San Diego and Imperial Counties Community Colleges Regional Consortium

Comprehensive Needs Assessment 2019-2020

Recommended Data Elements, Sources, and Guiding Questions (DRAFT 11-8-19)

The document below is an optional tool that the San Diego and Imperial Counties Community Colleges can utilize to complete the Local Comprehensive Needs Assessment as required by Perkins V.

Requirement per Section 134(c)(1-2)	Key Data Elements	Data Sources	Guiding Questions for College-level assessment	Guiding Questions for Program-level assessment

2(A). An evaluation of the **performance of the students** served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup	1P1: Postsecondary Retention & Placement *(The percentage of CTE concentrators who, during the 2nd quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program…)*
	
	 2P1: Earned Recognized Postsecondary Credential *(The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.)*
	
	 3P1: Non-traditional Program Concentration *(The percentage of CTE concentrators of underrepresented gender in career and technical education programs.)*
		• Perkins V Core Indicator report
		   o College-level
		   o by TOP code
		
		 • Optional: National Student Clearinghouse
		
		 • Optional: Licensing data
			• Which CTE Programs overall have the highest outcomes? The lowest outcomes?
			 • Are there consistent gaps for specific populations that exist across or in multiple programs?
			 • Which programs have the highest non-traditional participation/concentration?
			 • What opportunities exist for potential cross-departmental collaboration to resolve the gaps identified?
				• Which groups of students are struggling the most with retention, placement, credential attainment in this CTE program?
				
				 • What are potential causes of inequities?
				
				 • What efforts have been made to resolve the inequities identified in previous years?

2(B)(i) A description of how career and technical education programs offered by the eligible recipient are **sufficient in size, scope, and quality** to meet the needs of all students served by the eligible recipient	Size: • Enrollment trends and enrollment related to class caps • Trends in number of sections offered	• Local student data warehouse/program review data/	• Are we offering a sufficient number of courses, and course sections, within programs to reflect student demand?	• How effectively does this program address student demand for courses? Do we have a sufficient number of courses offered? Do we

• Number of students on waitlists • Optional: ed plans data on student demand for courses	dashboards	• Which programs are effective in providing clear pathways to completion or transfer through sequencing of courses, stackable credential options, or other?How do specific components, such as work-based learning or instruction, compare in quality across CE program at my college? • What overarching needs (equipment upgrades, faculty training, etc.) exist across programs to ensure quality in the next 4 years?	have under-filled classes? • What efforts has your department made to create or strengthen the curriculum and course sequencing, including stackable credentials? • What certificate and/or degree programs have an extremely low number of graduates (average of less than 5 per year)? What are you doing to ensure the program is still relevant? • How effective is this program in developing clear pathways for students from CC to university and/or job market? • What are some of the recent program improvement efforts that ensure quality of the program and create strong opportunities for skill development? What additional improvements are needed to ensure program quality moving forward in the next 4 years?
Scope: • Scope of CTE Course offerings and pathways • Stackable credentials • Programs and courses that have been developed, revised, or discontinued to meet the demand (in the last three years) • Completion of certificates and degrees • # of transfers to a 4-year university	• List of CTE programs from catalog/web • Local curriculum approval info • Regional dashboards on retention and success • National Student Clearinghouse or CCC MIS • Program review narratives		
Quality: • Student perceptions of the program • Industry perceptions of the program • Recent program improvement efforts & processes (i.e. equipment/software upgrades) • • Student employment outcomes (employment in the field of study and wages after) •	• CTEOS (satisfaction question) • Launchboard (employment data) • WBL survey (inventory) of faculty • MIS data on SG21 element • Industry		

	Work-based learning opportunities for students	surveys/advisory minutes • Faculty program review narratives • NOVA projects for program improvement		
2(B)(ii) A description of how career and technical education programs offered by the eligible recipient are (I) aligned to State, regional, Tribal, or local **in-demand industry sectors or occupations**…, or (II) designed to meet local education or economic needs…	• Regional Labor Market data (demand and supply; gap analysis) • Skill and education requirements for different industries and occupations	• COE Regional Gap Analysis Tables • COE Industry reports • SDWP • EDD LMID • EMSI • Burning Glass	• What occupations are projected to grow the most (provide the highest number of job openings) in my local area? How do our program offerings compare to the labor market needs? Where are the biggest gaps? • What opportunities exist in local labor market for students with disabilities, English learners, special populations (e.g., formerly incarcerated)?	• Based on the labor market information, what skill needs have you identified as lacking in your program? • What efforts have you identified to help close these skill gaps in your program in the next 4 years?
	• Industry input on job trends and skill requirements	• Regional sector directors • Industry advisory minutes		
	• Student wages • Living wage attainment • Students employed in the field of study	• LaunchBoard • CTEOS		
2(C) An evaluation of **progress toward the implementation of career and technical education programs** and	• Number of early college credit agreements (articulation/dual	• •	• How well do programs incorporate relevant	• How fully is the program aligned and articulated

programs of study. (the full scope of programs of study is defined in Perkins V as "a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level)	enrollment) • Students completing early college credit (articulation/dual enrollment/concurrent enrollment) • % of students transitioning from secondary CTE pathways to community college pathways	• Student data warehouse for enrollment info • CATEMA	academic, technical and employability skills at every learner level? • How well are we working with our secondary partners to ensure the alignment of pathways and more opportunities for high school students to transition to college?	across secondary and postsecondary education? • What efforts have you made in the last 3 years to create more early college credit opportunities (articulation, dual enrollment) for high school students??
(D) A description of how the eligible recipient will **improve recruitment, retention, and training of career and technical education teachers, faculty,** specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.	• Professional development (recent professional development activities funded through SWP or Perkins by department) • Hiring data (if available) • Recruitment data (if available from HR) • Demographics for both FT and PT (if available) • Certifications/licensing (self-reported by faculty) • NFI • Industry professional demographics (regional data source; not local)	• NOVA • Perkins reports • HR data/ surveys • IR • Industry professional associations (regional level) • Self-reported by faculty/departme nt chair	• How well does the Career Education faculty body reflect the demographic makeup of the student body? • What professional development needs exist to support training of CE faculty and staff across disciplines? • What intentional practices does your college use to recruit full-time faculty and staff, including groups underrepresented in the workforce? How effective are these practices?	• How diverse are the full-time and part-time faculty in your department? Does it reflect student body? • What professional development opportunities are provided to FT and PT faculty in your department? What additional professional development needs exist in your department? • What intentional practices do you use to recruit associate faculty, including individuals in groups underrepresented in the workforce ? How effective are these practices? • What professional certifications or licenses do

				the faculty in your department currently possess?
(E) A description of progress toward implementation of **equal access to high-quality career and technical education courses and programs of study for all students**, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	• Demographics of current workforce in priority industry sectors (ethnicity, race, gender, age) • Number of students by population and group (enrollment, success, completion, persistence, wage attainment) • Performance gaps • % of special populations in programs leading to high wage and in-demand occupations	• EMSI/COE • Local college data (Program Review) • Launchboard • MIS reports • SANDAG	• What performance gaps exist? What are the barriers for success for specific populations? • What support services/accommodations are necessary for specific population across CE programs? • How do special populations fare in terms of employment and living wage attainment across all CE programs? What college-wide strategies would you employ to improve these indicators?	• What performance gaps exist for special populations in the programs in your department? What are the barriers for success? • What strategies are used to remove barriers to higher levels of access and success among special populations? Are these effective? What other support services/activities are needed to support student populations in your department?