their professional development activities and provides conference and travel funding for faculty and staff
- b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
- c. Timeline – ongoing over the next two years
- d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity funding
 - iii. Campus Employee Learning funds

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategies:

1. Increase outreach to non-traditional students.
2. 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

Will your institution be continuing or revising these priorities?

Revise the first strategy to include outreach to students within Perkins identified special population groups.

Data Reviewed

Mesa College Core Indicator Report

Various program core indicator reports

Campus equity dashboards

Comprehensive Regional Needs Assessment

Student survey related to awareness and use of student support services available

CTE faculty survey related to awareness and use of student support services available

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

Strengths:

- Diversity within programs has been improving.
- Equity gaps for retention and success are lower than the rates for overall students on campus.
- Contract and adjunct faculty are provided opportunities to participate in equity-minded professional learning activities.
- Work experience courses provide students with the technical and 21st century skills to succeed in the workforce. Multiple students discuss in end-of-semester meetings that this was their first "office" experience and they learned a lot about how to work in an office, office culture, and expectations.
- Software/Books: Software is provided for free to Mesa students, detailed instructions for installation (text/video) are provided in Canvas courses. Faculty work to develop their own labs and materials to reduce textbook cost barriers, as much as possible. Faculty have used student projects or internships as inspiration for new labs or demonstrations. Faculty regularly update material to make relevant to students, current events, and local community.
- Faculty use connections in local industry to find guest speakers and career panel participants that reflect our student body.

Gaps:

- Lower number students that are male, African American, LatinX, Asian, and from special population groups than compared to the campus demographics.
- Student access to technology in the form of computers with sufficient capacity to run industry software, as well as access to the software on campus and for home-study.
- Need to consider the following feedback provided by a student: It was the EOPS counselor that helped him access and understand other services. It gave him the confidence that he can access services. Perhaps it is more about the service itself rather than the product.

What subpopulation of students could benefit from additional evidence-based services/supports?

The following subpopulations of students could benefit from the evidence-based services/supports: Black/African American, LatinX, English learners, individuals preparing for nontraditional fields, individuals with economically disadvantaged families, single parents, and individuals with disabilities.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

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

Strategies:

1. Increase outreach to non-traditional students and students within Perkins identified special population groups.
2. 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.

What new or current partners (internal or external) will support priorities identified?

College administration, Institutional Effectiveness, Campus Employee Learning EOPS, NextUp, FAST Scholars, Veterans, DSPS, and other departments on campus. San Diego Workforce Partnership and San Diego College of Continuing Education.

Action Plan (s)*Responsible parties**Summary of specific data used to inform the strategy identified**Timeline**Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)*

Strategies:

1. Increase outreach to non-traditional students and students within Perkins identified special population groups.
 - a. Responsible Parties
 - i. Outreach and Community Relations
 1. Role – Provide information to the community about the CTE programs available at Mesa College
 2. Responsibility
 - a. Provide information about CTE programs to high school students
 - b. Provide information about CTE programs to students at Continuing Education
 - c. Provide current student with information about CTE programs
 - ii. WBL Team
 1. Role – Provide WBL opportunities for students
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 1. Role – Provide career counseling services

2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
 - iv. Office of Communications
 1. Role – Public relations and communication
 2. Responsibilities
 - a. Provide public relations, social media, web development and support, graphic design, event promotions, photography, and videos for CTE programs
 - b. Marketing and communications support for CTE programs
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Guided Pathways
 - iii. Equity
 - iv. General Funds
2. 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.
 - a. Responsible Parties
 - i. Program Lead Faculty
 1. Role – Full time program faculty
 2. Responsibility – Communicate with WBL team to schedule events for classes and program
 - ii. WBL Team
 1. Role – Provide WBL opportunities for students
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 1. Role – Provide career counseling services
 2. Responsibilities

- a. Communicate with faculty and students
- b. Organize career services events for classes, programs, and campus
- c. Network with industry to participate in Career Fairs and employment opportunities
- b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
- c. Timeline – ongoing over the next two years
- d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Guided Pathways
 - iii. Equity
 - iv. Career Center funding – General funds

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

Strategies:

1. 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.
2. Increase outreach to non-traditional students.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

Revise the second strategy to include outreach to students within Perkins identified special population groups.

Data Reviewed

Mesa College Core Indicator Report
Various program core indicator reports
Campus equity dashboards
Comprehensive Regional Needs Assessment
Centers of Excellence labor market briefs and reports

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

Strengths:

Programs focus on teaching the technical and professional skills needed in industry. All programs review labor market information as part of their program review and curriculum revision processes.

Each program has an industry advisory committee that advises the program regarding program alignment with industry, curriculum revisions, and workforce needs.

The majority of the programs lead to positions with living wages.

Gaps:

Lack of diversity in the workforce.

Industry advisory committees continue to recommend development of 21st century or professional skills.

What subpopulation of students could benefit from additional evidence-based services/supports?

The following subpopulations of students could benefit from the evidence-based services/supports: Black/African American, LatinX, English learners, individuals preparing for nontraditional fields, individuals with economically disadvantaged families, single parents, and individuals with disabilities.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

Strategies:

1. 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.
2. Increase outreach to non-traditional students and students within Perkins identified special population groups.

What new or current partners (internal or external) will support priorities identified?

College administration, Institutional Effectiveness, Center of Excellence, San Diego Workforce Partnership, and industry advisors.

Action Plan (s)*Responsible parties**Summary of specific data used to inform the strategy identified**Timeline**Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)***Strategies:**

1. 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.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Hai Hoang
 1. Role – Institutional Researcher
 2. Responsibilities
 - a. Gather data needed for CLNA
 - b. Support data-driven decisions
 - iii. Campus Employee Learning Committee
 1. Role – Oversee the use of professional development fiscal resources
 2. Responsibility – Supports the work of campus groups with their professional development activities and provides conference and travel funding for faculty and staff
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Labor market data (if available)
 - c. Timeline – ongoing over the next two years
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity funding
 - iii. Campus Employee Learning funds
2. Increase outreach to non-traditional students and students within Perkins identified special population groups.
 - a. Responsible Parties
 - i. Outreach and Community Relations
 1. Role – Provide information to the community about the CTE programs available at Mesa College
 2. Responsibility

- a. Provide information about CTE programs to high school students
- b. Provide information about CTE programs to students at Continuing Education
- c. Provide current student with information about CTE programs
- ii. WBL Team
 1. Role – Provide WBL opportunities for students
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
- iii. Career Center
 1. Role – Provide career counseling services
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
- iv. Office of Communications
 1. Role – Public relations and communication
 2. Responsibilities
 - a. Provide public relations, social media, web development and support, graphic design, event promotions, photography, and videos for CTE programs
 - b. Marketing and communications support for CTE programs
- b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
- c. Timeline – ongoing over the next two years
- d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity
 - iii. General Funds

San Diego Miramar College

CLNA Summary

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

Miramar college reviewed student performance data for performance indicators during the CTE programs individual program review process and during the local Perkins application process. The data included program core indicator reports and campus equity data drilled down to the program and course level. 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.

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

To meet the needs of Miramar students our programs have been working on course level data analysis through participation in a Faculty Institute as well as a local Data Equity Coaching Community program. There is room for improvement in the areas of work based learning integration, advisory board committee charge training and targeted outreach to special populations. To address these, the strategies will be to offer professional development, equipment and technology, and work-based learning technology and training. Additionally, Miramar will begin work to integrate essential skills into the CTE student experience.

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

Miramar college would like to offer opportunities for dual enrollment that lead into CTE programs of study. CTE programs are currently in discussions with high schools and advisory boards regarding the potential of creating these opportunities. The college beginning 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 service opportunities.

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

San Diego Miramar College engaged in campus wide discussions regarding the creation of a more detailed diversity equity and inclusion narrative on applicants see on job postings. This resulted in direct action and changes made to the previous language. The recommended narrative provided an opportunity to allow for a more inclusive recruitment of new CTE professionals. We will continue to engage in conversations 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

programs during fiscal contractions.

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

Post pandemic San Diego Miramar College should continue to expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment; and provide 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 #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 employment 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 an 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

Statement on local management of local planning team and engagement with stakeholders

The Local Planning Team and engagement with stakeholders is managed and convened as the Career Education Advisory Board on a quarterly basis by the Dean Business, Technical Careers, and Workforce Initiatives and Associate Dean of Career Education. The Career Education Advisory Board consists of career education faculty, counselors, classified professionals, and administrators from San Diego Miramar College; career education teachers, counselors, classified professionals, and administrators from San Diego Unified School District, which is the sole feeder K-12 district for San Diego Miramar College; career ambassadors who are students currently enrolled in career education programs; and counselors from programs representing special populations at San Diego Miramar College. Furthermore, stakeholders representing local and regional businesses and industries are convened in a number of formats, including at least annually as program advisory committees to career education programs at San Diego Miramar College, quarterly as the Corporate Council by the Chancellor of the San Diego Community College District, periodically as regional advisory groups by regional directors for San Diego Imperial county priority and emerging sectors, and periodically as focus groups by the Center of Excellence for San Diego-Imperial county community colleges. In these various venues, attendees explore

data on student progression and learning; labor market information, including supply, demand, and wage data; curriculum updates; workforce learning needs; and data on program size, scope, and quality.

Stakeholder Engagement & Feedback

Statement on engagement of local stakeholders during the needs assessment and summary of key stakeholder feedback. Complete stakeholder feedback was recorded and is held on file within the institution.

San Diego Miramar College engages stakeholders in many regular and ongoing forums and capacities, including formal advisory boards, regional meetings, focus groups, workshops, workgroups, and informal discussions. Industry and employer stakeholder engagement and feedback were collected from career education program advisory boards, priority and emerging sector regional director workgroups, and the district corporate council. Generally speaking, industry and employer stakeholders continue to hold San Diego Miramar College programs in high regard. Engaging in the work of obtaining stakeholder feedback during the pandemic has created great opportunities for increased involvement. Due to the nature of advisory meetings moving to an online platform resulting in more access, there was an increase in participation for most advisory groups. Similar to before the pandemic, 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, and special population representative engagement and feedback were collected from the career education program advisory board, 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 and (2) integrated and embedded student support services personalized to meet individual student needs. Student engagement and feedback were collected from career education program advisory boards, student surveys, and associated student government. 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 post-pandemic are; (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 career education program 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
Andreanna Murphy	Counselor, SDUSD	Secondary CTE Counselor
Leonardo Zarate	Teacher, SDUSD	Secondary CTE Counselor
Steven Williams	Teacher, SDUSD	Secondary CTE Counselor
Omar Sevilla	Teacher, SDUSD	Secondary CTE Counselor
Lori Williams	Teacher, SDUSD	Secondary CTE Counselor
Jorge Hernandez	Teacher, SDUSD	Secondary CTE Counselor
Dean Darley	Program Coordinator, SDUSD	Secondary Administrator
Sarah Vielma	Program Director, SDUSD	Secondary Administrator
Gregory Quirin	Program Technician, SDUSD	Secondary Paraprofessional
Rebecca Bowers-Gentry	Faculty, Miramar College	Postsecondary CTE Faculty
Gene Choe	Faculty, Miramar College	Postsecondary CTE Faculty
Dawn DiMarzo	Faculty, Miramar College	Postsecondary CTE Faculty
Darren Hall	Faculty, Miramar College	Postsecondary CTE Faculty
Darrel Harrison	Faculty, Miramar College	Postsecondary CTE Faculty
Tanya Hertz	Faculty, Miramar College	Postsecondary CTE Faculty
Patti Hunter	Faculty, Miramar College	Postsecondary CTE Faculty
Mary Kjartanson	Faculty, Miramar College	Postsecondary CTE Faculty
Max Moore	Faculty, Miramar College	Postsecondary CTE Faculty
Larry Pink	Faculty, Miramar College	Postsecondary CTE Faculty
Alex Stiller-Shulman	Faculty, Miramar College	Postsecondary CTE Faculty
Sunganya Sankaranayanan	Faculty, Miramar College	Postsecondary CTE Faculty
David Wilhelm	Faculty, Miramar College	Postsecondary CTE Faculty
Joseph Young	Faculty, Miramar College	Postsecondary CTE Faculty
Julie Hansen	Faculty, Miramar College	Postsecondary CTE Faculty
Matthew cain	Faculty, Miramar College	Postsecondary CTE Faculty
Dawn Diskin	Faculty, Miramar College	Postsecondary CTE Faculty
Lisa Clarke	Counselor, Miramar College	Postsecondary Counselor
Mona Patel	Counselor, Miramar College	Postsecondary Counselor
Jesse Lopez	Dean, Miramar College	Postsecondary Administrator
Claudia Estrada-Howell	Associate Dean, Miramar College	Postsecondary Administrator
Linda Woods	Dean, Miramar College	Postsecondary Administrator
Sonny Nguyen	Associate Dean, Miramar College	Postsecondary Administrator
Arnice Neff	Classified Staff, Miramar College	Postsecondary Support
Jennifer Pena	Classified Staff, Miramar College	Postsecondary Support

John Loewenberg	Classified Staff, Miramar College	Postsecondary Support
Monica Demcho	Coordinator, EOPS/CARE CalWORKS, Miramar College	Special Population Representative
Kandice Brandt	DSPS Counselor, Miramar College	Special Population Representative
Vacant	Student-Career Ambassador	Student
Vacant	Student-Career Ambassador	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?

Stakeholder feedback on programs went well despite continued pandemic related challenges. Stakeholders representing local and regional businesses and industries convened in a number of formats, including at least annually as program advisory committees to career education programs at San Diego Miramar College. In these various venues, attendees explore data on student progression and learning; labor market information, including supply, demand, and wage data; curriculum updates; workforce learning needs; and data on program size, scope, and quality to name a few.

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

A couple of challenges did come up in this process. One being the results of the continued pandemic hurdles and the slow transition back to campuses. The second challenge was the transition in leadership at San Diego Miramar's Career Education office which served as the lead for this report.

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?

We noticed lower levels of participating from our school district partners due in part to personnel shortages resulting from the pandemic. We will continue to reach out and support this stakeholder group in any way we can. We are plan to coordinate these efforts with our outreach office.

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

We have begun to integrate in a more purposeful way into our college wide guided pathways initiative. We will continue to leverage strong workforce, faculty institute and our program review process.

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

Various faculty and the Associate Dean of Career Education will serve on workgroups and committees tied to this work.

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

The Career Education Advisory Board meets quarterly. Additionally, the Associate Dean of Career Education attend all CTE program advisory board meetings, college wide program review meetings/events and convenes all faculty institute meetings.

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

San Diego Miramar College will continue to participate in the CNLA process in upcoming years. We will report with stakeholders in an ongoing based as well as continue to college feedback and recommendations for future strategies.

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. Enrollments trends are in a downward trend and we would like data on how to re-engage these student in the years to come.

CLNA ELEMENT #1 - Student Performance

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

The following priorities and strategies were identified from the data review:
San Diego Miramar College should expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment. · San Diego Miramar College should 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 partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?
Continuing.

Data Reviewed

San Diego Miramar College utilized Perkins IV core indicator reports provided by the state for each program during the comprehensive local needs assessment process, and

six-year comparisons at the district, institution, and program levels provided by the San Diego Community College District. San Diego Miramar College stakeholders utilized the following data to assess student progression: three-year trends in Perkins IV core indicators; three-year trends in Strong Workforce metrics; labor market supply, demand, and wage data; the San Diego Miramar College PREDD dashboard; and the San Diego Miramar College 2019-2022 Student Equity Plan. Furthermore, San Diego Miramar College adopted the Perkins V definitions for special populations. Special populations include individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

As a college, we continue to be above all federal accountability indicators except non-traditional participation and completion. Notably, some populations have lower outcomes than negotiated levels, such as single parents in skill attainment and students with disabilities in employment.

Two programs continue to be majority non-traditional programs: accounting and biotechnology. Seven programs continue to have low non-traditional participation and completion and tend to be represented in highly gendered occupations, such as automotive technology, aviation maintenance, aviation operations, child development, diesel technology, fire technology, and paralegal studies.

San Diego Miramar College continues to make progress on related equity goals to increase access for black students and former foster youth; increase retention for Latinx, black, and female LGBT students; and increase completion for Latinx, black, white female, and female veteran students.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

San Diego Miramar College will continue to address the following strategies for student performance:

- Expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment.
- San Diego Miramar College should 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 partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

Action Plan (s)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Element 1, Strategy 1:

In the Fall of 2023, outreach events will be institutionalized with San Diego Unified School District and other special population programs across all priority and emerging sector career education programs. Responsible Party: San Diego Miramar College, office of Career Education, the Office of Outreach, and San Diego Unified School District. Timeline: Fall 2022 through Spring 2023.

Element 1, Strategy 2:

By Fall 2023, pilot programs in supplemental instruction and embedded counseling will be re-assessed for effectiveness and whether these activities should be institutionalized. Responsible Party: San Diego Miramar College office of Career Education. Timeline: Fall 2022 through Fall 2023

Element 1, Strategy 3:

By Spring 2023, job placement and work-based learning processes and practices will be institutionalized and integrated into every career education program. Responsible Party: San Diego Miramar College, Office of Career Education, including Job Placement and Career Services. Timeline: Fall 2022 through Spring 2023.

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

The following priorities and strategies were identified:

- San Diego Miramar College should review internal processes to integrate new Perkins V CLNA planning requirements with program review, advisory committee charges, and state application processes.
- San Diego Miramar College should provide an updated career education program advisory committee handbook and subsequent leadership development to improve the efficacy and participation of committee conveners and members.

- San Diego Miramar College should 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

Will your institution be continuing or revising these priorities?

Continuing.

Data Reviewed

San Diego Miramar College was encouraged and desired to develop program summaries based on available data that includes an analysis of each program's strength (s), weakness(es), challenges, and opportunities. Due to various compounding complexities, including the last two years of the COVID-19 shelter-in-place orders causing colleges to focus on transitioning to remote-only services; lack in availability of most local educational agencies, industry, and employer partners during the COVID-19 shelter-in-place orders; and the slow transition back to campus, developing comprehensive stakeholder engagement to include complete program summaries and SWOT analyses was not possible (once again) to complete and scale at an institutional level. Future stakeholder engagement will contain more robust discussions and planning for program summaries and SWOT analyses. All career education programs at San Diego Miramar College are reviewed annually through the integrated program review process and at least annually by a career education program advisory board. Additionally, each program is reviewed biannually by the governing board.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

Based upon the data review, the following observations were made:

- Each program continues to meet the size requirements for Perkins eligibility by offering sufficient courses and sections to meet student learning outcomes published for the courses and programs. No areas for improvement were noted.
- Each program continues to meet the scope requirements for Perkins eligibility by operating within a defined career pathway with multiple entry and exit points.
- Each program continues to meet the quality requirements for Perkins eligibility by meeting at least two of three following criteria: developing (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations. No areas for improvement were noted, and most programs meet all three criteria.
- Some career education program advisory boards continue to need additional leadership development to ensure that industry and employer partners are able to guide program and curriculum improvements.
- Work-based learning, including 21st-century employability and essential skills, can be more intentionally embedded and/or documented within various career education programs.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

The following priorities and strategies were identified from the data review:

- San Diego Miramar College should provide an updated career education program advisory committee handbook and subsequent leadership development to improve the efficacy and participation of committee conveners and members.
- San Diego Miramar College should 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.

Action Plan (s)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Element 2, Strategy 1:

By Spring 2023, an updated career education program advisory board handbook will be completed, implemented, and related professional development offered. Responsible Party: San Diego Community College District and San Diego Miramar College Timeline: Spring 2022 through Spring 2023.

Element 2, Strategy 2:

See Action Plan for Element 1, Strategy 3.

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22

Perkins projects

The following priorities and strategies were identified:

- San Diego Miramar College should expand and institutionalize its 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.
- San Diego Miramar College should sustain its CCAP and credit-by-examination programs by providing clearly articulated pathways for participating students to earn early college credit and shorten their time to completion and gainful employment.
- San Diego Miramar College should 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.

- San Diego Miramar College should explore the expansion of national and industry accreditation for career education programs in order to improve industry alignment.
- San Diego Miramar College should conduct a branding exercise to better inform its Career Education marketing plan strategies and the retention of its current career education students.

Confirmation of Ongoing or New Strategies

Will your institution be continuing or revising these priorities?

Continuing.

Data Reviewed

San Diego Miramar College has continued to review progress towards implementation of career education programs of study/career pathways. Documentation reviewed included course sequence maps for career education program awards, curriculum standards for program-specific external accrediting agencies, the San Diego Community College District credit by exam report, 2022 CCAP Dashboard and the Miramar College Career Education marketing plan.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

From these data, the following observations were made:

- 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 the following Perkins V Clusters: Arts, Audio/Video Technology and Communications; Business, Management and Administration; Health Science; Education and Training Human Services; Marketing Sales and Service; Information Technology; and Transportation, Distribution, and Logistics.
- Alignment does not exist between the assigned feeder schools and San Diego Miramar College in Hospitality and Tourism and Law, Public Safety, Corrections and Security Perkins V Clusters. San Diego Mesa College serves the Hospitality and Tourism Perkins V Cluster, and Lincoln High School in the San Diego City College service area and Kearny High School in the San Diego Mesa College service area serves the Law, Public Safety, Corrections and Security Perkins V Cluster.
- 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 coordinators, and peer-to-peer mentors between career pathways when considering various occupational skills needed in the labor market, such as biotechnology and paralegal studies.
- San Diego Miramar College has successfully piloted its Career Ambassador program providing peer mentors for students enrolled in career education programs. This program need to be supported and moved out of the pilot phase into an institutionalized program.
- Many San Diego Miramar College career education programs continue to hold external agency accreditation or certification meaning students earn industry-recognized certifications upon completion of their pathway. External agency accreditation/certification is held by the following career education programs: administration of justice, aviation operations, aviation technology, automotive technology, child development, diesel technology, emergency medical technician, fire technology, fitness training, medical laboratory technician training, and paralegal.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

The following priorities and strategies were identified:

- San Diego Miramar College should continue to expand and institutionalize its 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.
- San Diego Miramar College should sustain its CCAP and credit-by-examination programs by providing clearly articulated pathways for participating students to earn early college credit and shorten their time to completion and gainful employment. The pandemic played a role in slowing down some of this progress.
- San Diego Miramar College should continue to 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.
- San Diego Miramar College should work towards institutionalizing the Career Ambassador program.
- San Diego Miramar College should work on post-pandemic marketing efforts in order to re-engage students into CTE programs.

Action Plan (s)

Responsible parties

*Summary of specific data used to inform the strategy identified**Timeline**Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)*

Element 3, Strategy 1:

By Fall 2023, at least three career education programs will have investigated credit for prior learning. Responsible Party: San Diego Miramar College. Timeline: Fall 2021 through Fall 2023

Element 3, Strategy 2:

By Fall 2022, a branding exercise will be completed providing career education marketing and retention strategies for engaging students in a post pandemic environment. Responsible Party: San Diego Miramar College. Timeline: Summer 2022 through Fall 2022

Element 3, Strategy 3: By the Fall of 2023 The Career Ambassador program will be integrated into the colleges Academic and Career Pathways as part of the institutions Guided Pathways efforts by providing access to CTE student in their chosen pathway.

Element 3, Strategy 4: See Action Plan for Element 1, Strategy 1.

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

The following priorities and strategies were identified from the data review:

- San Diego Community College District should consider additional human resources data (e.g. long-term staffing projections, staffing plans, employee retention, high-level findings from evaluations, etc.) that can be provided to San Diego Miramar College for review during the Comprehensive Local Needs Assessment process.
- San Diego Miramar College should continue to engage in more robust conversations regarding equitable hiring processes for all positions and especially for contract and adjunct faculty positions.
- San Diego Miramar College should continue to increase the integration of equity into its professional development practices and offerings.
- San Diego Miramar College should 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

Will your institution be continuing or revising these priorities?

Continuing.

Data Reviewed

San Diego Miramar College has reviewed staffing within and across programs. Due to various compounding complexities, including the COVID-19 shelter-in-place orders causing colleges to focus on transitioning to remote-only services and then slowly transition back to in person modalities; lack in availability of most local educational agency, industry, and employer partners and delays, retention, and training of career education professionals continues to be challenging to scale at an institutional level. Materials reviewed for this element include California Community College Chancellor's Office Data Mart staffing reports, and the San Diego Miramar College 2019-2022 Student Equity Plan.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

From these data, the following observations were documented:

- 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 systemically in multiple coordinated efforts.
- Professional development is contractually required each primary term of all instructional contract and adjunct faculty.
- Professional development is curated through the college's faculty FLEX coordinator, including professional development offerings specific to career education faculty.
- Asian, black, and Latinx faculty continue to be disproportionately underrepresented in both contract and adjunct faculty ranks campus-wide in comparison to the overall representation of students.
- The San Diego Miramar College 2019-2022 Equity Plan does not address equitable faculty recruitment strategies as a means to address disproportionately underrepresented populations although inquiry and professional development are identified initial strategies.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

The following priorities and strategies were identified from the data review:

- San Diego Community College District should consider additional human resources data (e.g. long-term staffing projections, staffing plans, employee retention, high-level findings from evaluations, etc.) that can be provided to San

Diego Miramar College for review during the Comprehensive Local Needs Assessment process.

- San Diego Miramar College should continue to engage in more robust conversations regarding equitable hiring processes for all positions and especially for contract and adjunct faculty positions.
- San Diego Miramar College should continue to increase the integration of equity into its professional development practices and offerings.
- San Diego Miramar College should consider the long-term impacts and processes regarding replacements for retirements that occur in career education programs during fiscal contractions.

Action Plan (s)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Element 4, Strategy 1: Spring 2023, equity-based professional development impacting recruitment of career education professionals will be offered. Responsible Party: San Diego Miramar College Timeline: fall 2022 through spring 2023

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

The following priorities and strategies were identified:

- San Diego Miramar College should continue to expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment.
- San Diego Miramar College should expand on embedded and contextualized support structures such as counseling and tutoring to career education students.
- San Diego Miramar College should 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

Will your institution be continuing or revising these priorities?

Continuing.

Data Reviewed

San Diego Miramar College has reviewed progress towards equal access to career education programs for all students and engaged stakeholders within this review. Documentation reviewed include promotional materials for career education programs; the San Diego Miramar College PREDD, the San Diego and Imperial Counties Community Colleges Career Education Perkins V 2022 Comprehensive Needs Assessment, and the San Diego Miramar College 2019-2022 Student Equity Plan.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

From these data, the following observations were documented:

- San Diego Miramar College continue to focus on established related equity goals to increase access for black students and former foster youth; increase retention for Latinx, black, and female LGBT students; and increase completion for Latinx, black, white female, and female veteran students.
- 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.
- While career education programs at San Diego Miramar College are well-aligned to high-wage occupations, many of the career education programs offered are aligned to male-dominated industries especially in transportation industries and public safety. For child development it is the opposite and mostly dominated by female student enrollments.
- Societal inequities continue to persist from access and enrollment through wage and employment outcomes.

Priorities & Strategies

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

What new or current partners (internal or external) will support priorities identified?

The following priorities and strategies were identified:

- San Diego Miramar College should continue to expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment.
- San Diego Miramar College should expand on embedded and contextualized support structures such as counseling and tutoring to career education students.
- San Diego Miramar College should 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.

Action Plan (s)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Element 5, Strategy 1: See Action Plan for Element 1, Strategy 1

Element 5, Strategy 2: See Action Plan for Element 1, Strategy 2

Element 5, Strategy 3: See Action Plan for Element 1, Strategy 3

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

2020 CLNA priority strategies

The 2020 CLNA was submitted in spring of 2020 and impacted 2020-21 and 2021-22 Perkins projects

- San Diego Miramar College should maintain its close relationship to relevant and growing industries in its sub regional employment hubs of Mira Mesa and La Jolla.
- San Diego Miramar College should 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.
- San Diego Miramar College should continue to invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution.
- San Diego Miramar College should 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

Will your institution be continuing or revising these priorities?

Continuing.

Data Reviewed

Documentation reviewed for this element included core indicator reports, LMI reports, EMSI Regional Impact Report for San Diego Miramar College, career education advisory meeting notes, and CTEOS survey results.

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

What strengths and gaps were identified by your needs assessment regarding student performance?

What subpopulation of students could benefit from additional evidence-based services/supports?

From these data, the following observations were made:

- 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.
- 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.

- Approximately 8.8% of San Diego Miramar College alumni are in the following occupations, which require close proximity work and may be impacted by COVID related social distancing requirements: customer service representatives, community and social service specialists, waiters and waitresses, teacher assistants, and recreation and fitness workers.
- The fourth industrial revolution is leading to rapid technological improvements to work processes and standard equipment within various industries—especially in advanced transportation, business and entrepreneurship, and life sciences/biotechnology.
- 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

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

What new or current partners (internal or external) will support priorities identified?

The following priorities and strategies were identified from the data review:

- San Diego Miramar College should continue to maintain its close relationship to relevant and growing industries in its sub regional employment hubs of Mira Mesa and La Jolla.
- San Diego Miramar College should 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.
- San Diego Miramar College should continue to invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution.
- San Diego Miramar College should 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)

Responsible parties

Summary of specific data used to inform the strategy identified

Timeline

Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy (if applicable)

Element 6, Strategy 1:

By Spring 2023, career education programs will have identified industry-standard equipment needed to prepare students sufficiently for the new world of work within the fourth industrial revolution. Responsible Party: San Diego Miramar College Timeline: Fall 2022 through Spring 2023

Element 6, Strategy 2: See Action Plan for Element 1, Strategy 3

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.

Districtwide gaps, needs, and observations were made looking across each college-specific CLNA and by exploring districtwide and regional data (see district and regional data provided on page 6).

Across each required CLNA Element (1-6) common needs were identified and used to inform District strategies and action plans.

Districtwide Observations - Gaps and Needs Identified across CLNA elements

- Districtwide Alignment and Support - Districtwide Coordination for career education grants, initiatives, and committees, including districtwide plans, procedures, and practices for improved alignment and consistency (where appropriate) across the four colleges is needed.
- Systems, resources and support for employer engagement for the purpose of improving and expanding work based learning opportunities, advisory committees (courses, programs, and pathway alignment) and job placements.
- Tailored student communication, support services, and outreach needed.
- Student Experience Across Colleges – student experiences in work based learning opportunities, career exploration, readiness, and support, and work experience can differ dramatically from college to college within the district. Where appropriate, improved alignment, transparency of processes, and communication is needed.
- Gaps in Career Pathway Student Success
- 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 learnings and single parents
- Gaps in access, retention, completion, and equitable employment continue for specific special populations and student groups within and across populations.

- Short and long-term impacts of COVID-19
- High school to college pathways and transitions
- Noncredit to college pathways and transitions
- Program completion and employment
- Industry Alignment – pathways, curriculum, equipment/technology, work-based learning, employer engagement
- Professional Development
- Improved Data Engagement for Student Success
 - Data Engagement – in addition to a need for expanded reporting (districtwide CTE specific disaggregated data and reporting summaries that focus on disproportionate impact by race), there is an overarching need for improved districtwide opportunities for data engagement to help shape data-informed interventions for student success. Specifically, facilitated meetings, refined tools, and improved resources that can be utilized by the colleges locally to engage stakeholders (report summaries, dashboards, and worksheets).

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

In collaboration with the Colleges, Educational Services will:

1. Support Improved Data Engagement for Student Success (**Data Engagement for Student Success**) by
 - a. Facilitating data engagement opportunities and tools – continue to provide districtwide career education and workforce development related reports, refine data tools for practitioner use (dashboards, summary materials, and worksheets) and facilitate discussions and workshops on the data.
 - b. Embed researchers into critical career education committees and initiatives to improve use and meaningfulness of future reporting.
 - c. Focus expanded districtwide reporting on workforce development including work based learning, industry alignment, and employment outcomes
 - d. Focus reporting and districtwide student success discussions on CTE black, latinx, and indigenous students, CTE students with disabilities, CTE adult learners, CTE economically disadvantaged students, and CTE English as a second language learners

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

Timeline: 2022-23 and 2023-24

2. Strengthen Districtwide **Workforce Development** Initiatives - Support improved employer engagement by convening critical roles and co-developing shared practices and resources in the areas of work-based learning and job placement. Facilitate districtwide collaboration with local workforce board (San Diego

Workforce Partnership) for employment readiness, job placement, and collaborative outreach and recruitment efforts. Support work experience and clinical placements districtwide. Strengthen districtwide apprenticeship program management resources and guidance.

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

Timeline: 2022-23 and 2023-24

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.

Responsible Parties: Educational Services Division: Career Education & Workforce Development Department, District Student Services, District Department of Disability Support Programs & Services (DSPS), and the District Office of Institutional Effectiveness & Research.

Timeline: 2022-23 and 2023-24

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 (DSPS).

Timeline: 2022-23 and 2023-24

5. Provide **Coordination** Services - Provide districtwide coordination in the areas of career education data & reporting, noncredit to credit transitions, K12 to college transitions including early college credit for career pathway completion, program alignment, regional collaboration, work-based learning, employer engagement, apprenticeship program management, and grant management, reporting, and compliance.

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

Timeline: 2022-23 and 2023-24

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 Support Services, San Diego Community College District

Title

DocuSigned by:

Susan Topham

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Signature

May-16-2022

Date

Appendices

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

Appendix A: Districtwide Expanded Consultation Plan

2020-21 Expanded Stakeholder Engagement				
CONSULTATION	Program Advisory Committees	Institution Specific Local Planning Team	Districtwide Consultation Group	Regional Consultation Group
Required Stakeholder Groups				
CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff	CTE Faculty	CTE Faculty and Lead Perkins/Career Education Dean(s); with the addition of: Counselor representative (Job Placement, WBL, and or Job Developer), and Outreach representative	Lead Perkins/Career Education Deans including District Deans; SDCUSD Director of CCTE	Lead Perkins/Career Education Deans
State or local workforce development board representatives	NA	NA	NA	SDWP
Representatives from a range of local businesses and industries	Industry representatives (majority of committee membership should be industry/employer); Regional Director of sector (formerly known as DSN)	Industry representative(s)	NA	Regional EDC, SD Chamber; Regional Directors (formerly known as DSNs)
Parents and students	Student representatives and/or alumni to be added	Student representatives	NA	NA
Representatives of special populations	NA	Local DSPPS to be added; Student Equity Initiative(s) rep to be added; Student Equity Deans to be added	DSPPS District Director	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