

**SOUTHWESTERN
COLLEGE**
**Comprehensive
Local Needs
Assessment**



May 2022

Executive Summary

This section provides an overview of the key findings of this report including the findings of the Comprehensive Local Needs Assessment (CLNA) as well as regional workforce and economic development research.

Section 1: Stakeholder Involvement

- Preliminary findings of the CLNA were presented to over 36 regional stakeholders from a wide range of organizations. Participants were encouraged to raise any questions, thoughts, or opinions that they had over the course of the presentation and during a Q&A period that followed. These organizations included:
 - K-12 Administrators, counselors, and instructors
 - Southwestern college faculty, counselors, administrators, and staff
 - Local Chambers of Commerce
 - Regional Directors of Industry Sectors
 - Local Adult Schools
 - Community-Based Organizations (CBOs)
 - Economic Development Initiatives
 - City governments
 - Joint Special Populations Council
 - Regional Consortia staff
 - Workforce Development Boards
 - Restorative Justice

A full list of stakeholders can be found [here](#).

Documentation such as meeting agenda and minutes may be provided upon request.

Summary of stakeholder [feedback](#)

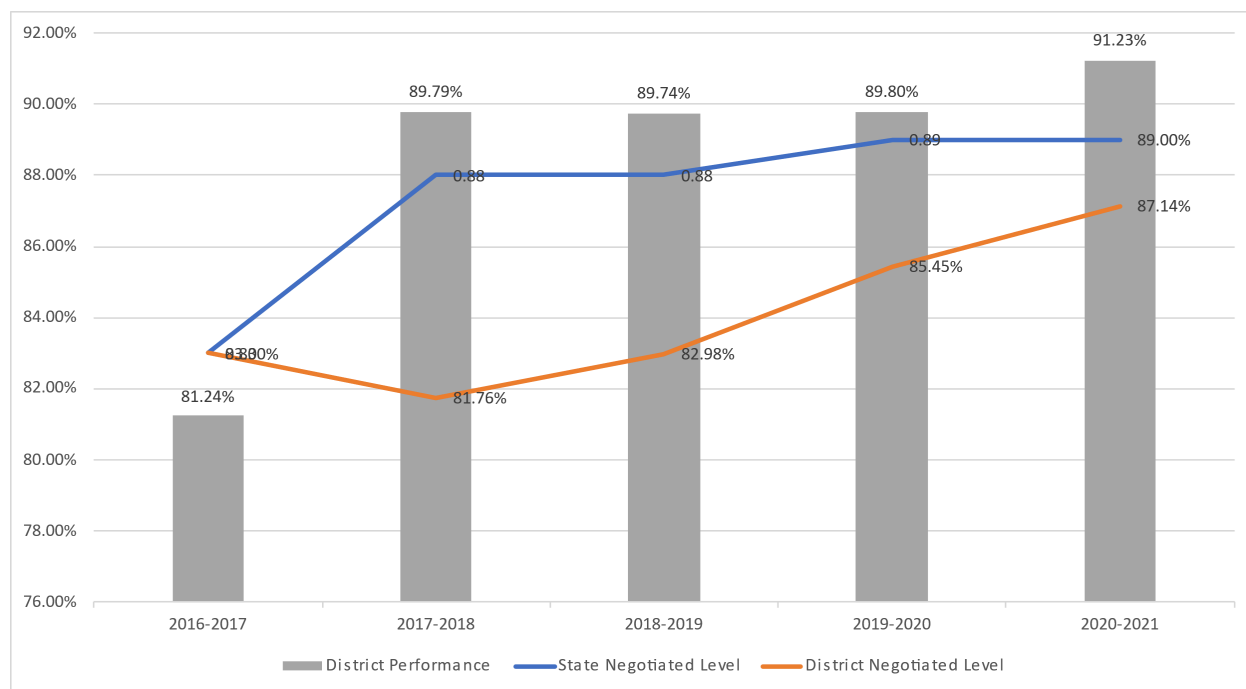
Element 1: Student Performance on Required Performance Indicators

This section of the CLNA begins by highlighting strengths and gaps in student performance and calls explicit attention to specific student populations that might benefit from additional support. The section concludes with an action plan that outlines and prioritizes actions that Southwestern College (SWC) faculty, administration, staff, and stakeholders may undertake to ensure that students of all backgrounds can achieve optimal outcomes.

Program Completions

Southwestern College has seen steady improvements in Career Education program completions. For the past four (4) years, Southwestern College has surpassed the district targets for overall program completions in the form of a credential, certificate, license, or degree. With the strategic investment of Strong Workforce, Perkins, and other leveraged funds, SWC has also exceeded the state and district negotiated levels for the past four (4) years. (Figure 1).

Figure 1 CE Cohort Completions and Targets

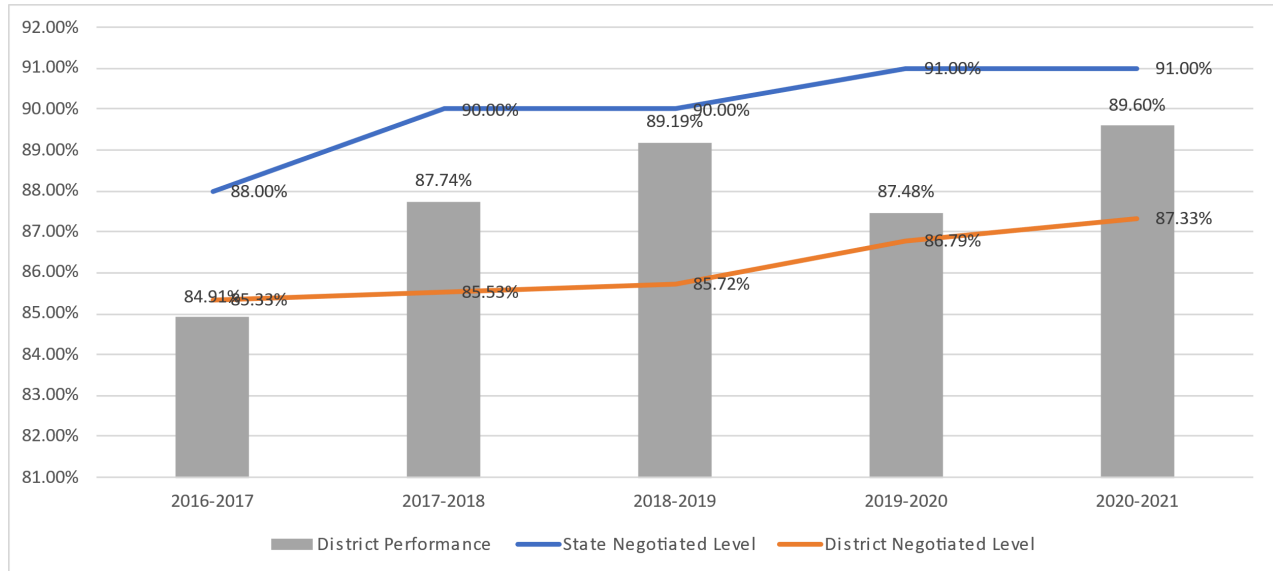


Source: Career Technical Education (CTE) (Perkins IV) Report Website

Persistence and Transfer Rates

At Southwestern College, persistence and transfer rates have also exceeded district-negotiated levels. Similar to completions, SWC has exceeded the negotiated district levels the past four (4) academic years but is performing below the state-negotiated levels. In the Academic Year 2020-2021 we are below state-negotiated levels by just 1.4%, and above district negotiated level by 2.27%. (Figure 2).

Figure 2 CE Persistence and Transfer Performance and Targets

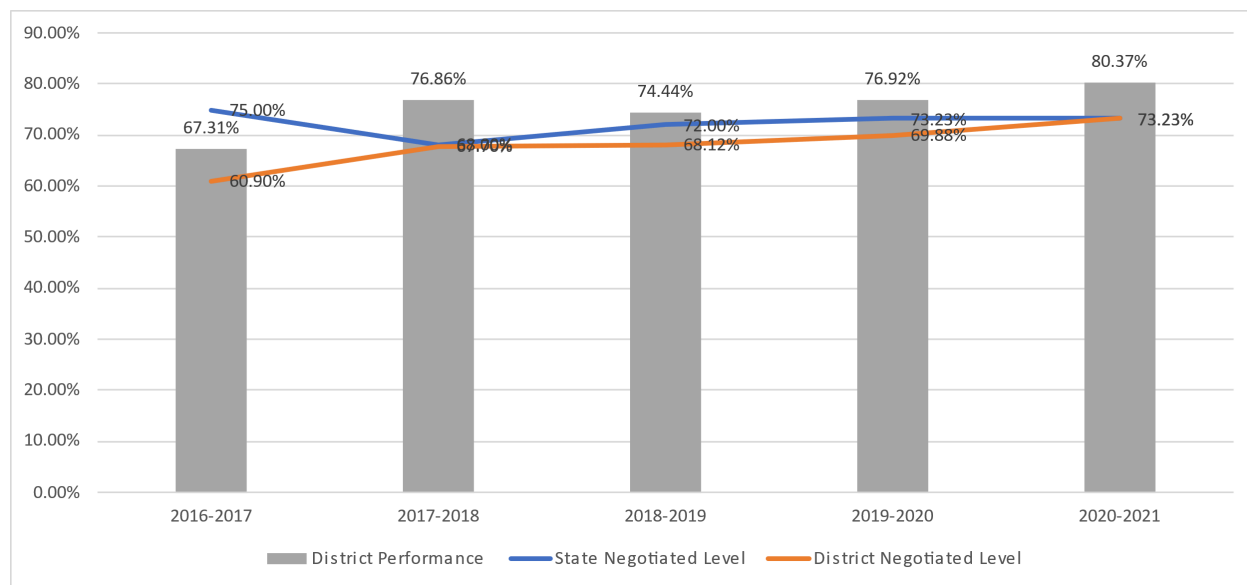


Source: Career Technical Education (CTE) (Perkins IV) Report Website

Post Secondary Placement Performance

Southwestern College has continued to exceed district and state postsecondary placement targets. SWC exceeded the agreed-upon targets for postsecondary placement in all four of the most recent academic years, (Figure 3). This means that after SWC students complete their CE programs they are continuing their education, entering military service or other service programs, or finding employment at higher rates than when they began their educational journey at SWC..

Figure 3 CE Postsecondary Placement Performance and Targets

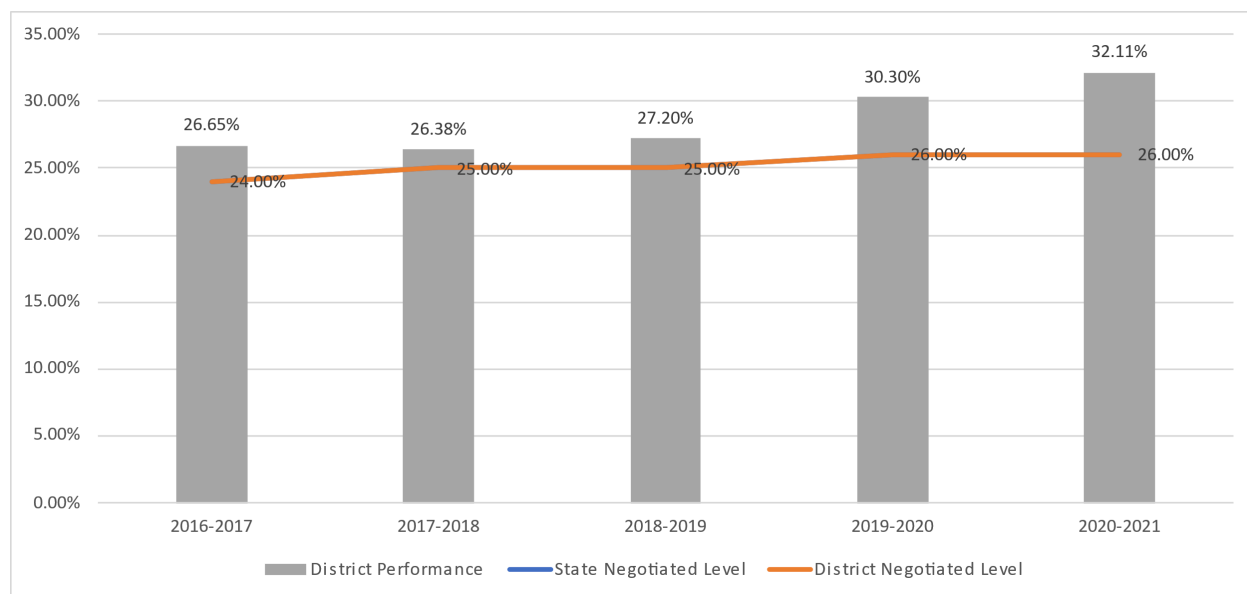


Source: Career Technical Education (CTE) (Perkins IV) Report Website

Non-traditional Populations Participation

Participation rates among non-traditional populations have seen steady increases at Southwestern College. In the five (5) most recent academic years, SWC has made steady improvements in non-traditional student participation and surpassed the district targets (Figure 4). There is still work to be done, especially in identified programs such as public safety (fire, police), healthcare, and industrial arts. This means that an increasing number of students are participating in non-traditional fields of employment for their gender, such as more male students studying nursing or more female students in engineering or construction programs.

Figure 4 CE Non-traditional Population Participation



Source: Career Technical Education (CTE) (Perkins IV) Report Website

Student Enrollment

Southwestern College had 26,451 students enrolled during the 2019-2020 academic year. Nearly 13,000 or almost 50% of these students were enrolled in CE programs. Special population enrollments have increased substantially over the past academic years, with a slight decrease in 2019-2020, most likely due to the impacts of COVID (Table 1).

Table 1. Headcount by Student Type

Term	All Students	CE	Male	Female	Lesbian/G	Special Population
2016-2017	25,380.00	12,002.00	11,426.00	13,386.00	327.00	8,514.00
2017-2018	25,539.00	12,084.00	11,497.00	13,724.00	363.00	11,295.00
2018-2019	26,417.00	12,611.00	11,668.00	13,772.00	441.00	13,396.00
2019-2020	26,451.00	12,979.00	11,505.00	14,618.00	443.00	12,994.00

Source: Community College Pipeline

Retention and Success by Gender for Online vs. Face-to-Face Instruction

Females have slightly greater success and retention rates in both online and Face-to-Face Career Education classes than their male counterparts. Students who identify as non-binary have slightly lower success and retention rates for internet-based education, but greater success and retention rates for non-distance education (Table 2).

Table 2. Retention and Success Rates by Gender (Fall 2021)

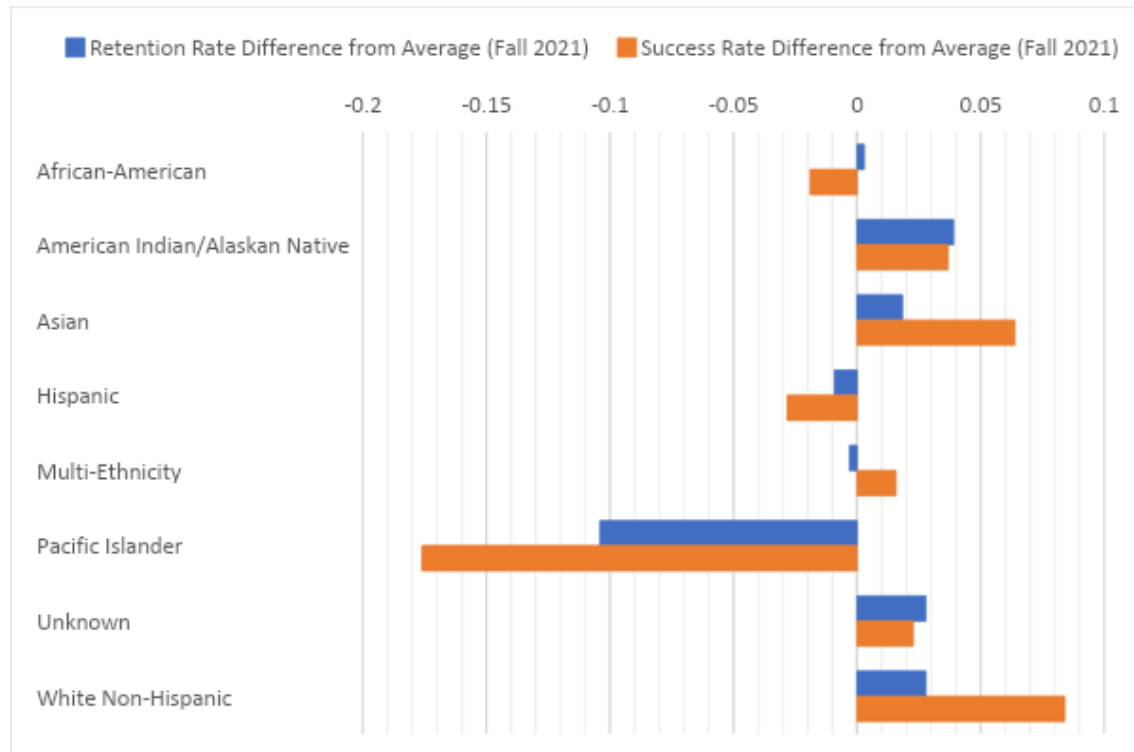
Gender	(Internet-Based)		Non-Distance Education	
	Retention (%)	Success (%)	Retention (%)	Success (%)
Female	86.47	71.65	92.2	83.31
Male	86.11	70.17	91.75	82.09
Non-Binary	76.92	69.23	94.74	84.21
Unknown	86.67	68	93.75	79.17

Source: Data Mart

Retention and Success by Race and Ethnicity

Career Education students who identified as American Indian/Alaskan Native, Asian, Multi-Ethnic, Unknown, and White Non-Hispanic had higher retention and success rates on average than those who identified as African-American, Hispanic, and Pacific Islander (Figure 5).

Figure 5 Difference from the Average Success and Retention Rates of All Students (Fall 2021).



Source: Data Mart

Retention and Success/Completion Rate Over Time - Students Overall

Retention and success rates increased between the spring of 2016 and the Fall of 2021 (Figure 6). However, retention and success rates differ notably between different course types; Career Education courses have higher success rates than their counterparts (Figure 7).

Figure 6 Retention and Success Rates Over Time Students Overall

Source: Data Mart

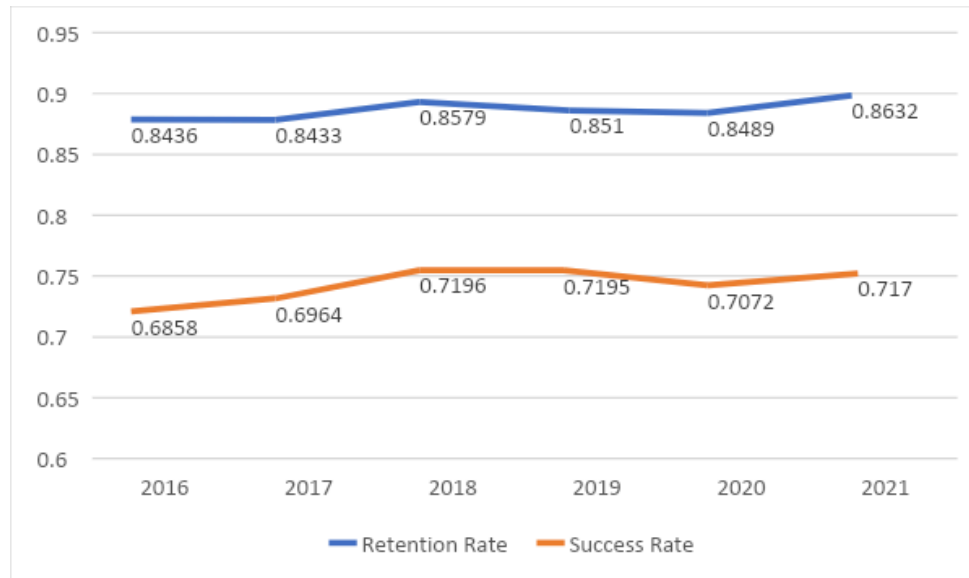
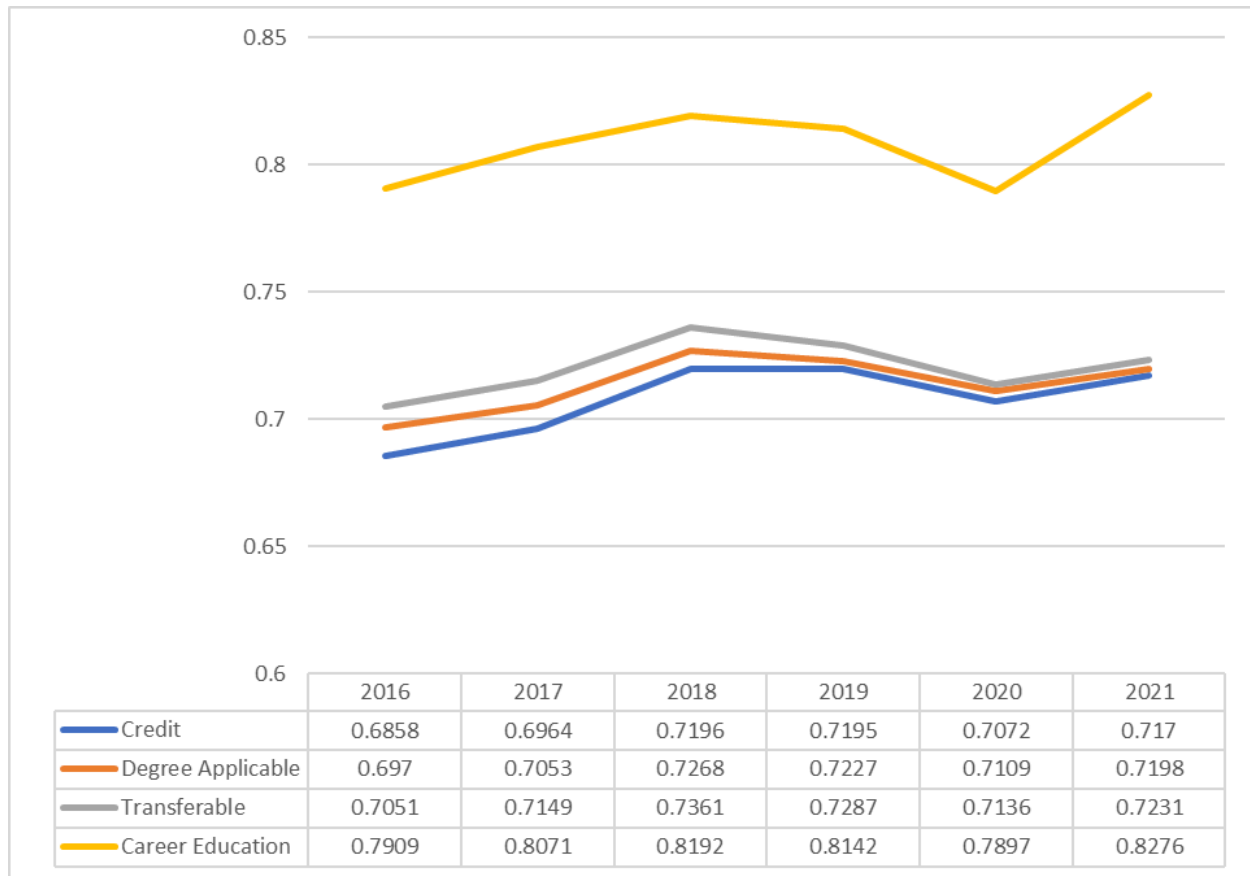


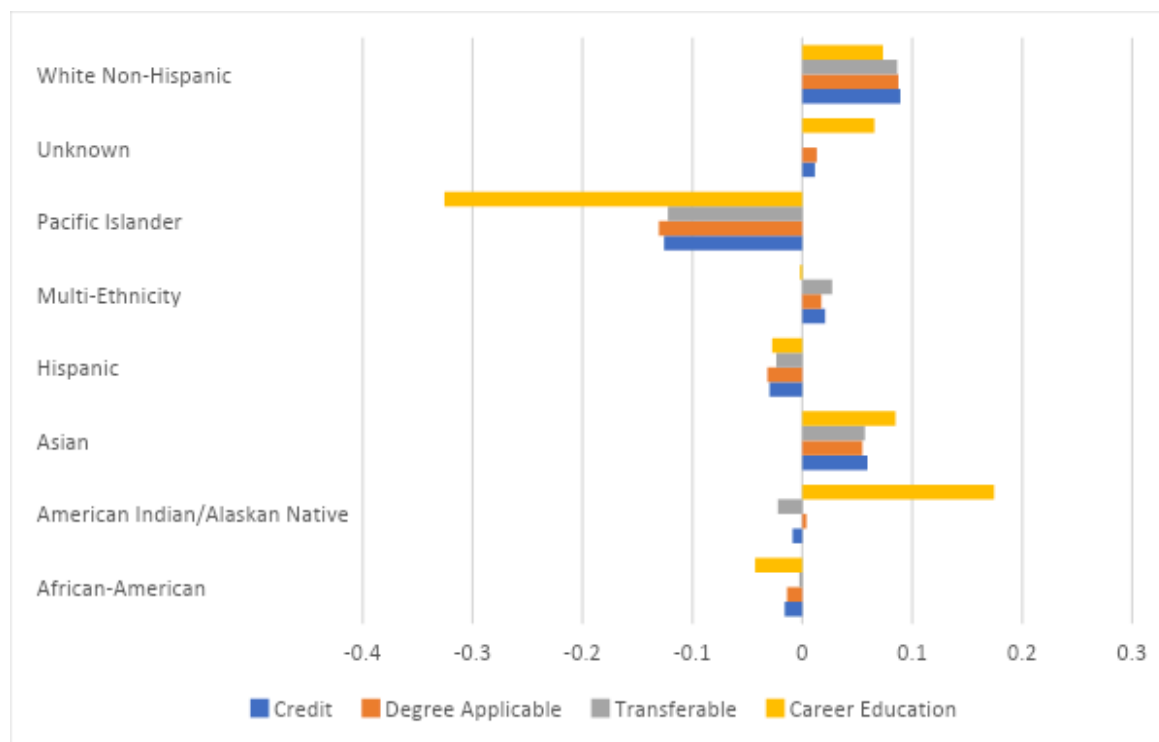
Figure 7 Growth in Success Rates by Course Type



Source: Data Mart

When course successes/completions by course type are examined by race and ethnicity, it is clear that Hispanic and African-American students have consistently lower completion rates across all types of courses with Career Education courses having some of the greatest disproportionate impact for these populations. (Figure 8).

Figure 8 Difference in Course Type Successes by Ethnicity



Source: Data Mart

Element 1: Student Performance on Required Performance Indicators

ACTION PLAN

This action plan identifies possible steps SWC may take to better examine and address the success and retention rates presented above.

- Examine Career Education programs with the highest performance rates and compare/contrast with their Perkins and Strong investments to better determine if additional funding is needed to address issues identified or where best practices/successes are occurring
- Exit interviews with students, to include special populations that are being disproportionately impacted
- Explore the efficacy and efficiency of support services and resources.
- Examine the Career Education program curriculum, instructional methodology, structure, scheduling, and marketing.

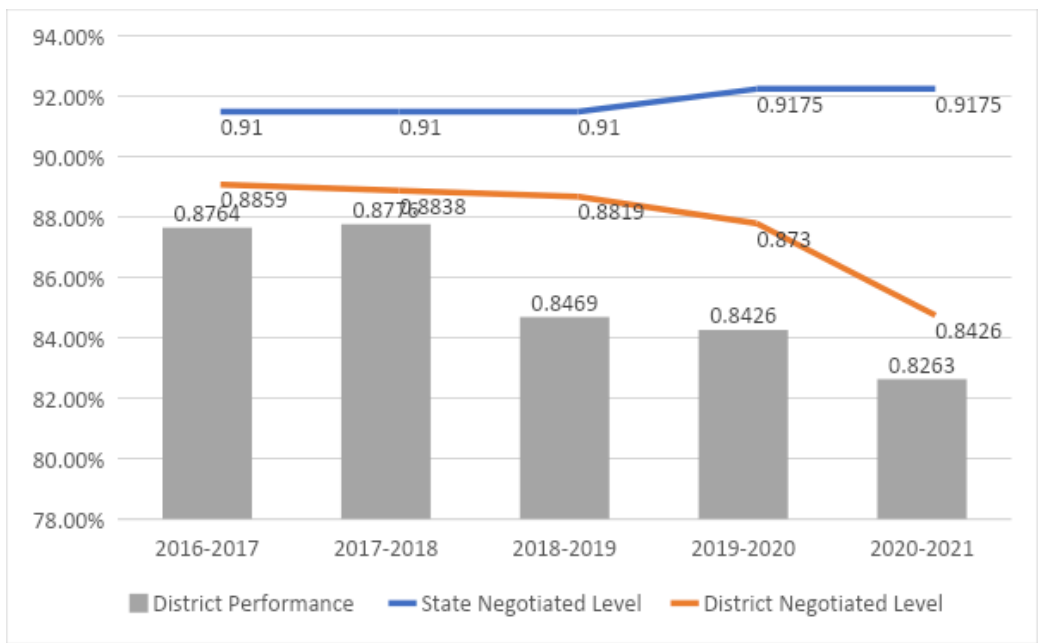
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students

This section of the CLNA investigates the size, scope, and quality of the overall Career Education program as well as specific courses and career pathways at SWC. The analysis of these factors culminates in the framing of specific actions and changes that can be made in order to better meet the needs of the SWC Career Education student body and community.

Technical Skill Attainment

Over the course of the past five (5) academic years, SWC Career Education students have failed to pass Technical Skills Assessments relevant to their field in rates that meet the district and state targets. This metric captures the share of CE concentrators who passed technical skills assessments that are aligned with industry-recognized standards, if available and appropriate. Over the three (3) most recent years, passing rates have declined (Figure 10). This figure represents all Career Education programs; specific programs may outperform or underperform this average. The impact of COVID as it relates to the reduction of face-to-face instruction in many courses requiring applied learning, during the last two (2) years must also be considered.

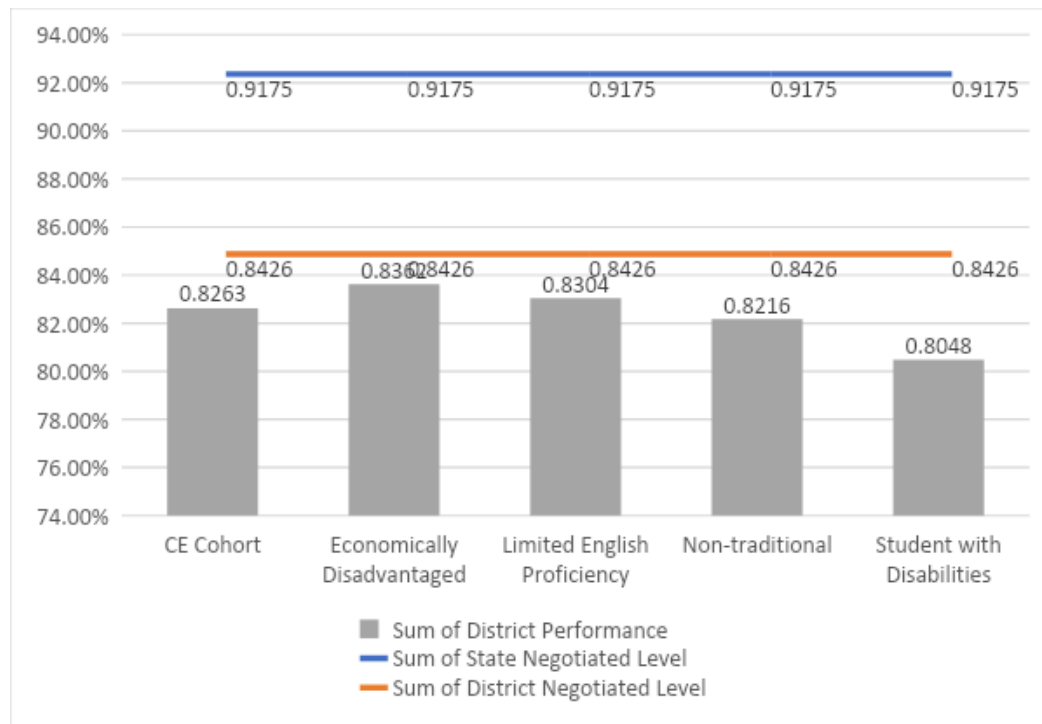
Figure 10 Technical Skill Attainment Over Time



Source: Career Technical Education (CTE) (Perkins IV) Report Website

Some special populations perform moderately better than the broader CE cohort related to skill attainment. Students with disabilities are 3.78% below district-negotiated levels (Figure 11).

Figure 11 CE Technical Skill Attainment (2020-2021 Academic Year)



Source: Career Technical Education (CTE) (Perkins IV) Report Website

Work-based Learning (WBL)

Each year faculty peers review college-wide syllabi for all classes to identify whether students experience WBL opportunities in their classes. Students completed more than 36,000 Work-based Learning experiences in the 2019-2020 academic year. Work-based Learning (WBL) opportunities provide students with hands-on opportunities to tie what they are learning in the classroom into experiences in the world of work. These experiences are valuable opportunities for students to discover the realities and possible end results of their studies. WBL experiences include informational interviews, guest lectures, industry tours, internships, career fairs, mentorships, clinical experiences, and simulated workplace experiences. Simulated workplace experiences, such as clinicals in Nursing, are by far the most common WBL method employed, followed by informational interviews and workplace tours (Figure 14).

Figure 14 WBL Syllabi Review

	2018-2019	2019-2020
Syllabi Reviewed	1,925	1,911
WBL Experiences	781	1,102
WBL Student Interactions	20,187	36,117

Source: WBL Syllabi Review

Industry Advisory Committees

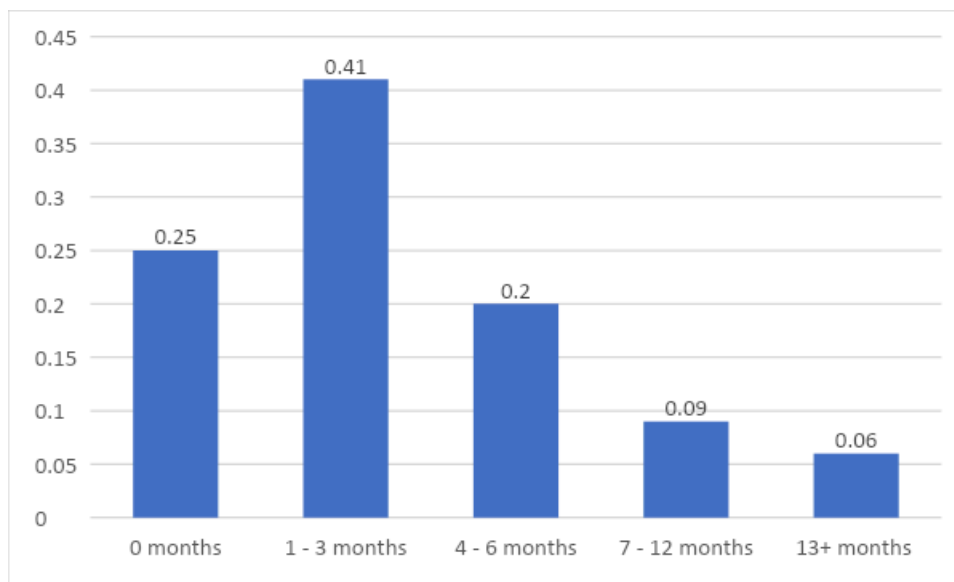
Industry Advisory Committees assist faculty in ensuring currency, size, scope, and quality of Career Education programs. Southwestern College has 72 CE programs with active Advisory committees, with a total of 551 members from over 289 unique organizations (391 business members, and 161 SWC faculty members). Diversification and expansion of Industry Advisory Committees is an area where SWC could focus its efforts.

Student Outcomes

The Career Technical Education Employment Outcomes Survey (CTEOS) is a statewide California Community College survey that annually assesses the employment outcomes of Career Education students after they leave a California community college. Data specific to Southwestern College reveals several trends and highlights the challenges that Career Education students face upon graduating.

Survey results from the 2021 CTEOS report (students who attended in 17/18) reveal two-thirds (66%) of those seeking work were able to find a job within three (3) months or less upon graduating, suggesting that Southwestern College graduates are attractive prospects in the labor market. About 15% were looking for work for 6 months or longer. (Figure 16).

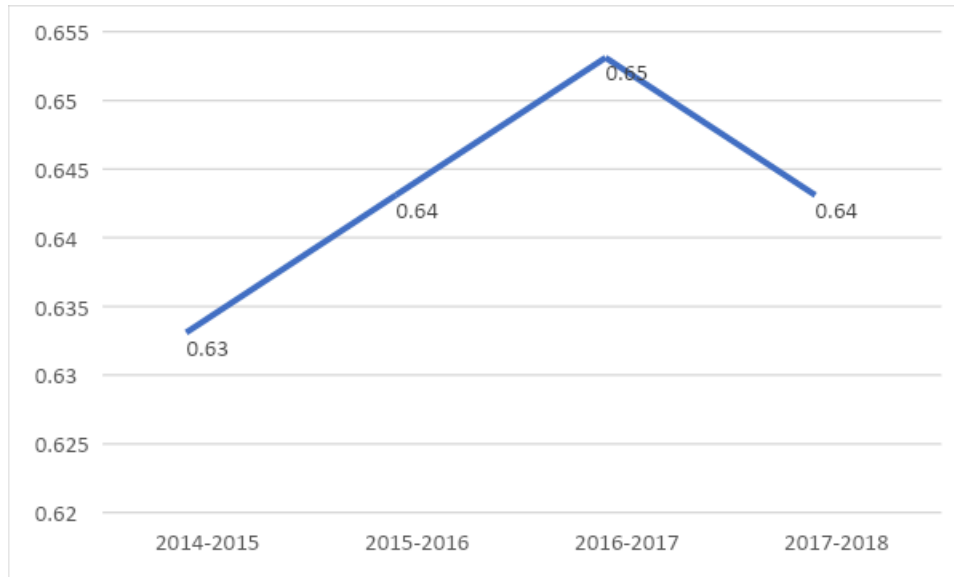
Figure 16 Duration of Job Search Upon Graduating (Respondents 2017-2018).



Source: Community College Pipeline

With a 185 response rate overall, 64% of respondents reported that they are working in a job very closely or closely related to their field of study. (Figure 17). This suggests that, on average, the education that Southwestern CE graduates receive is integral to the jobs they attain.

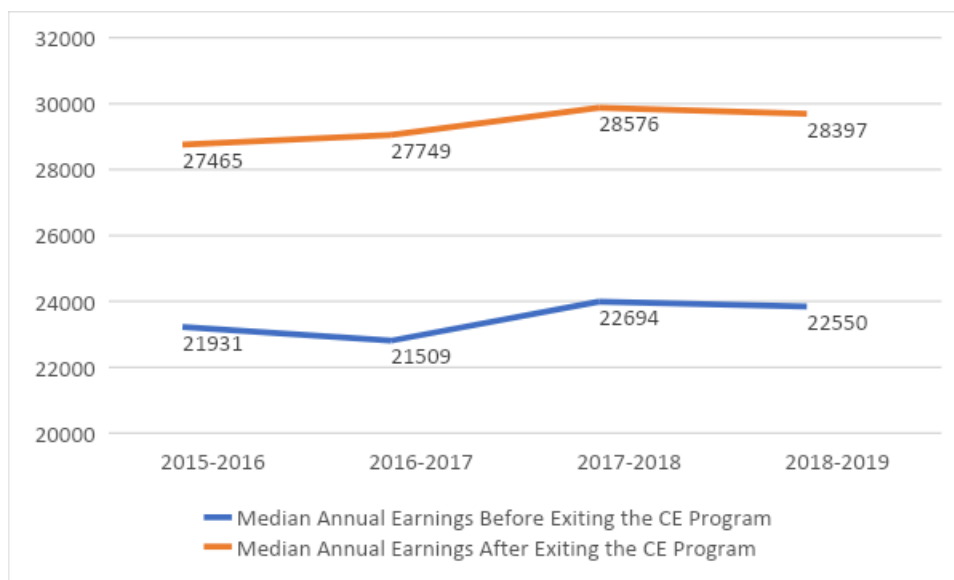
Figure 17 CTE outcomes survey respondents



Source: Launch Board

On average, the wages of graduates who sought employment immediately after completing their CE program increased by 21% in 2018-2019. Figure 18 suggests that CE programs substantially boost wages. It is also worth noting that these values do not include benefits, such as health insurance, retirement, or pensions. It also does not include overtime, bonuses or piece work.

Figure 18 Wages upon completion of CE program



Program Deep-Dives

This section highlights several key programs that were identified for a deeper analysis to reveal specific strengths, challenges, and opportunities that will help bolster student retention, completion, and placement that will also improve program size, scope, and quality. By analyzing metrics such as student skill attainment, completion, and placement, as well as regional openings and median earnings of SWC graduates, a clearer picture of a program's outcomes can be achieved. Median annual earnings are based on Southwestern College graduates who pursued employment upon graduating and did not transfer to a postsecondary institution. It should be noted that the median annual earnings of the average occupation in San Diego County is \$54,094 per year, and the living wage for a single person with no dependents is approximately \$41,558. These values will be useful for comparison purposes.

Southwestern College has a large portfolio of programs available to students. The 15 specific programs below were selected based on an internal review of programs by SWC faculty and staff, an analysis of funding requests to improve these programs, and regional labor market data. Many of these tables contain data aggregated at the four-digit TOP code level (Taxonomy of Programs, the California Community Colleges categorization system). As such, they may not align with the more detailed six-digit TOP code analysis detailed in Section 6 (Labor Market Analysis) of this report.

Dental Hygiene

The Dental Hygienist program at SWC has some notable successes, including high rates of skill attainment, completion, and placement. However, with a nearly all-female student body (754 out of 806 students are females) the program has some work to do recruiting and completing male students (Table 3). Boosting persistence and male enrollment are worthwhile aspirations for this program.

Table 3. 2020-2021 Dental Hygienist (124020) Program Summary

	Dental Hygienist
	2020 - 2021
Skill Attainment	100%
Persistence	100%
Employment	81%
Total Enrollment	806
Females Enrolled (94%)	754
Program Completions	59

Emergency Medical Services (EMS/EMT)

The Emergency Medical Services/Technician program at SWC is often a precursor to the Paramedic program for which many students go on to complete the more advanced Paramedic program. The EMS/EMT program performs well across a number of metrics, however, the program has a low completion rate (69%) which is an area for improvement (Table 4).

Table 4. 2020-2021 Emergency Medical Services (125000) Program Summary

	EMT
	2020 - 2021
Skill Attainment	87%
Persistence	59%
Employment	82%
Enrollment	2673
Females Enrolled (54%)	1432
Program Completions	69

Paramedic

The Paramedic program has relatively strong success in student skill attainment, completion, and employment, but female enrollment is less than 10% - identifying an area for improvement. In addition, Program completion is only 3% of enrollment (Table 5).

Table 5. 2020-2021 Paramedics (125100) Program Summary

	Paramedic
	2020 - 2021
Skill Attainment	88.89%
Persistence	95.65%
Employment	77.50%
Enrollment	320
Females Enrolled (9%)	28
Program Completion	12

Administration of Justice & Cyber Security

The Administration of Justice and Cyber Security program at SWC has high persistence rates and a relatively balanced ratio of males and females. Program completion is an area of interest as it is less than 2% of enrollment (Table 6).

Table 6. 2020- 2021 Administration of Justice/ Cyber Security (210500) Program Summary

	Administration of Justice
	2020 - 2021
Skill Attainment	83.50%
Persistence	94.97%
Employment	82.93%
Enrollment	9419
Females Enrolled (54%)	5046
Program Completion	179

Civil and Construction Management Technology

The Civil Construction and Management Technology program has relatively strong performance among the core indicators of skill attainment (82%), and persistence (73%). With only 8% of females enrolling and only 2% completing there is room for improvement. Note that Cybersecurity is a new program and should be evaluated separately in the future. (Table 7).

Table 7. 2018-2019 Civil and Construction Management Technology (095700) Program Summary

	Construction Inspection
	2020 - 2021
Skill Attainment	82.35%
Persistence	73.68%
Employment	68.75%
Enrollment	473
Females Enrolled (8%)	38
Program Completion	8

Web Design

The Web design programs at SWC have high completion and placement rates. Increased partnerships with regional employers would help boost placement rates. Additionally, low skill attainment respectively suggests that many students are struggling in these programs (Table 8). Increasing resources available to students may help remedy these areas of performance. It is also worth mentioning that the high number of entrepreneurs in this field means that the number of openings in these fields are often undercounted.

Table 8. 2020-2021 Web Design (061400) Program Summary

	Web Design
	2020 - 2021
Skill Attainment	74.19%
Persistence	92.86%
Employment	93.55%
Enrollment	595
Females Enrolled (39%)	230
Program Completion	15

Automotive Technology

The Automotive Technology program at SWC has high rates of skill attainment (92%) but lower completion (75%), and placement (79%). The automotive repair industry requires specific knowledge and skill sets, and the industry is evolving as onboard electronics and circuitry take on increasing complexity. Electric vehicles grow more and more popular with a great need for trained technicians. Keeping up with cutting-edge technology and new skill sets is crucial to providing graduates with their best chance at success and increasing placement rates. Given the importance and the scale of these changes, SWC decision makers have outlined plans in the 2018 Facilities Master Plan to relocate the automotive technology complex to HEC- Otay Mesa, where greater availability of land will allow a new, larger facility geared towards electric vehicle maintenance and repair to be built.

Table 9. 2018-2019 Automotive Technology (094800) Program Summary

	Automotive
	2020 - 2021
Skill Attainment	92.38%
Persistence	75.00%
Employment	79.81%
Enrollment	1336
Females Enrolled (6%)	80
Program Completion	14

Applied Photography

The Applied Photography program is a primary component of the SWC drone technology curriculum. While skill attainment (97%) and completion (95%) rates are quite high, persistence (75%) and placement rates (75%) are lower (Table 10). Photography is a field where a number of workers operate as freelance or entrepreneurs, likely resulting in artificially lower annual opening statistics.

Table 10. 2020-2021 Applied Photography (101200) Program Summary

	Applied Photography
	2020 - 2021
Skill Attainment	96.97%
Completion	95%
Persistence	75%
Employment	75%
Enrollment	1641
Females Enrolled (56%)	913
Program Completion	6

Architecture and Architectural Technology

The Architecture Program at SWC has many strengths, including high persistence, high skill attainment, and employment rates. However, noticeably low female enrollment (Table 11). Architecture is a field in which experience, skills, and one's portfolio are given great consideration. Ensuring that students are given plenty of field experience and opportunity to develop their portfolio and experience is essential. This program also has a large portion of students who transfer to postsecondary institutions upon completing the program at SWC.

Table 11. 2020-2021 Architecture (020100) Program Summary

	Architecture
	2020 - 2021
Attainment	93.44%
Persistence	97.06%
Employment	93.44%
Enrollment	1558
Females Enrolled (26%)	399
Program Completion	11

Culinary Arts

The Culinary Arts program, as shown in the table below, has high skill attainment, persistence, and relative employment rates even through the Pandemic. However, in the academic year 2020-2021, the program has less than half female enrollment. Completion rates are low compared to enrollment which is often due to the skillbuilder population taking this coursework.

Table 12 2020-2021 Culinary Arts (130630) Program Summary

	Culinary Arts
	2020 - 2021
Attainment	96%
Persistence	79%
Employment	69%
Enrollment	13.53
Females Enrolled	5.49
Program Completion	17

Accounting

Accounting is one of the largest programs at SWC with over 8,000 students enrolled in this major code. It has relatively high skill attainment, persistence, and employment rates, however, that is not the case for completion rates. The college is exploring the possibility of a coding error, but attention must be spent on improving program completion.

Table 13 2020-2021 Accounting (050200) Program Summary

	Accounting
	2020 - 2021
Attainment	81.65%
Persistence	93.85%
Employment	84.40%
Enrollment	8356
Females Enrolled (42%)	3469
Program Completion	46

Paralegal

Paralegal has relatively high skill attainment, persistence, and employment rates, however, program completions are lower than we expect.

Table 14 2020-2021 Paralegal (140200) Program Summary

	Paralegal
	2020 - 2021
Attainment	86.89%
Persistence	96.77%
Employment	75.44%
Enrollment	1314
Females Enrolled (64%)	843
Program Completion	22

Landscape Design

This program has a high skill attainment rate as well as employment rate. However, that is not the case with persistence and program completion.

Table 15 2020-2021 Landscape Design (010910) Program Summary

	Landscape Design
	2020 - 2021
Attainment	95.24%

Persistence	61.54%
Employment	88.10%
Enrollment	439
Females Enrolled (82%)	361
Program Completion	2

Medical Assisting

In the academic year 20-21 Medical Assisting has maintained a relatively high skill attainment and persistence rate but lower employment rates (64.06%).

Table 16 2020-2021 Medical Assisting (120800) Program Summary

	Medical Assisting
	2020 - 2021
Attainment	82.09%
Persistence	82.35%
Employment	64.06%
Enrollment	2058
Females Enrolled (41%)	843
Program Completion	16

Fire Technology

Fire Technology has shown relatively high and steady skill attainment, completion, and employment rate.

Table 17 2020-2021 Fire Technology (213300) Program Summary

	Fire Technology
	2020 - 2021
Attainment	84.75%
Completion Persistence	89.29%
Employment	79.66%
Enrollment	1693
Females Enrolled (10%)	176
Program Completion	21

Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students

Action Plan

This action plan outlines ways in which Southwestern College can better meet the needs of all students throughout their CE journey.

1. Increasing employer engagement and building relationships to strengthen relationships, resulting in more work-based learning activities such as job shadows, internships, and workplace tours.
2. Increase the diversity and size of Industry Advisory Committee

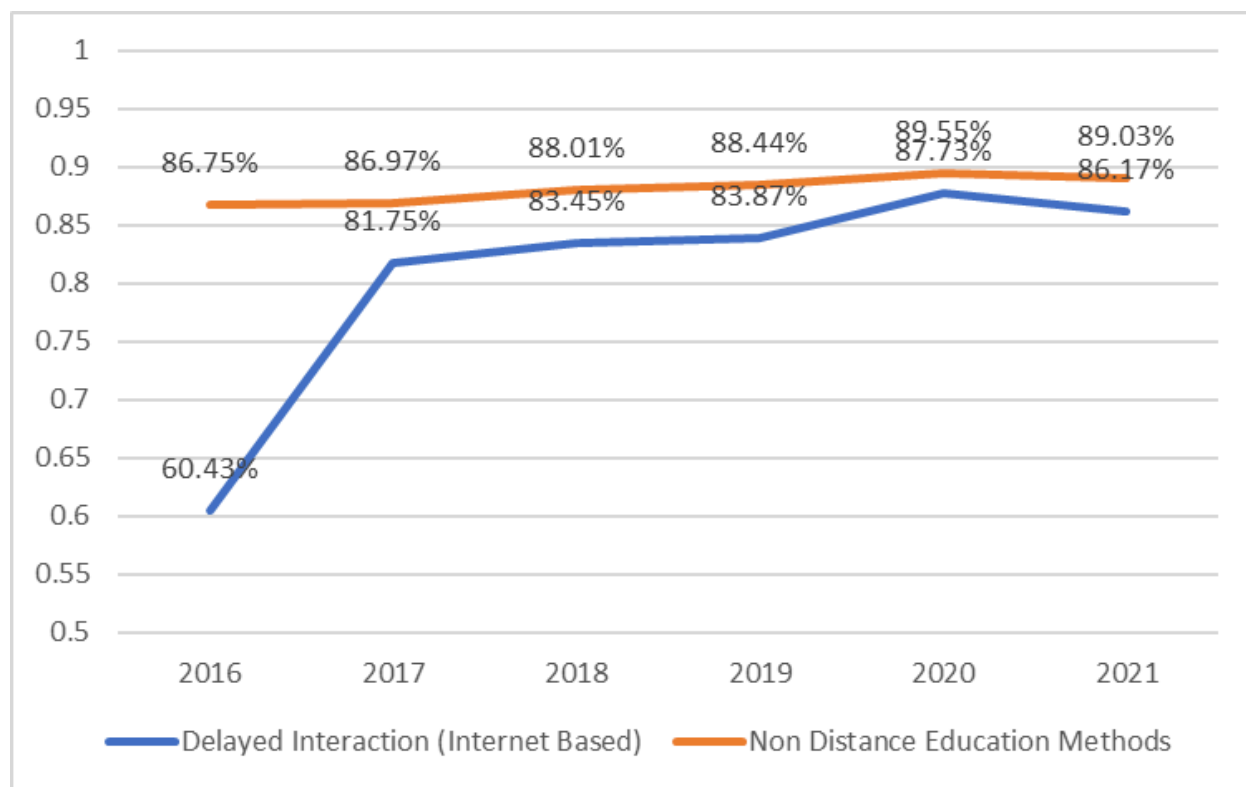
Element 3: Progress Towards Implementation of CE Programs of Study

This section of the CLNA examines the success of in-person and online courses, access and utilization of financial aid resources, and the implementation of Guided Pathways.

In-person and Online Courses

Retention rates are greater among in-person/face-to-face courses than their internet-based counterparts (fully online and hybrid), though the discrepancy is declining. The difference between the two-course modalities appears to be diminishing, as online courses have made substantial progress in retention and completion over recent years (Figure 19). It is notable that the college went fully online (with the exception of a few classes (nursing, fire science, EMT/paramedic) during the fall of 2019 and has slowly added in-person offerings to the course schedule. As of fall 2021, approximately 35% of face-to-face classes have returned to campus with the hopes of more in the coming semesters. This progress may be attributable to the Distance Education Faculty Training (DEFT) program, which provides faculty with a primer on online education and some best practices. DEFT certification, or commensurate, is required for any faculty wishing to teach an online or hybrid section at the college. Viewed in the context of statewide figures, it is clear that SWC has made significant improvement—particularly in success rates of online/hybrid students—over the past four years.

Figure 19 Retention Rates Among In-Person and Internet-Based Courses

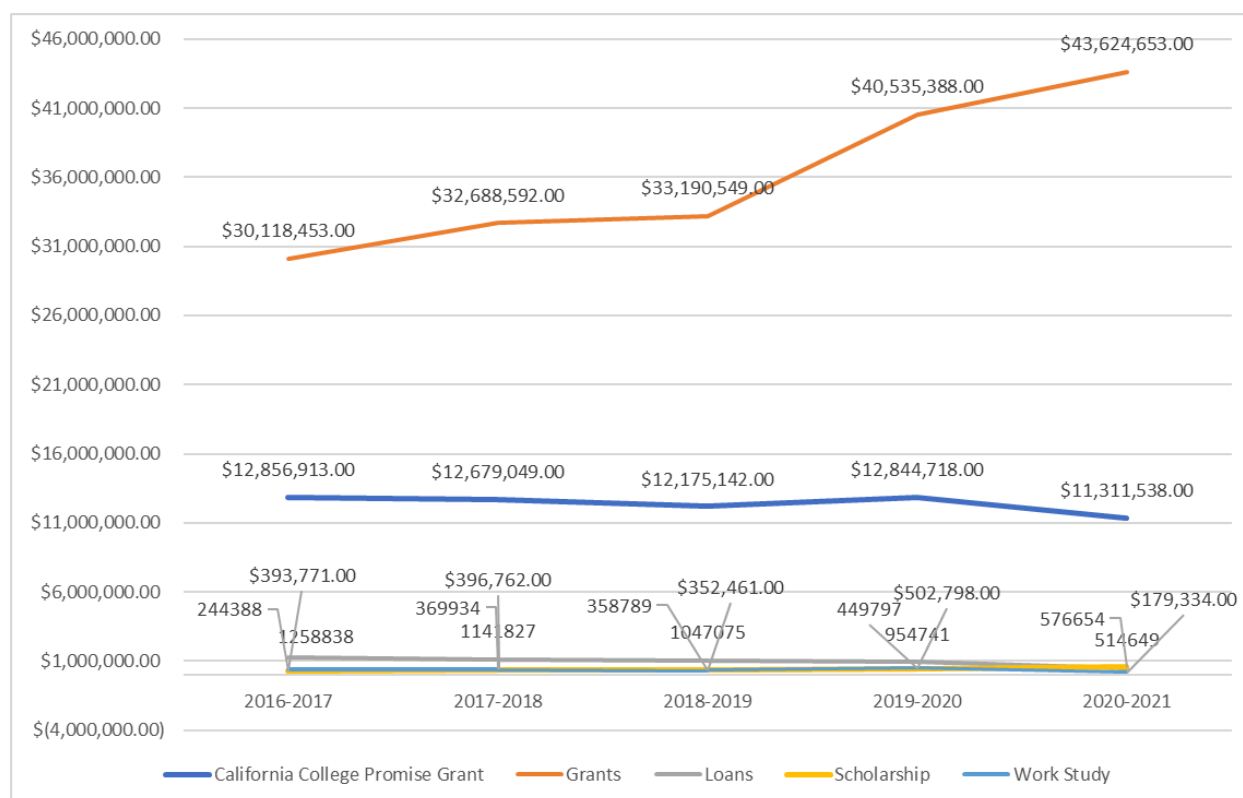


Source: Data Mart

Financial Aid

More than \$54 million in grants, scholarships, and loans were awarded to students in the Year 2020-2021 (Figure 20). The graph below shows the increase in grants and work-study awarded between the 2016-2017 and 2020-2021 academic years, with a decrease in work-study in the last year most likely due to Covid-19.

Figure 20 Financial Aid Awards 2016-2017 to 2020-2021



Source: Data Mart

Guided Pathways - Fields of Study

The State of California's one-time investment in the Guided Pathways framework has provided SWC the opportunity to launch Guided Pathways as a framework for college transformation. As part of this investment, the college received support to begin an intensive planning and implementation process five years ago which is coming to a conclusion in 2022. This investment has allowed the college to rethink and redesign its institutions to be more student-centered. Cultural and institutional transformation has occurred, but there is still work to do. Students now have 11 fields of study to consider when choosing a major instead of the original 300+ majors that were previously presented. The college has piloted a field of study success team for the English, Communication & Journalism Pathway where a Success Team was established including a FoS Dean, administrative support, instructional lead/liaison, counseling lead/liaison, data coach, success coach, job & Internship developer, WBL Coordinator, peer mentor and

FoS student club leader. It is now the college's vision to potentially reduce the number of fields of study and expand the pilot to the remaining fields of study.

Element 3: Progress Towards Implementation of CE Programs of Study

Action Plan

This action plan concentrates on key opportunities and challenges for Southwestern College's CE Programs of Study.

1. Review of any new initiatives or programs that may have led to the increase in online course retention and can help converge the success rates of online and in-person courses.
2. Ensure students have access to the internet; offer students in need internet-capable devices through a loaning system.
3. include an improved, differentiated introduction/orientation to campus resources, including financial aid, for all incoming and potential students
4. Continue the implementation of Jaguar (Guided) Pathways via service integration, staffing, and leveraging resources.

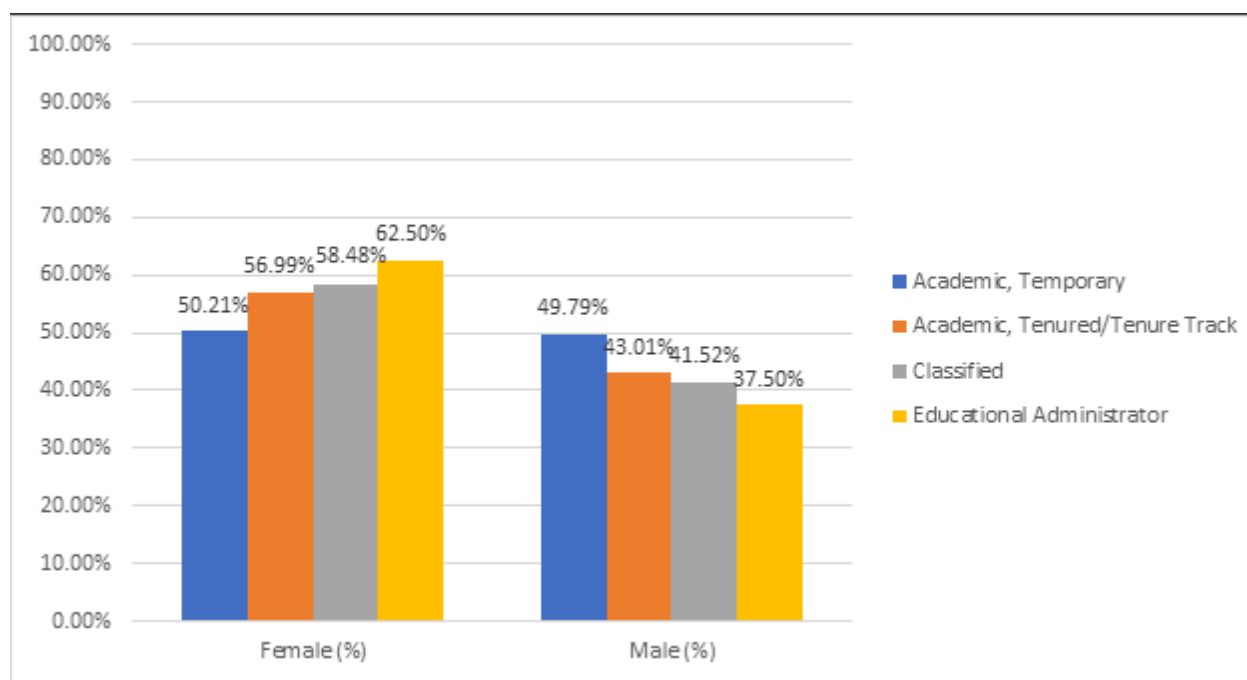
Element 4: Improving Recruitment, Retention, and Training of CE Professionals

This section of the CLNA examines the recruitment, retention, and demographics of faculty and staff at SWC. Student interactions and experiences with faculty and staff can have profound impacts on the success of a student, so it is vital to analyze the dynamics of faculty and administrative professionals at SWC. The section concludes with an action plan to better attract, retain, and develop SWC faculty and staff so that they may better serve and prepare students.

Faculty and Staff Demographics

Among academic positions, both tenured, full-time non-tenured, and adjunct, females make up a slight majority of staff (Figure 21). This suggests that the college has been successful in hiring a mix of staff of all sexes, though it may benefit from increases in male administrator occupations.

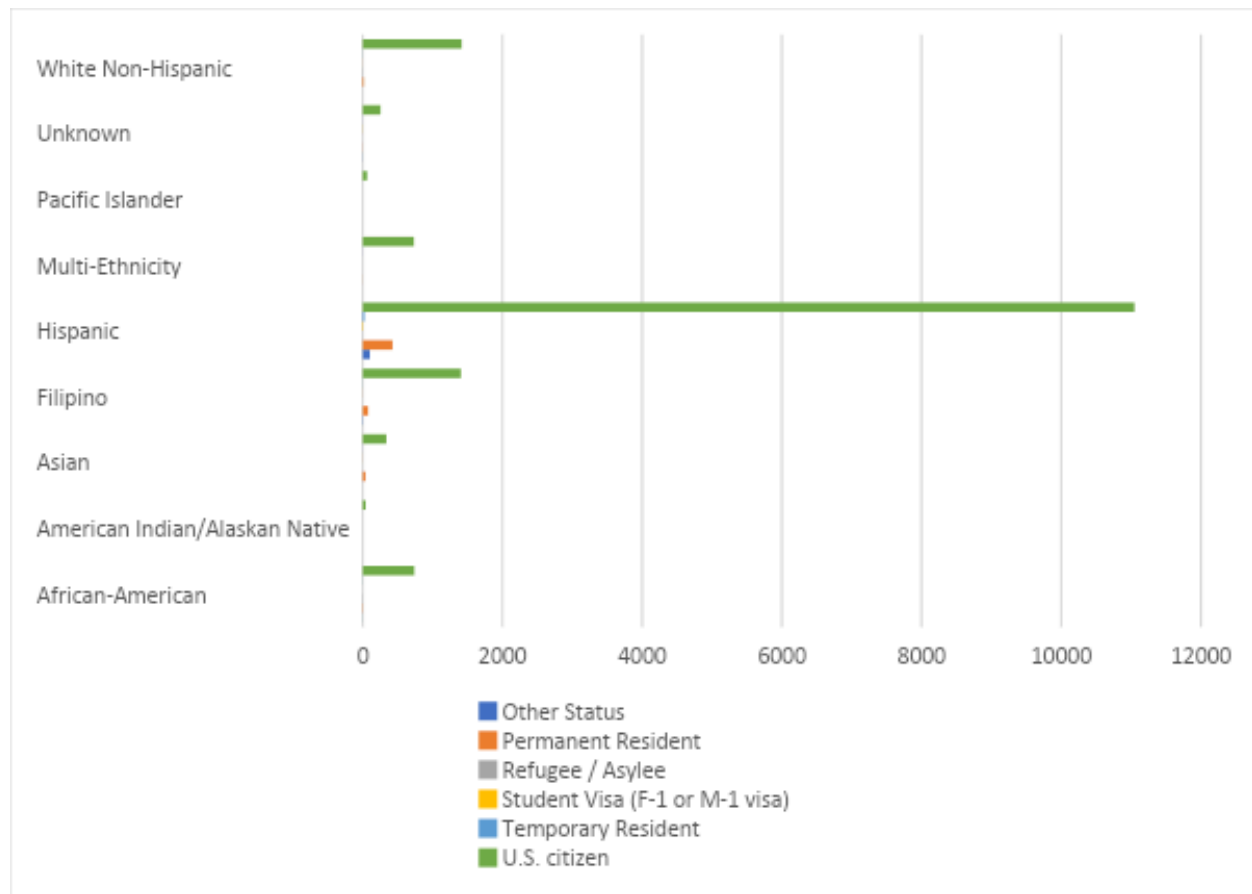
Figure 21 Employee Classification Share by Gender SWC Fall 2021



Source: Data Mart

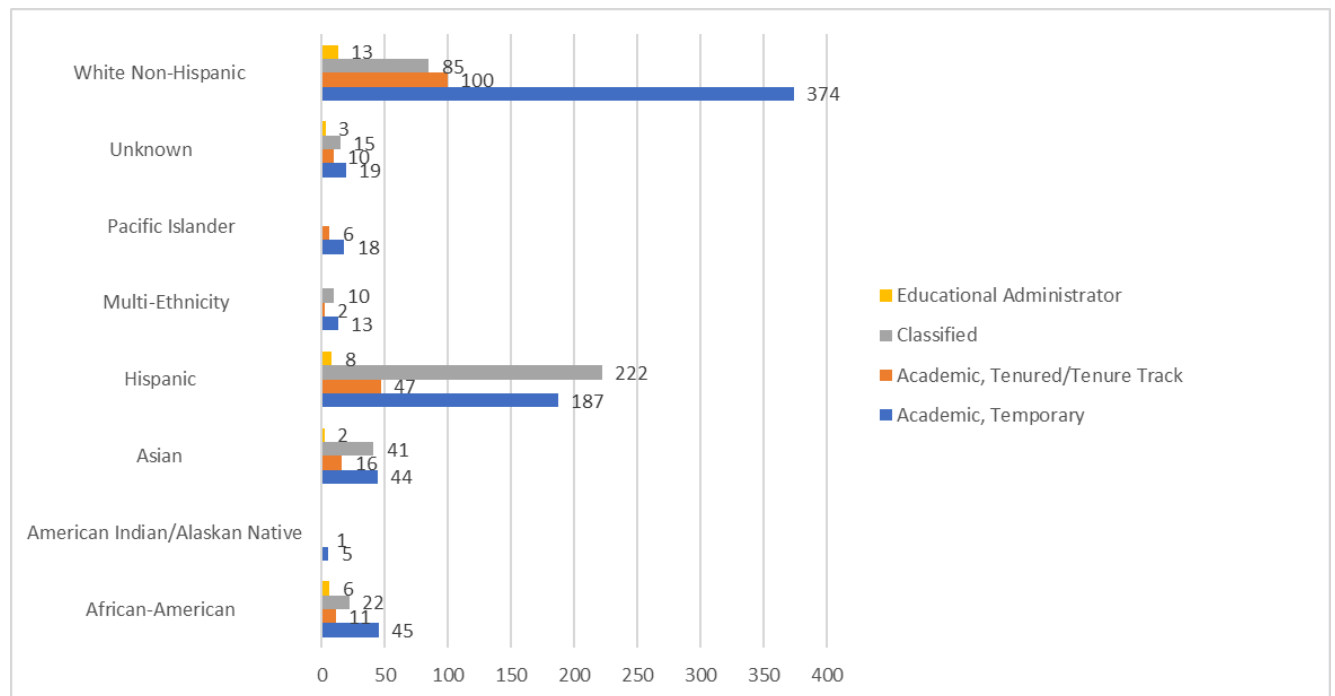
While students are representative of the local population, faculty remain relatively White and non-Hispanic (Figure 23). SWC students during the fall of 2021 were relatively representative of the SWC study region population, with a slightly higher proportion of students who are Hispanic and a slightly smaller proportion of students who are White Non-Hispanic, and Asian (Figure 22). Given that a number of studies have shown that students benefit from educators who look like them, SWC would benefit from more representative faculty.

Figure 22 Student Status Fall 2021



Source: Data Mart

Figure 23 Race/Ethnicity of SWC Faculty (Fall 2021)



Source: Data Mart

Element 4: Improving Recruitment, Retention, and Training of CE Professionals

Action Plan

The action plan below outlines efforts that SWC can introduce and sustain in order to improve faculty representation and training.

1. Continue to seek qualified staff, staff, and administrators who are representative of the student body and the local population. Studies have shown that students perform better when educators are more representative of the student population. Since 2015, SWC has on-boarded a number of Hispanic staff and should seek to continue that trend.
2. Introduce a peer recruitment or referral program that is focused on bringing graduates from similar programs or industries into the classroom.
3. Sustain campaigns that include a greater desire for equity, diversity, and inclusion in employee recruitment retention, and training.

Element 5: Progress Towards Equal Access to CE Programs For All Students

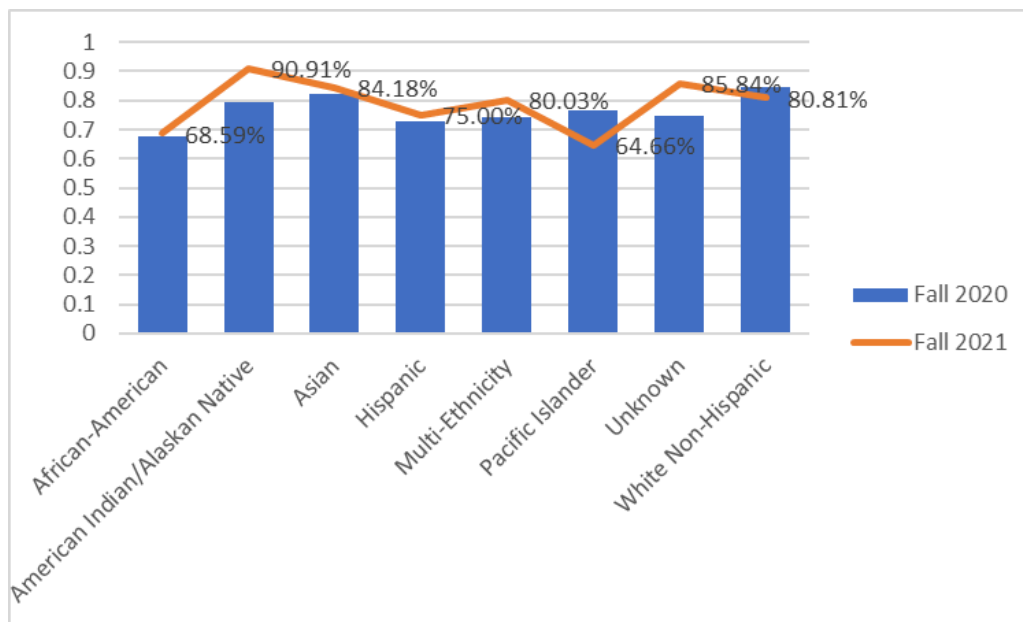
This section evaluates the ability, equity, and opportunities for students from different populations to access programs and services in the SWC study region. Once successes and challenges have been outlined, this section provides the framework for program initiatives and adaptations that can improve accessibility for CE students.

Ensuring equal access to all students is a predominant goal at Southwestern College. As a Hispanic-Serving Institution (HSI), as recognized by the U.S. Department of Education, Southwestern College is actively addressing and mitigating some of the challenges and/or barriers to access to the educational system that Hispanics face.

Enrollment and Success by Race and Ethnicity

Success rates in Career Education programs vary by race, as Figure 24 compares from this between Fall 2020 and Fall 2021. Rates of success (completion) have increased in nearly all races and ethnicities in the Fall of 2021 with Pacific Islanders and White Non-Hispanic student success rates remaining stable.

Figure 24 Change in CE Success Rate by Ethnicity Fall 2020-Fall 2021

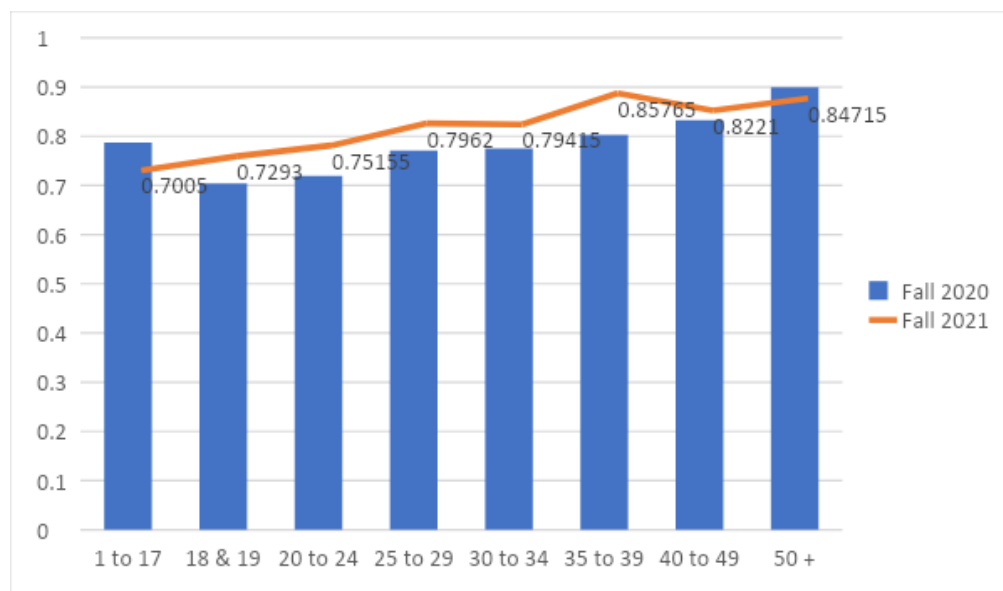


Source: Data Mart

Enrollment and Success by Age

Success rates increase with a student's age. On average, CE students 25 years of age or older had higher success rates than their younger counterparts. In fact, students aged 40 and older had success rates 10% greater than the overall average (Figure 25).

Figure 25 Change in CE Success Rate by Age Group Fall 2020-Fall 2021

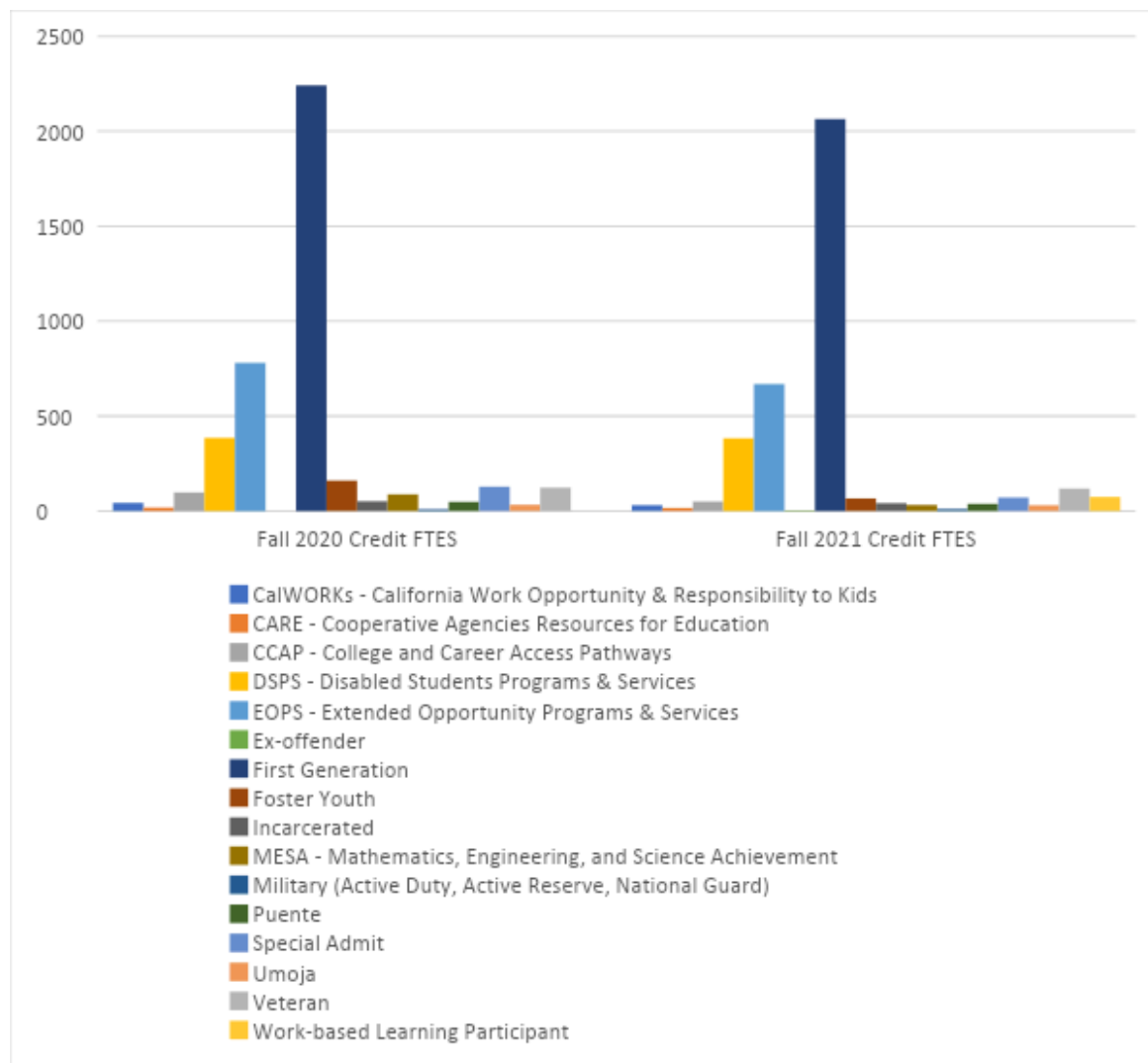


Source: Data Mart

Special Population Enrollments

Special population CE enrollments and full-time equivalents have maintained relatively consistent success rates when comparing the fall of 2020 to the fall of 2021 (Figure 26). Noted are the high success rates of FYE and the strong success rates of EOPS and DSPS. Effective practices utilized in strong programs should be reviewed and expanded for other special populations when possible. Awareness and familiarity with some of these services and organizations may be beneficial for students and increase success rates in future years.

Figure 26 Special Population Full-Time Equivalencies

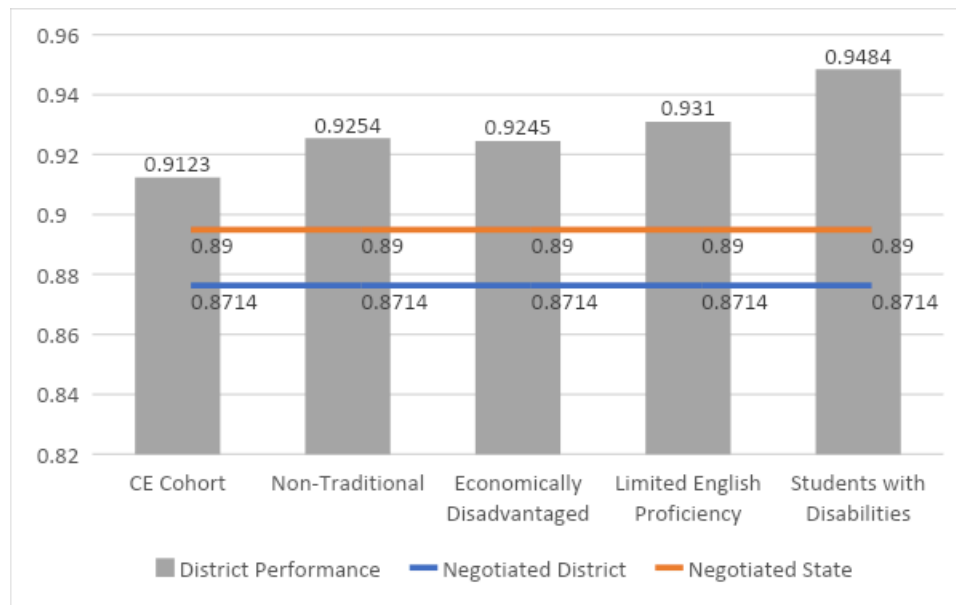


Source: Data Mart

Special Population Persistence and Completions

Special population persistence and completions outperformed the broader CE cohort. During the 2020-2021 academic year, rates of completions (including credentials, certificates, licenses, and degrees) exceeded the negotiated district and state levels (Figure 27).

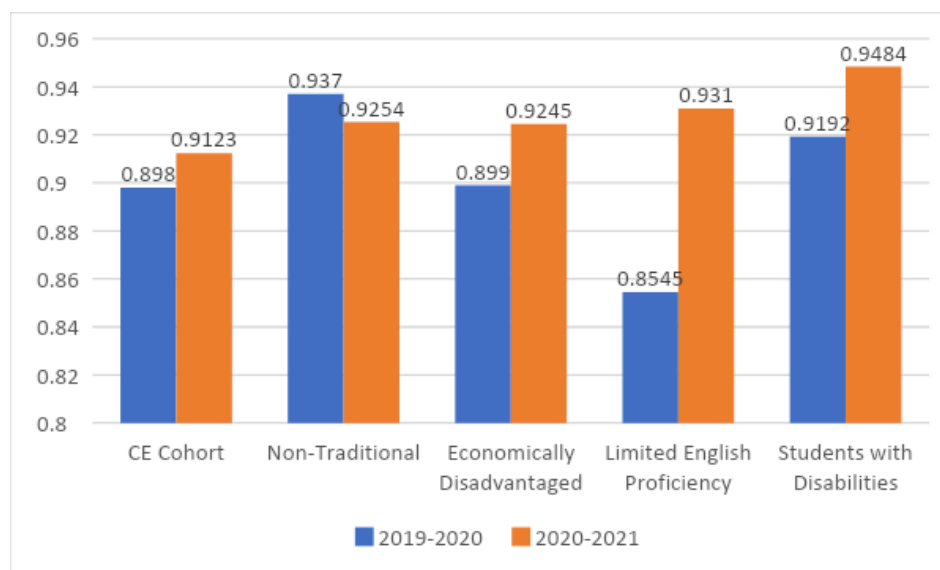
Figure 27 Completion Rates Among Student Populations 2020-2021



Source: Perkins IV

Notable progress in completions has also been made across student populations between the 2019-2020 and 2020-2021 academic years (Figure 28). Economically disadvantaged student completions increased from 89.90% to 92.45%, limited English proficiency increased from 85.45% to 93.10%, and students with disabilities increased from 91.92% to 94.84%. The non-traditional student population had a slight decrease from 93.7% to 92.54%.

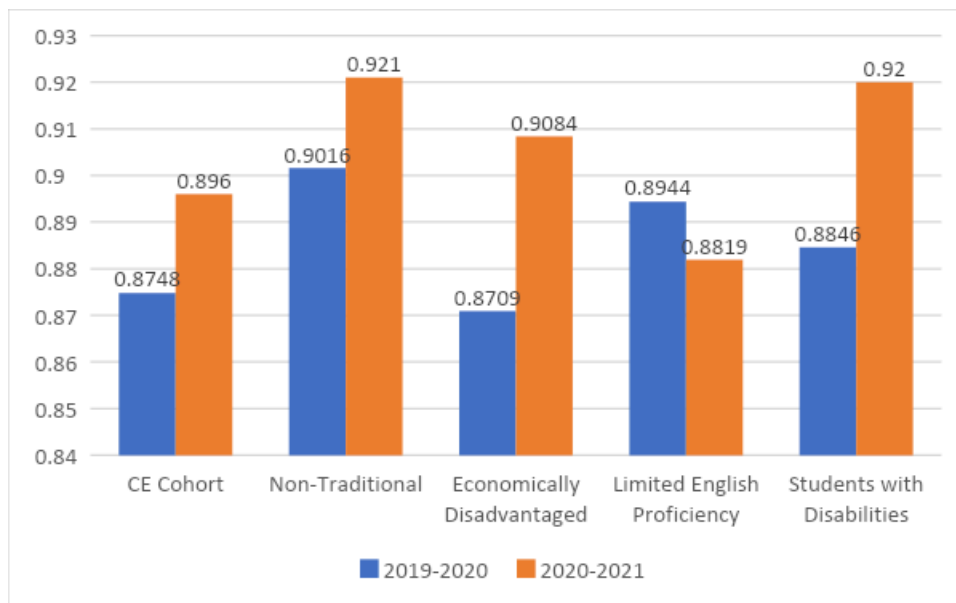
Figure 28 Change in Completion Rate between 2019-2020 to 2020-2021 Academic Year.



Source: Perkins IV

Rates of persistence and transfer are also higher across all special populations (Figure 30), comparing academic years 2019-2020 and 2020-2021. All special population transfer rates have increased except for limited English proficiency which slightly decreased from 89.44% to 88.19%.

Figure 29 Change in Persistence and Transfer Rates from 2019 - 2020 and 2020 - 2021 Academic Years

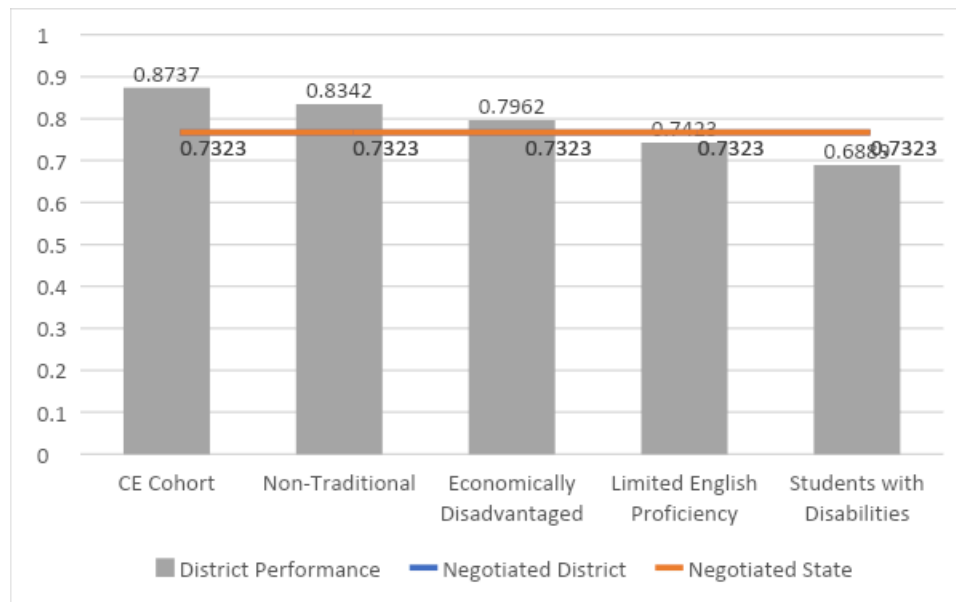


Source: Perkins IV

Special Population Employment

With the exception of students with disabilities, all student populations exceeded the negotiated district level and three populations (broader CE cohort, non-traditional, and economically disadvantaged) exceeded the state levels (Figure 30). Stakeholders revealed that increased job preparation, such as coaching in resume writing and interviewing, may help students succeed in securing gainful employment.

Figure 30 Employment Rates by Student Population 2020-2021 Academic year



Source: Perkins IV

Element 5: Progress Towards Equal Access to CE Programs for All Students

Action Plan

The above data demonstrates that while progress has been made toward increasing equity via access across all student populations at Southwestern College, there is still progress to be made. Potential steps for consideration for improvement include:

1. Increasing awareness of specific programs and services available for students in special populations.
2. Make awareness campaigns part of the onboarding process for students
3. Initiate recommendation/reference programs or initiatives that promote peer-to-peer communication
4. Continue to improve the completion rates of special populations, including economically disadvantaged and limited English proficiency students.
5. Increase ESL support and outreach programs. A mentor or peer-to-peer type program may have some success and will foster community and completion.
6. Investigate new or supplement existing programs that help students with limited English proficiency and disabilities find gainful employment upon completion.
7. Work to increase internship and work-based learning opportunities, particularly for these populations, by increasing outreach with local employers. Bilingual employees are increasingly important in the workplace.
8. Encourage coursework that promotes written and verbal communication and presentation of ideas.

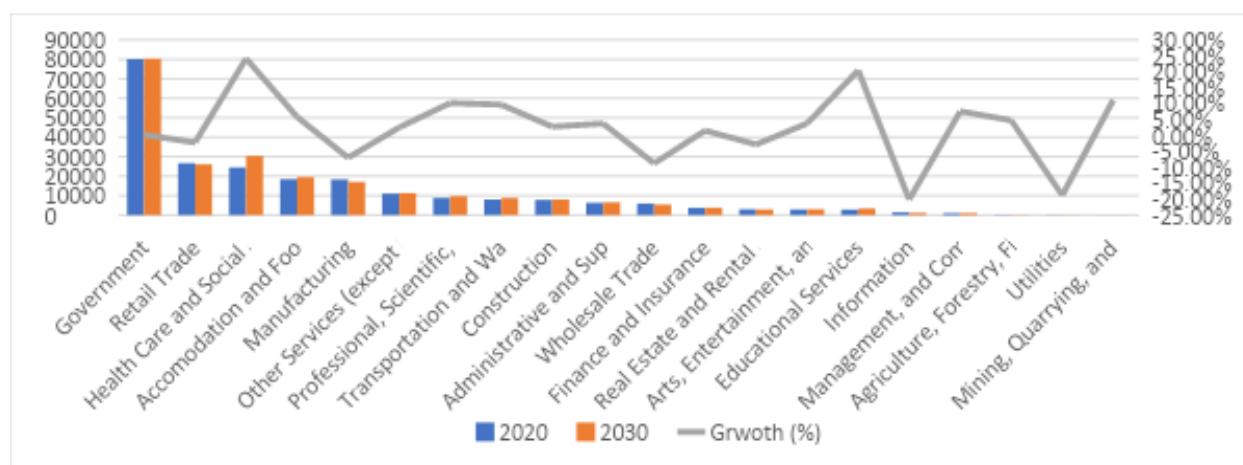
Element 6: Alignment to Labor Market Information (LMI)

In this section, the region's economy is outlined through industry projected percentage change, and SWC's CE curriculum is analyzed in the context of labor market information in order to identify strengths, weaknesses, and opportunities for CE programs to meet the needs of industry. Once these gaps are presented, this section provides a series of proposed program modifications in order to better prepare SWC for the regional labor market.

General Industry Cluster Analysis

The graph below provides a projected increase of industry in the next 10 years which gives an idea of what types of industries are the fastest growing and will provide the best employment opportunities for Southwestern College students. The purpose of the analysis is to show the dynamics and magnitude of the overall regional employment landscape. Figure 31 shows that of the industries identified, healthcare has the fastest projected growth in the next 10 years.

Figure 31 Number of Jobs by Industry and Projected Percentage Change in the San Diego South Region, 2020-2030



Source: Centers of Excellence for Labor Market Research (June 2021), Subregional Profile.

Regional Supply and Demand

Figure 32 highlights the 79 Career Education programs available at Southwestern College. Programs are organized by TOP (Taxonomy of Program) Code. The table provides a program-level view of both the supply and demand for graduates of these programs. Organizing the programs this way allows an immediate understanding of where there is high employment demand

Figure 32 San Diego - Imperial Regional Demand and Earnings by Program

SOC Code	Occupational Title	Entry Level Education	2018-2028 Total Job Openings	Annual Job Openings	Average Annual Earnings
13-1032	Insurance Appraisers, Auto Damage	Postsecondary non-degree award	290	29	\$ 70,363.00
15-1134	Web Developers	Associate's degree	2110	211	\$ 70,020.00

15-1151	Computer User Support Specialists	Some college, no degree	4800	480	\$ 60,199.00
15-1152	Computer Network Support Specialists	Associate's degree	1110	111	\$ 71,731.50
17-3011	Architectural and Civil Drafters	Associate's degree	1850	185	\$ 66,915.00
17-3012	Electrical and Electronics Drafters	Associate's degree	550	55	\$ 68,652.00
17-3013	Mechanical Drafters	Associate's degree	500	50	\$ 77,293.00
17-3019	Drafters, All Other	Associate's degree	130	13	\$ 58,529.00
17-3021	Aerospace Engineering and Operations Technicians	Associate's degree	1250	125	\$ 66,313.00
17-3022	Civil Engineering Technicians	Associate's degree	1080	108	\$ 53,759.00
17-3023	Electrical and Electronics Engineering Technicians	Associate's degree	3770	377	\$ 37,150.00
17-3024	Electro-Mechanical Technicians	Associate's degree	130	13	\$ 69,060.00
17-3025	Environmental Engineering Technicians	Associate's degree	320	32	\$ 62,901.00
17-3026	Industrial Engineering Technicians	Associate's degree	680	68	\$ 73,565.00
17-3027	Mechanical Engineering Technicians	Associate's degree	640	64	\$ 56,466.00
17-3029	Engineering Technicians, Except Drafters, All Other	Associate's degree	2590	259	\$ 38,110.50
19-4031	Chemical Technicians	Associate's degree	1080	108	\$ 48,417.00
19-4091	Environmental Science and Protection Technicians, Including Health	Associate's degree	830	83	\$ 57,354.00
19-4093	Forest and Conservation Technicians	Associate's degree	400	40	\$ 49,438.00

19-4099	Life, Physical, and Social Science Technicians, All Other	Associate's degree	1360	136	\$ 72,727.00
23-2011	Paralegals and Legal Assistants	Associate's degree	3840	384	\$ 53,350.00
23-2091	Court Reporters	Postsecondary non-degree award	160	16	\$ 78,417.00
23-2099	Legal Support Workers, All Other	Associate's degree	830	83	\$ 45,700.00
25-2011	Preschool Teachers, Except Special Education	Associate's degree	6590	659	\$ 42,609.50
25-4031	Library Technicians	Postsecondary non-degree award	1630	163	\$ 42,140.00
25-9041	Teacher Assistants	Some college, no degree	16540	1654	\$ 36,491.50
27-2011	Actors	Some college, no degree	1240	124	\$ -
27-4011	Audio and Video Equipment Technicians	Postsecondary non-degree award	1350	135	\$ 47,988.00
27-4012	Broadcast Technicians	Associate's degree	370	37	\$ 45,638.00
27-4014	Sound Engineering Technicians	Postsecondary non-degree award	230	23	\$ 51,634.00
29-1124	Radiation Therapists	Associate's degree	120	12	\$ 128,968.00
29-1126	Respiratory Therapists	Associate's degree	1490	149	\$ 84,423.00
29-2021	Dental Hygienists	Associate's degree	1880	188	\$ 103,442.00
29-2031	Cardiovascular Technologists and Technicians	Associate's degree	240	24	\$ 83,820.00
29-2032	Diagnostic Medical Sonographers	Associate's degree	440	44	\$ 101,920.00
29-2034	Radiologic Technologists	Associate's degree	1190	119	\$ 81,976.50
29-2035	Magnetic Resonance Imaging Technologists	Associate's degree	240	24	\$ 96,445.00

29-2041	Emergency Medical Technicians and Paramedics	Postsecondary non-degree award	1710	171	\$ 47,191.00
29-2051	Dietetic Technicians	Associate's degree	370	37	\$ 34,566.00
29-2053	Psychiatric Technicians	Postsecondary non-degree award	320	32	\$ 55,189.00
29-2055	Surgical Technologists	Postsecondary non-degree award	810	81	\$ 32,094.00
29-2056	Veterinary Technologists and Technicians	Associate's degree	1350	135	\$ 46,496.00
29-2061	Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	5770	577	\$ 56,476.00
29-2071	Medical Records and Health Information Technicians	Postsecondary non-degree award	1810	181	\$ 46,251.00
29-2099	Health Technologists and Technicians, All Other	Postsecondary non-degree award	1660	166	\$ 46,251.00
31-1014	Nursing Assistants	Postsecondary non-degree award	12970	1297	\$ 34,667.00
31-2011	Occupational Therapy Assistants	Associate's degree	480	48	\$ 64,904.00
31-2021	Physical Therapist Assistants	Associate's degree	1190	119	\$ 63,606.00
31-9011	Massage Therapists	Postsecondary non-degree award	3270	327	\$ 43,314.00
31-9091	Dental Assistants	Postsecondary non-degree award	6640	664	\$ 45,843.00
31-9092	Medical Assistants	Postsecondary non-degree award	13190	1319	\$ 36,377.00
31-9094	Medical Transcriptionists	Postsecondary non-degree award	390	39	\$ 55,706.00
31-9097	Phlebotomists	Postsecondary non-degree award	1750	175	\$ 48,974.50

33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	Postsecondary non-degree award	190	19	\$ 123,072.00
33-2011	Firefighters	Postsecondary non-degree award	2600	260	\$ 57,276.50
35-2013	Cooks, Private Household	Postsecondary non-degree award	140	14	\$ -
39-4031	Morticians, Undertakers, and Funeral Directors	Associate's degree	220	22	\$ 48,042.00
39-5011	Barbers	Postsecondary non-degree award	3120	312	\$ 29,872.00
39-5012	Hairdressers, Hairstylists, and Cosmetologists	Postsecondary non-degree award	9430	943	\$ 31,118.00
39-5092	Manicurists and Pedicurists	Postsecondary non-degree award	6430	643	\$ 27,554.00
39-5094	Skincare Specialists	Postsecondary non-degree award	1620	162	\$ 34,219.00
43-3031	Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	19600	1960	\$ 43,720.00
43-4151	Order Clerks	Some college, no degree	2570	257	\$ 36,151.00
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	Associate's degree	1430	143	\$ 43,172.00
49-2011	Computer, Automated Teller, and Office Machine Repairers	Some college, no degree	650	65	\$ 47,590.50
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	Postsecondary non-degree award	3760	376	\$ 62,995.50
49-2091	Avionics Technicians	Associate's degree	240	24	\$ 69,359.00
49-2094	Electrical and Electronics Repairers,	Postsecondary non-degree award	390	39	\$ 66,241.00

	Commercial and Industrial Equipment				
49-3011	Aircraft Mechanics and Service Technicians	Postsecondary non-degree award	1650	165	\$ 68,940.00
49-3023	Automotive Service Technicians and Mechanics	Postsecondary non-degree award	6880	688	\$ 46,021.00
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Postsecondary non-degree award	2500	250	\$ 61,293.50
49-9062	Medical Equipment Repairers	Associate's degree	460	46	\$ 66,885.00
49-9092	Commercial Divers	Postsecondary non-degree award	120	12	\$ -
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	Postsecondary non-degree award	220	22	\$ 70,129.00
51-4111	Tool and Die Makers	Postsecondary non-degree award	250	25	\$ 62,425.00
51-5111	Prepress Technicians and Workers	Postsecondary non-degree award	210	21	\$ 44,150.00
53-2021	Air Traffic Controllers	Associate's degree	520	52	\$ -
53-3032	Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	11680	1168	\$ 48,564.50
53-5021	Captains, Mates, and Pilots of Water Vessels	Postsecondary non-degree award	280	28	\$ 66,239.00

Source: Labor Market

Element 6: Alignment to Labor Market Information (LMI)

Action Plan

Analyzing SWC programs, in the context of labor market information, highlighted a number of potential actions to better match Southwestern College programs and graduates to the local opportunities available. These actions include efforts to:

1. Marketing campaigns that highlight potential occupations, wages, and career pathways may attract greater attention to these programs.
2. Enhance WBL opportunities for these programs. First-hand experience and face-to-face opportunities may aid in graduate placement.
3. Emphasize the potential advantage for bilingual students. Students who are bilingual may have greater demand in international business.
4. Highlighting success stories and potential advantages may boost interest in these programs.
5. A better understanding of where SWC graduates can and do work, allowing programs to better tailor curriculum to industries that are most frequent for SWC graduates.
6. Expand and diversify industry advisory committees to ensure alignment to labor market demand.
7. Help students better understand the career pathways available to them. A specific roadmap of what lies ahead may boost retention and completion.
8. Industry clusters offer broader opportunities for students. Experience and specialization in an industry cluster may allow graduates to advance quicker in their careers or transition from one occupation to another with greater ease.
9. The college should focus on programs that produce living wage occupations.
10. With identified growth in Construction industries, the College should consider investing in programs that support this sector. Currently, the college has limited opportunities.