



2024 SOUTHWESTERN COLLEGE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

2024 ASSESSMENT | WORKFORCE OFFICE | V.1

Table of Contents

Introduction.....	2
The Southwestern College Study Region.....	3
Stakeholder Involvement.....	4
Element 1:.....	5
Student Performance on Required Performance Indicators.....	5
Program Completions.....	5
Postsecondary Retention & Placement.....	6
Non-traditional Populations Participation.....	7
Student Enrollment.....	8
Retention and Success by Gender for Online vs. Face-to-Face Instruction.....	8
Retention and Success by Race and Ethnicity.....	8
Retention and Success/Completion Rate Over Time - Students Overall.....	9
Action Plan.....	11
Element 2:.....	11
Program Size, Scope, and Quality to Meet Student Needs.....	11
Work-based Learning (WBL).....	11
Industry Advisory Committees.....	12
Student Outcomes.....	12
Program Deep-Dives.....	14
Action Plan.....	23
Element 3:.....	23
Progress Towards Implementation of CE Programs of Study.....	23
In-person and Online Courses.....	23
Financial Aid.....	25
Guided Pathways - Fields of Study.....	25
Action Plan.....	26
Element 4:.....	27
Improving Recruitment, Retention, & CE Professional Training.....	27
Faculty and Staff Demographics.....	27
Action Plan.....	29
Element 5:.....	29
Progress Toward Equal Access to CE Programs For All Students.....	29
Enrollment and Success by Race and Ethnicity.....	29
Enrollment and Success by Age.....	30
Special Population Enrollments.....	31
Special Population Completions.....	31
Special Population Employment.....	34
Action Plan.....	35
Element 6:.....	35
Alignment to Labor Market Information (LMI).....	35
General Industry Cluster Analysis.....	36
Regional Supply and Demand.....	36
Action Plan.....	44
Appendix A: Summary of Stakeholder Interviews for the 2024 CLNA.....	45

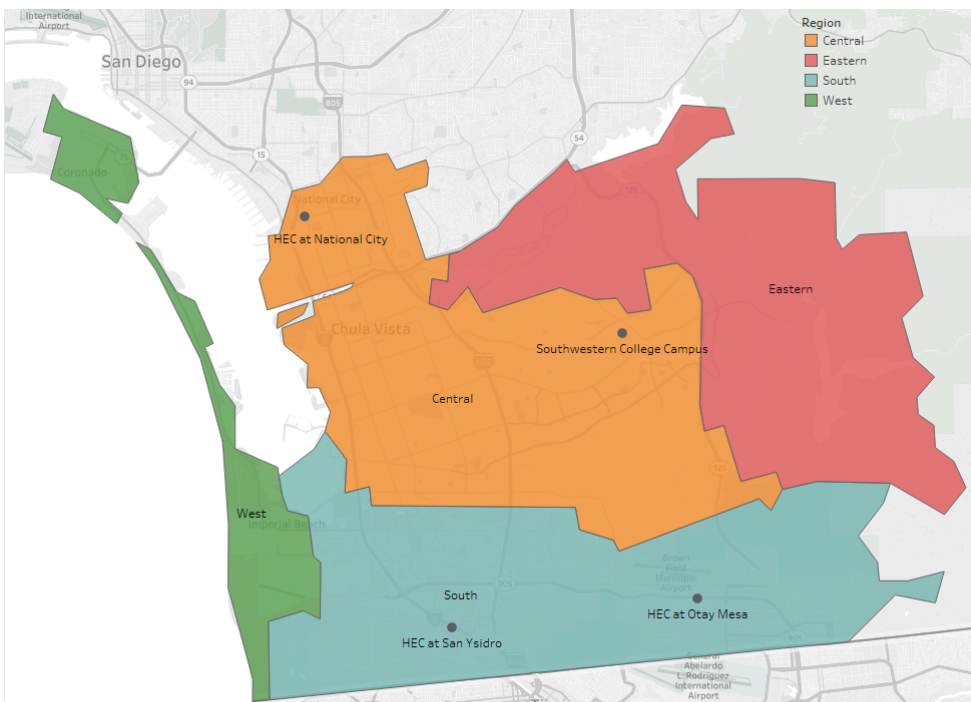
Introduction

The reauthorization of the Strengthening Career and Technical Education for the 21st Century Act—the Perkins V legislation—provides more than \$1.2 billion in federal funds to support Career Education programs across the nation.¹ A requirement for receiving Perkins V funds is that institutions must conduct a Comprehensive Local Needs Assessment (CLNA), which examines the needs of the following special populations:

- 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
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty
- Individuals with other barriers to educational achievement, including English language learners

The CLNA is updated by Southwestern College at least once every two years and requires extensive involvement from a wide array of stakeholders, including educators, industry partners, community organizations, faculty, administration, and staff. The CLNA is a requirement for Perkins V and is meant to encourage data-driven decision-making for local investment.

The Southwestern College Study Region



¹ "Legislation and Regulations: Perkins V," U.S. Department of Education, accessed November 1, 2023, cte.ed.gov/legislation/perkins-v.

West	Central	South	Eastern
91932 (Imperial Beach), 92118 (Coronado)	91910 (Chula Vista), 91911 (Chula Vista), 91913 (Chula Vista), 91950 (National City)	92154 (San Diego), 92173 (San Ysidro)	91902 (Bonita), 91914 (Chula Vista), 91915 (Chula Vista)

Located in the most southern part of San Diego County, Southwestern Community College District (SWC) is a single-college district whose service area encompasses the communities of Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro, and Sunnyside.

The District serves one of the most racially, ethnically, and culturally diverse communities among the 116 colleges and 73 districts comprising the California Community College (CCC) system. Of the 2.1 million students enrolled in a California community college, the Southwestern Community College District has served as many as 29,000 students in recent years and currently has an annual headcount of approximately 25,000.

The proximity of the District to the U.S.-Mexico border creates opportunities for binational exchanges for education, housing, travel, and employment. The community's ethnic and linguistic diversity is one of its greatest strengths.

The SWC service area population has the following characteristics:

- Estimated to number 505,970 in 2021 and projected to grow to 589,235 by 2050.
- Predominantly Hispanic (59 percent), while San Diego County overall is 34 percent Hispanic.
- The Hispanic population is expected to hold steady at 58 percent through 2050.
- Slightly more male than female residents, 51 percent and 49 percent respectively.
- Over 69 percent of residents are under the age of 50, with 29 percent aged 50 or over.
- For the 2021–2022 academic year, approximately 73 percent of SWC enrolled students reported living within the SWC service area.²

Stakeholder Involvement

SWC sought the feedback and input of stakeholders throughout the drafting process of the CLNA. The efforts to solicit and incorporate stakeholder involvement are listed below:

- First, the Southwestern College Annual Stakeholder Meeting, consisting of SWC faculty, staff, employers, CBOs, high schools, and administrators, convened in October 2022 and 2023 to discuss the CNLA, progress, and solicit feedback.
- SWC created and distributed at CE Student Survey (created in partnership with BW Research)

² Southwestern College- Educational Vision Plan 2030 (2023)

- SWC partnered with BW Research to conduct stakeholder interviews with employers, CBOs, and local Chambers of Commerce.

Preliminary findings of the CLNA are presented annually to over 30 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 meetings 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 Investment Board
- Restorative Justice

Documentation such as participants, meeting agendas, and minutes may be provided upon request. In addition, SWC maintains a file with both employer feedback and student survey results, which can be provided upon request.

Element 1:

Student Performance on Required Performance Indicators



ELEMENT 1:

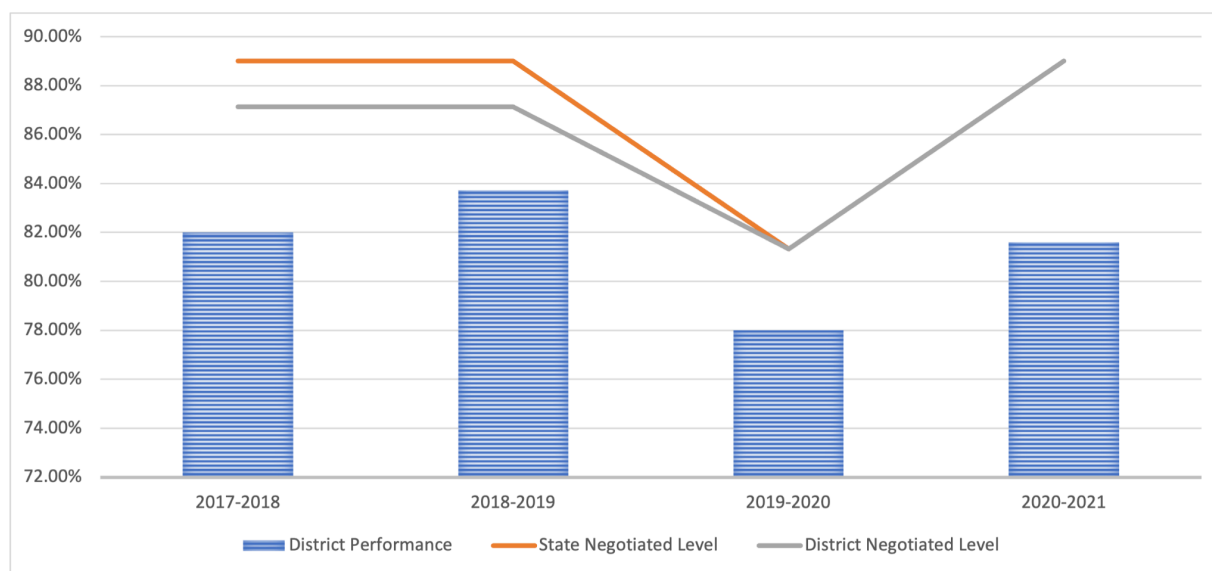
Student Performance on Required Performance Indicators

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

Program Completions

While Southwestern College was utilizing Perkins IV Core Indicator reports (2022), there were steady improvements in Career Education program completions. During those years, Southwestern College surpassed the district targets for overall program completions in the form of a credential, certificate, license, or degree. However, when moving to the new Perkins V Core Indicator reports, the college is now performing under state and district targets (Figure 1), which is partially a result of COVID but will need to be further explored.

Figure 1 Earned Postsecondary Credential³

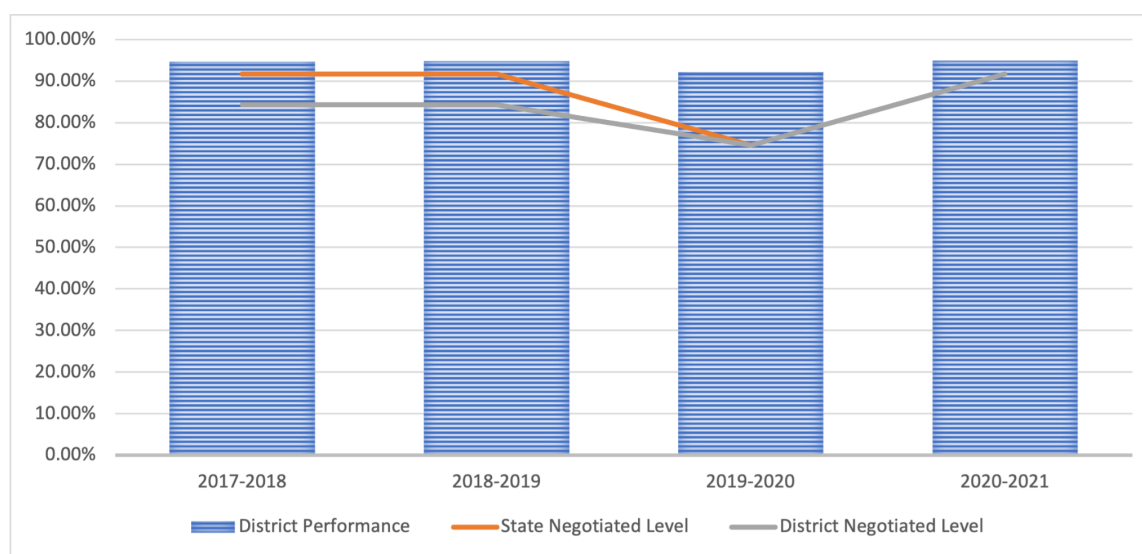


Postsecondary Retention & Placement

At Southwestern College (SWC), postsecondary retention and placement rates have continued to exceed both district and state-negotiated levels as seen below in Figure 2. This trend indicates that after Southwestern College 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.

³ California Community College Chancellor's Office Career Technical Education Career Technical Education (CTE) (Perkins V)

Figure 2 CE Postsecondary Retention & Placement Targets⁴



Targets: Are goals that are negotiated and set by the district, state, and Department of Education.

Earned Postsecondary Credential: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Postsecondary Retention & Placement: The percentage of CE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I, are volunteers, or are placed or retained in employment.

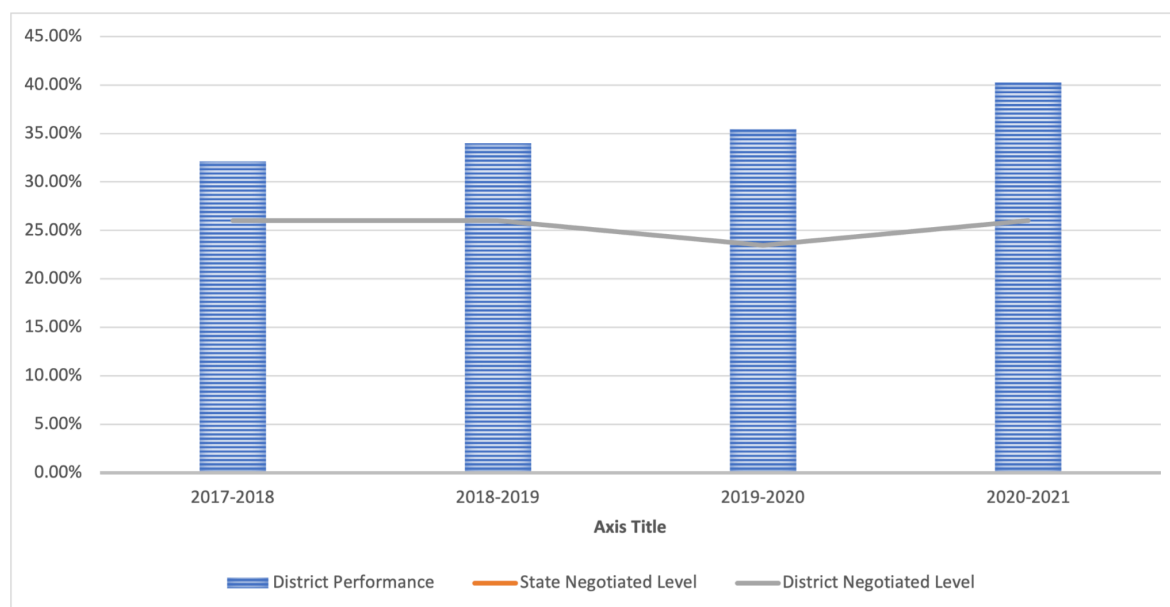
Non-Traditional Participation: The share of CE concentrators who are training in occupations non-traditional for their gender.

Non-traditional Populations Participation

Participation rates among non-traditional populations have seen steady increases at Southwestern College. In the four (4) most recent academic years, SWC has made consistent improvements in the area of non-traditional student participation and surpassed the district targets (Figure 3). While there is still work to be done, especially in identified programs such as public safety (fire, police), healthcare, and industrial arts, our activities and interventions are having positive impacts.

⁴ California Community College Chancellor's Office Career Technical Education Career Technical Education (CTE) (Perkins V)

Figure 3 CE Non-traditional Population Participation⁵



Student Enrollment

Southwestern College had 23,320 students enrolled during the 2020-2021 academic year. Nearly 12,000 or roughly 50% of these students were enrolled in CE programs. Special population enrollments increased substantially when comparing academic years 2016-17 to 2017-18 and have remained elevated, maintaining an average of 49.8% over the preceding three years (Table 1).

Table 1. Headcount by Student Type⁶

Term	All Students	CE	Male	Female	Lesbian/Gay	Special Population
2016-2017	26,738	11,999	11,833	14,675	333	8,514
2017-2018	27,106	12,080	11,937	14,898	374	11,295
2018-2019	27,772	12,606	12,074	15,405	454	13,396
2019-2020	26,417	12,976	12,074	15,214	478	12,994
2020-2021	23,320	11,941	9,599	13,362	517	11,523

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

As of 2022, both male and female genders are performing relatively equally depending on education modality (online and face-to-face Career Education classes). 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).

⁵ California Community College Chancellor's Office Career Technical Education Career Technical Education (CTE) (Perkins V)

⁶ California Community College Chancellor's Office Management Information Systems Data Mart - Community College Pipeline

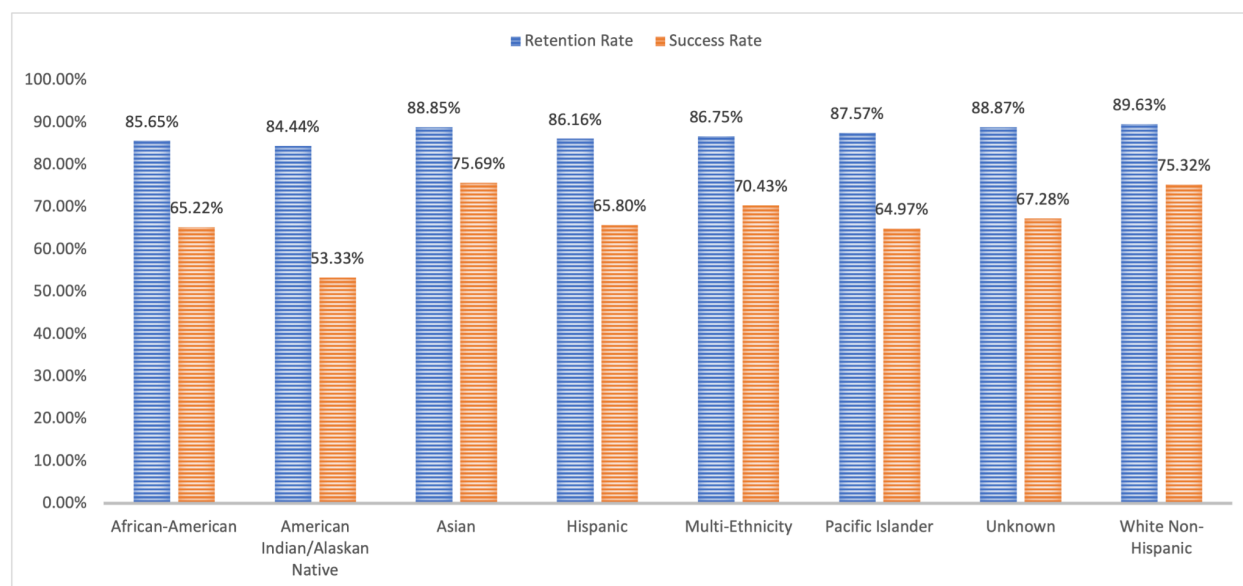
Table 2. Retention and Success Rates by Gender (Fall 2022)⁷

	Internet-Based		Non-Distance Education	
Gender	Retention (%)	Success (%)	Retention (%)	Success (%)
Female	86.12	66.62	94.01	83.74
Male	86.15	67.60	92.71	79.44
Non-Binary	83.33	61.11	95.45	79.55
Unknown	85.71	59.18	89.39	78.79

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 4).

Figure 4. Difference from the Average Success and Retention Rates of All Students (Fall 2022)⁸



Retention and Success/Completion Rate Over Time - Students Overall

Success rates increased between the Spring of 2017 and the Fall of 2022, while retention rates have remained relatively flat (Figure 5). However, retention and success rates differ notably between different course types; Career Education courses have higher success rates than their counterparts (Figure 6).

⁷ California Community College Chancellor's Office Management Information Systems Data Mart

⁸ California Community College Chancellor's Office Management Information Systems Data Mart

Figure 5. Retention and Success Rates Over Time Students Overall⁹

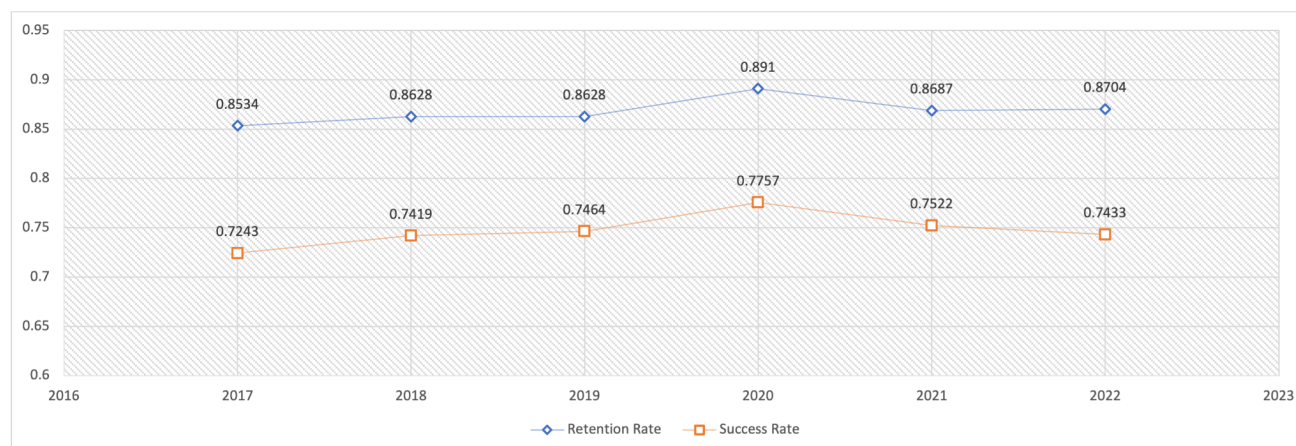
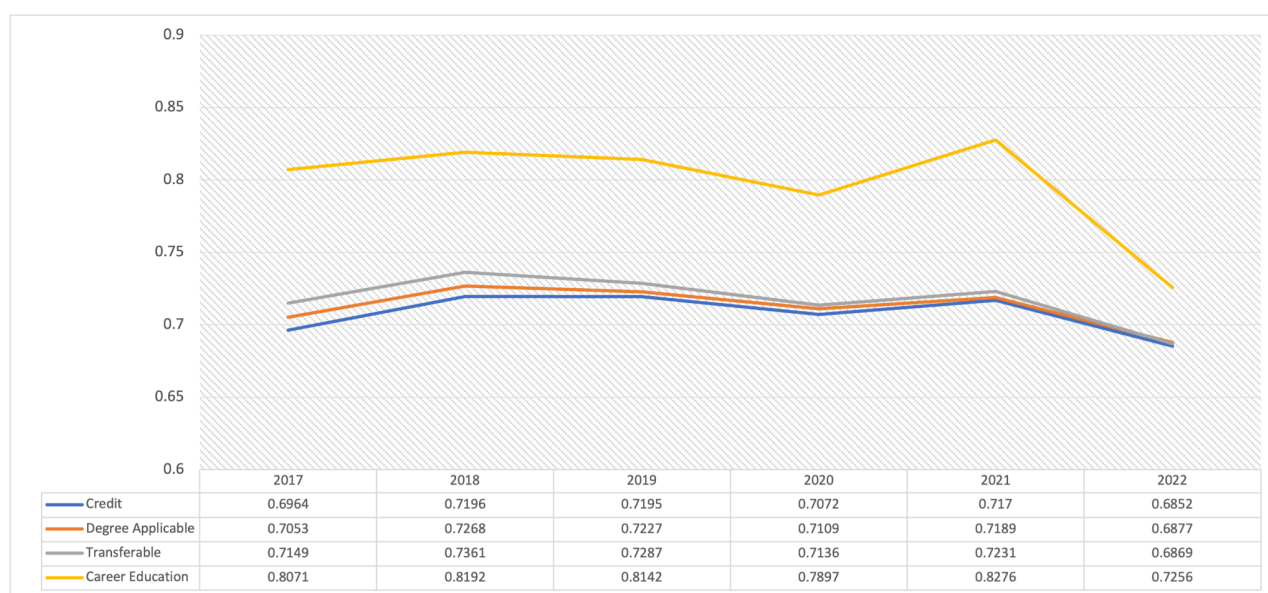


Figure 6. Growth in Success Rates by Course Type¹⁰

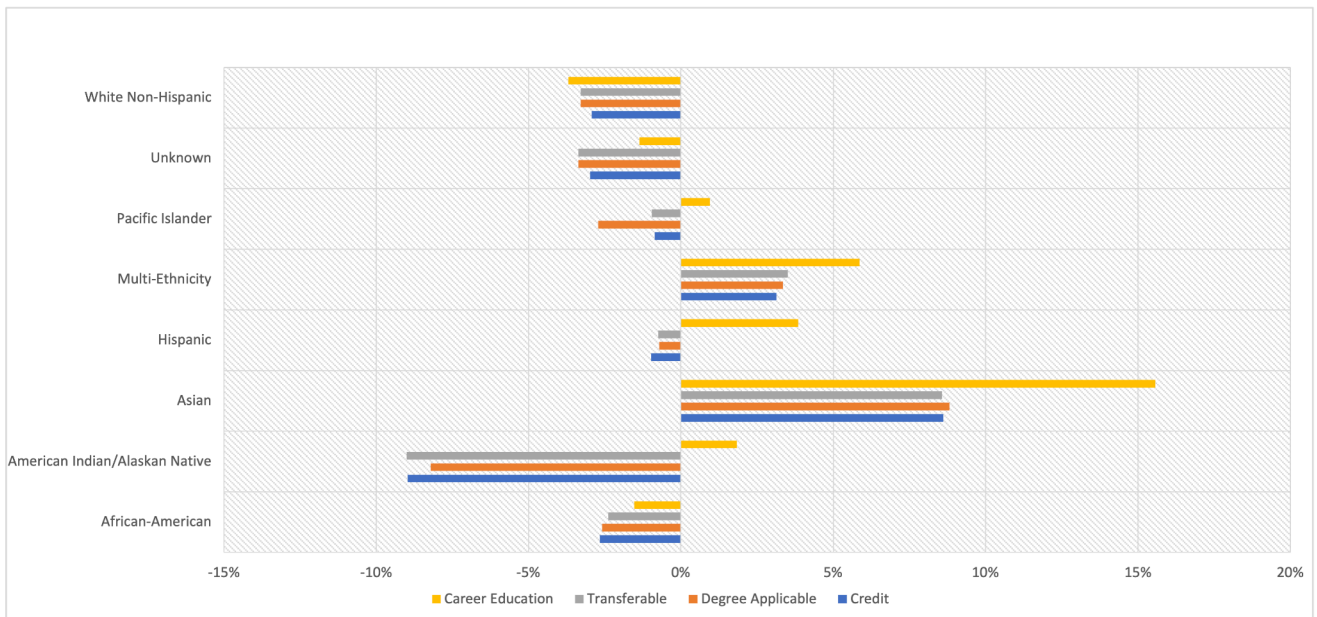


When course successes/completions by course type are examined by race and ethnicity, it is clear that African-American, Pacific Islander, Native American, and Hispanic students have consistently lower completion rates across all types of courses. This year represents the first year White students have gone negative when compared to 2019 and 2020. Career Education courses also tend to have greater volatility than other courses, a phenomenon that may warrant further investigation for best practices. (Figure 7).

⁹ California Community College Chancellor's Office Management Information Systems Data Mart

¹⁰ California Community College Chancellor's Office Management Information Systems Data Mart

Figure 7. Difference in Course Type Successes by Ethnicity (2022)¹¹



Action Plan

Action Plan: Student Performance on Required Performance Indicators

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 Workforce Program 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.
- Optimize CE curriculum design, course scheduling patterns, and modalities. Implement alternate scheduling options to meet student needs and shorten time to certificate and degree completion. (Education Vision Plan Aligned)

¹¹ California Community College Chancellor's Office Management Information Systems Data Mart

Element 2:

Program Size, Scope, and Quality to Meet Student Needs



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 Southwestern College. The analysis of these factors culminates in the framing of specific actions and changes that can be made to better meet the needs of the SWC Career Education student body and community.

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 30,000 Work-based Learning experiences in the 2022-2023 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. These 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 (Table 3).

Table 3. WBL Syllabi Review¹²

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Syllabi Reviewed	1,925	1,911	1,609	1,588	1,775
WBL Experiences	781	1,102	1,352	424	770
WBL Student Interactions	20,187	36,117	38,662	13,992	30,156

¹² Internal WBL Syllabi Review

Industry Advisory Committees

Industry Advisory Committees assist faculty in ensuring the relevancy, size, scope, and quality of Career Education programs. Southwestern College has 81 CE programs with active Advisory committees, with a total of 347 members from over 210 unique organizations (210 business members and 137 SWC faculty members). Diversification and expansion of Industry Advisory Committees is an area where SWC is beginning to focus its efforts. The SWC Workforce Office revamped its assistance process, making it easier to request assistance. Additionally, our Employer Relations Liaison continues to work with faculty to help bolster and diversify CE program advisory committees.

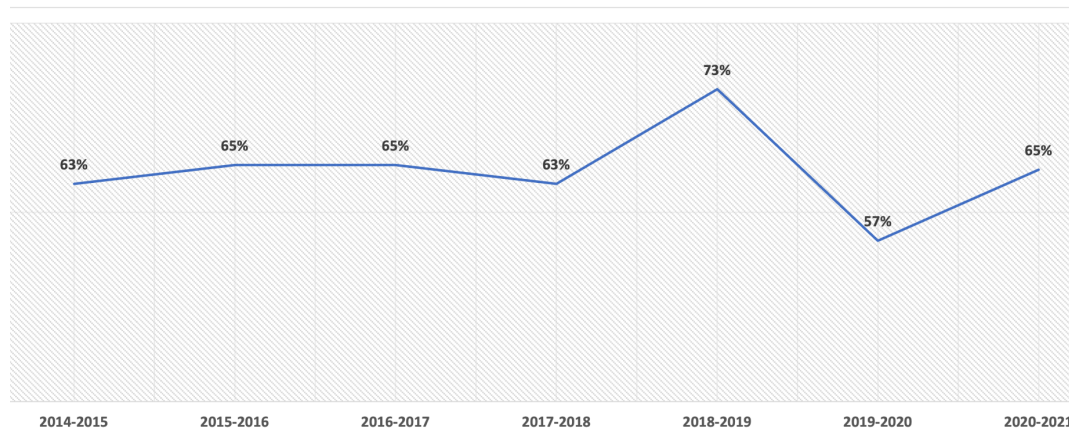
Student Outcomes

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 2023 CTEOS report (students who attended in 20/21) reveal over two-thirds (70%) 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 10.5% were looking for work for 6 months or longer.

With a 493 response rate overall, 64.5% of respondents reported that they are working in a job very closely or closely related to their field of study. (Figure 8). This suggests that, on average, the education that Southwestern CE graduates receive is integral to the jobs they attain.

Figure 8. CTE Outcomes Survey Respondents¹³



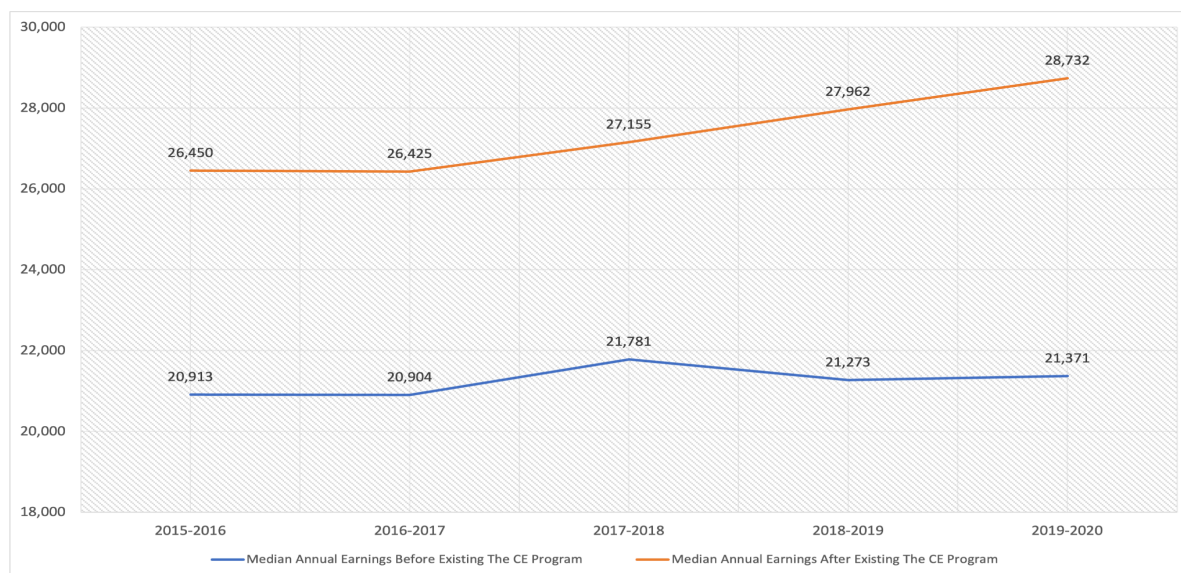
On average, the wages of graduates who sought employment immediately after completing their CE program increased by 28.7% relative to the wages before attending college. The living wage in San Diego County is \$29.52 per hour for a single individual without children. The living wage for a family in the Southwestern College study region is about \$135,012.8¹⁴ for a family of four (one adult working, two

¹³ California Community College Chancellor's Office Management Information Systems Data Mart - Launchboard

¹⁴ MIT Living Wage Calculator (<https://livingwage.mit.edu/>) (using SWC regionally-specific data)

children). It is worth noting that this represents an increase of 30.5% on an individual basis but more than 37% in less than a year for a family of four. Figure 9 suggests that CE programs substantially boost wages, which is more critical than ever as San Diego becomes one of the most expensive cities in the country. It is also worth noting that these values do not include benefits, such as health insurance, retirement, or pensions.

Figure 9. Wages Upon Completion of CE Program¹⁵



Program Deep-Dives

The following 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. By analyzing metrics such as retention, completion, and placement, as well as regional openings and median earnings of SWC graduates, a clear 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. For reference, 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 \$61,401¹⁶.

Southwestern College has a large portfolio of workforce programs available to students. The specific programs below were selected based on an internal review by SWC 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).

Please note: The data for the below 15 tables was sourced from the California Community College Chancellor's Office Management Information Systems Data Mart and two SWC Data Dashboards (CE Labor Market and Enrollment and Course Outcomes).

¹⁵ California Community College Chancellor's Office Management Information Systems Data Mart - Community College Pipeline

¹⁶ MIT Living Wage Calculator (<https://livingwage.mit.edu/>) (using SWC regionally-specific data).

Dental Hygiene

The Dental Hygiene program at SWC has some notable successes, including high rates of completion and placement. However, with a nearly all-female student body (658 out of 695 students are females) the program has some work to do recruiting and retaining male students (Table 3).

Table 4. 2020-2021 Dental Hygiene 24020) Program Summary

Dental Hygiene 2023-24 (2020-21)	
Postsecondary Retention & Placement	97.06%
Earned Postsecondary Credential	100%
Non-traditional Program Enrollment	3.61%
Employment	95.65%
Total Enrollments	695
Females Enrolled (94.7%)	658
Program Completions	58
Annual Openings	176
Median Annual Earnings of SWC Graduates (2020-2021)	\$74,468

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 metrics. (Table 5). Please note that the median annual earnings data will need to be investigated further as the number, sourced from Launchboard, is very high when compared to previous years and not in line with typical salaries.

Table 5. 2020-2021 Emergency Medical Services (125000) Program Summary

EMT 2023-24 (2020-21)	
Postsecondary Retention & Placement	93.59%
Earned Postsecondary Credential	90.24%
Non-traditional Program Enrollment	NR
Employment	80%
Total Enrollments	937
Females Enrolled (48.8%)	456

Program Completions	37
Annual Openings	1,173
Median Annual Earnings of SWC Graduates (2020-2021)	\$98,974

Paramedic

The Paramedic program has strong success in student retention, completion, and employment, but female enrollment is roughly 26%, while this represents a 16% increase over the prior year - this remains an area for improvement (Table 6).

Table 6. 2020-2021 Paramedics (125100) Program Summary

Paramedic 2023-24 (2020-21)	
Postsecondary Retention & Placement	100%
Earned Postsecondary Credential	80%
Non-traditional Program Enrollment	NR
Employment	92.31%
Total Enrollments	283
Females Enrolled (25.8%)	73
Program Completions	9
Annual Openings	1,173
Median Annual Earnings of SWC Graduates (2020-2021)	\$57,812

Administration of Justice & Cyber Security

The Administration of Justice and Cyber Security program at SWC is performing well across metrics and has a relatively balanced ratio of males and females (55%) (Table 6). Note that Cybersecurity is a new program and should be evaluated separately in the future.

Table 7. 2020- 2021 Administration of Justice/ Cyber Security (210500) Program Summary

Administration of Justice 2023-24 (2020-21)	
Postsecondary Retention & Placement	98.24%
Earned Postsecondary Credential	83.41%
Non-traditional Program Enrollment	52.25%

Employment	86.36%
Total Enrollments	2463
Females Enrolled (55.3%)	1361
Program Completions	184
Annual Openings	1,109
Median Annual Earnings of SWC Graduates (2019-2020)	\$25,558

Construction Inspection

The Construction Inspection program has relatively strong performance among the core indicators of retention & placement (96.6%), and employment (84.6%). With only 22% of females enrolling (a 175% increase over the prior year), there is room to continue to improve (Table 8).

Table 8. 2020-2021 Construction Inspection (095720) Program Summary

Construction Inspection 2023-24 (2020-21)	
Postsecondary Retention & Placement	96.67%
Earned Postsecondary Credential	50%
Non-traditional Program Enrollment	22.58%
Employment	84.62%
Total Enrollments	232
Females Enrolled (22.4%)	52
Program Completions	8
Annual Openings	239
Median Annual Earnings of SWC Graduates (2020-2021)	\$53,402

Web Design

The Web Design programs at SWC have seen declines over the past academic year, particularly, in employment where the program could benefit from Increased partnerships with regional employers to help boost employment rates (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 is often undercounted.

Table 9. 2020-2021 Web Design (061400) Program Summary

Web Design 2023-24 (2020-21)	
Postsecondary Retention & Placement	86.49%
Earned Postsecondary Credential	83.33%
Non-traditional Program Enrollment	NR
Employment	40%
Total Enrollments	64
Females Enrolled (35.9%)	23
Program Completions	14
Annual Openings	1,863
Median Annual Earnings of SWC Graduates (2020-2021)	\$34,176

Automotive Technology

The Automotive Technology program at SWC maintains high rates of retention & placement (96.6%) but declined in completion year-over-year (42%). Additionally, the program should continue to improve and deploy best practices for nontraditional (female) student enrollments (Table 10). 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 are growing in popularity exponentially, where Southern California leads the country in adoptions by more than quadruple numbers. 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.

Table 10. 2020-2021 Automotive Technology (094800) Program Summary

Automotive 2023-24 (2020-21)	
Postsecondary Retention & Placement	96.61%
Earned Postsecondary Credential	42.11%
Non-traditional Program Enrollment	4.76
Employment	91.30%
Total Enrollments	450
Females Enrolled (11.1%)	50
Program Completions	22

Annual Openings	1,431
Median Annual Earnings of SWC Graduates (2020-2021)	\$35,316

Applied Photography

The Applied Photography program is a primary component of the SWC drone technology curriculum. While retention & completion (96.6%) and employment (91.3%) rates are quite high, completions (42%) and non-traditional enrollment (4.76%) need attention (Table 11). Photography is a field where a number of workers operate as freelance or entrepreneurs, likely resulting in artificially lower annual opening statistics.

Table 11. 2020-2021 Applied Photography (101200) Program Summary

Applied Photography 2023-24 (2020-21)	
Postsecondary Retention & Placement	96.61%
Earned Postsecondary Credential	42.11%
Non-traditional Program Enrollment	4.76%
Employment	91.30%
Total Enrollments	241
Females Enrolled (62.7%)	151
Program Completions	9
Annual Openings	528
Median Annual Earnings of SWC Graduates (2020-2021)	\$24,108

Architecture and Architectural Technology

The Architecture Program at SWC has many strengths, including high retention and placement. However, employment is noticeably low, especially when compared to previous years (Table 12). 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 12. 2020-2021 Architecture (020100) Program Summary

Architecture 2023-24 (2020-21)	
Postsecondary Retention & Placement	93.44%

Earned Postsecondary Credential	45%
Non-traditional Program Enrollment	48.53%
Employment	60%
Total Enrollments	567
Females Enrolled (46.4%)	263
Program Completions	11
Annual Openings	3,120
Median Annual Earnings of SWC Graduates (2020-2021)	\$39,268

Culinary Arts

The Culinary Arts program, as shown in the table below, performs relatively well in retention & placement (88%) and non-traditional enrolment (56%) but can use attention in other metrics performance (table 13). Completion rates are low compared to enrollment which is often due to the skillbuilder population taking this coursework.

Table 13. 2020-2021 Culinary Arts (130630) Program Summary

Culinary Arts 2023-24 (2020-21)	
Postsecondary Retention & Placement	88.46%
Earned Postsecondary Credential	62.5%
Non-traditional Program Enrollment	56.14%
Employment	68.18%
Total Enrollments	405
Females Enrolled (66.2%)	268
Program Completions	29
Annual Openings	8,405
Median Annual Earnings of SWC Graduates (2020-2021)	\$28,132

Accounting

Accounting is one of the largest programs at SWC with over 1,659 students enrolled in this major code. It has relatively high retention & placement but experiences lower performance in employment rates (67%) and completion rates (74%) (table 14).

Table 14. 2020-2021 Accounting (050200) Program Summary

Accounting 2023-24 (2020-21)	
Postsecondary Retention & Placement	93.59%
Earned Postsecondary Credential	74.19%
Non-traditional Program Enrollment	33.71%
Employment	67.86%
Total Enrollments	1659
Females Enrolled (51.2%)	849
Program Completions	64
Annual Openings	4,011
Median Annual Earnings of SWC Graduates (2020-2021)	\$36,568

Paralegal

The ABA-approved Paralegal has relatively high retention & placement (96%) and completion (82.6%) but could look for more solutions to drive non-traditional enrollment (24%) (Table 15).

Table 15. 2020-2021 Paralegal (140200) Program Summary

Paralegal 2023-24 (2020-21)	
Postsecondary Retention & Placement	96.77%
Earned Postsecondary Credential	82.61%
Non-traditional Program Enrollment	24.29%
Employment	85%
Total Enrollments	558
Females Enrolled (69.9%)	390
Program Completions	22
Annual Openings	1,919
Median Annual Earnings of SWC Graduates (2020-2021)	\$35,408

Landscape Design

This program has perfect retention & placement (100%) and completion (100%) performance as well as relatively balanced gender participation (47.8%).

Table 16. 2020-2021 Landscape Design (010910) Program Summary

Landscape Design 2023-24 (2020-21)	
Postsecondary Retention & Placement	100%
Earned Postsecondary Credential	100%
Non-traditional Program Enrollment	47.83%
Employment	DR
Total Enrollments	183
Females Enrolled (65%)	119
Program Completions	2
Annual Openings	2,625
Median Annual Earnings of SWC Graduates (2020-2021)	\$46,056

Medical Assisting

In the year 2020-2021, Medical Assisting has maintained high retention & placement (93.8%) but needs to focus on strategies to increase male participation (12.3%) (table 17).

Table 17. 2020-2021 Medical Assisting (120800) Program Summary

Medical Assisting 2023-24 (2020-21)	
Postsecondary Retention & Placement	93.83%
Earned Postsecondary Credential	68%
Non-traditional Program Enrollment	15.22%
Employment	80.77
Total Enrollments	892
Females Enrolled (87.7%)	782
Program Completions	16
Annual Openings	1,500

Median Annual Earnings of SWC Graduates (2020-2021)	\$35,238
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Fire Technology

Fire Technology has shown relatively high and steady retention & placement (91.6%) performance but needs to focus on tactics to attract more non-traditional students, specifically, women (8.5%). Additionally, some attention should be placed on mitigation strategies or interventions to help increase completion rates (66.6%).

Table 18. 2020-2021 Fire Technology (213300) Program Summary

Fire Technology 2023-24 (2020-21)	
Postsecondary Retention & Placement	91.67%
Earned Postsecondary Credential	66.67%
Non-traditional Program Enrollment	4.76%
Employment	75%
Total Enrollments	753
Females Enrolled (8.5%)	64
Program Completions	21
Annual Openings	400
Median Annual Earnings of SWC Graduates (2020-2021)	\$35,864

Action Plan

Action Plan: Program Size, Scope, and Quality to Meet the Needs of All Students

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. Implement SG21 MIS tracking of Work Based Learning opportunities to better understand what activities are taking place, the gaps, and opportunities.
3. Increase the diversity and size of the Industry Advisory Committees.
4. Increase CCAP/dual enrollment footprint in SUHSD. (EVP Aligned)

Element 3:

Progress Towards Implementation of CE Programs of Study



ELEMENT 3:

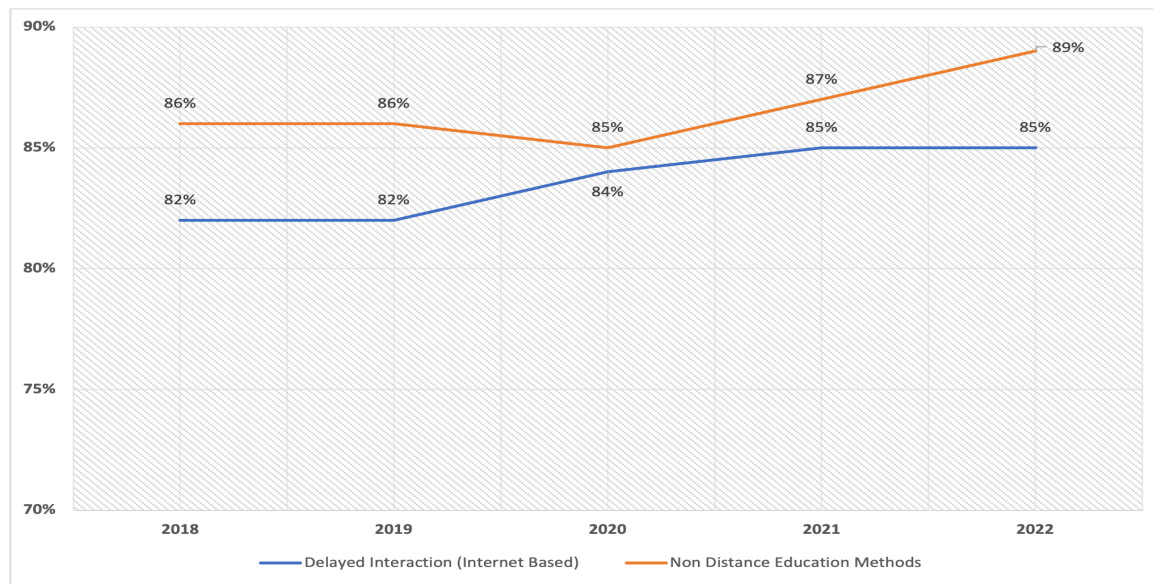
Progress Towards Implementation of CE Programs of Study

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 10). 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.

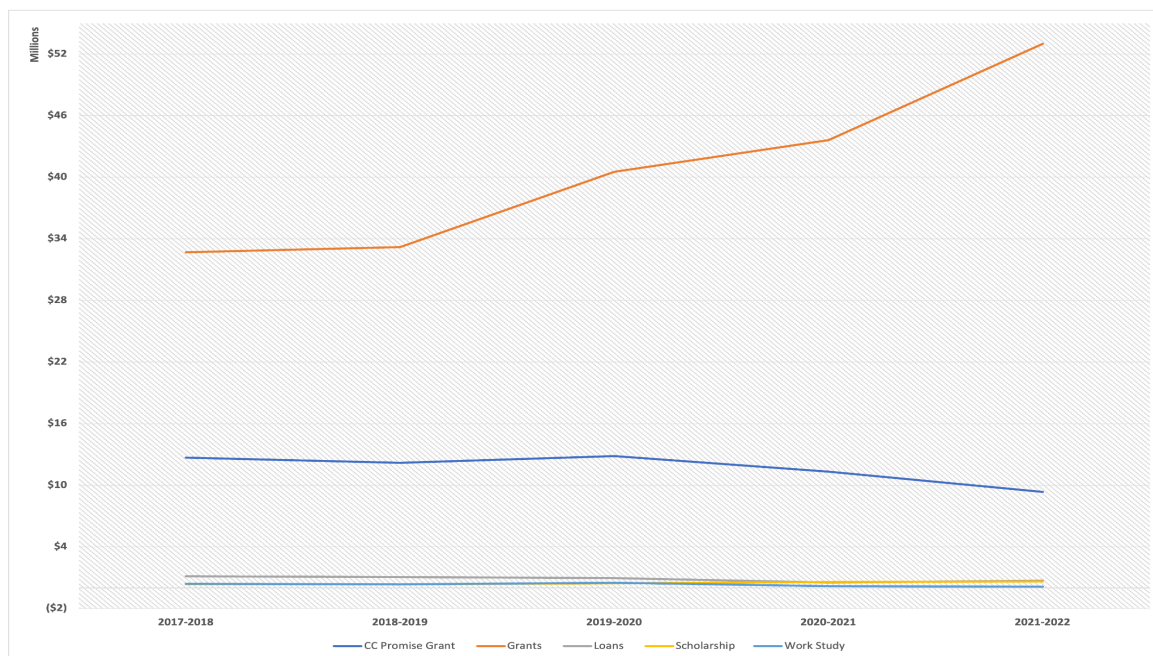
Figure 10. Retention Rates Among In-Person and Internet-Based Courses¹⁷



Financial Aid

More than \$63.7 million in grants, scholarships, and loans were awarded to students in 2021-2022 (Figure 20). The graph below shows the increase in grants and work-study awarded between the 2017-2018 and 2021-2022 academic years, with a continued decrease in work-study since 2019-2020 that could warrant some additional research to understand the significant downward trend.

Figure 11. Financial Aid Awards 2017-2018 to 2020-2021¹⁸



¹⁷ California Community College Chancellor's Office Management Information Systems Data Mart

¹⁸ California Community College Chancellor's Office Management Information Systems 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 came 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. During the first phase, students had 11 fields of study to consider when choosing a major instead of the original 300+ majors that were previously presented. The college 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. After the pilot, the college reduced the number of fields of study to 8 and expanded the pilot to the remaining fields of study. In July of 2023, SWC reorganized its Academic Affairs Division to align schools with the newly formed fields of study. This herculean effort has supported student success and a true institutionalization of Guided Pathways at SWC.

Action Plan

Action Plan: Progress Towards Implementation of CE Programs of Study

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

1. Review 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. Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals.
3. Ensure students have access to the internet; offer students in need internet-capable devices and hot-spots through a technology loan system.
4. Include an improved, differentiated introduction/orientation to campus resources, including financial aid, for all incoming and potential students
5. Continue the implementation and continuous improvement of Jaguar (Guided) Pathways via service integration, staffing, and leveraging resources.

Element 4:

Improving Recruitment, Retention, & CE Professional Training



ELEMENT 4:

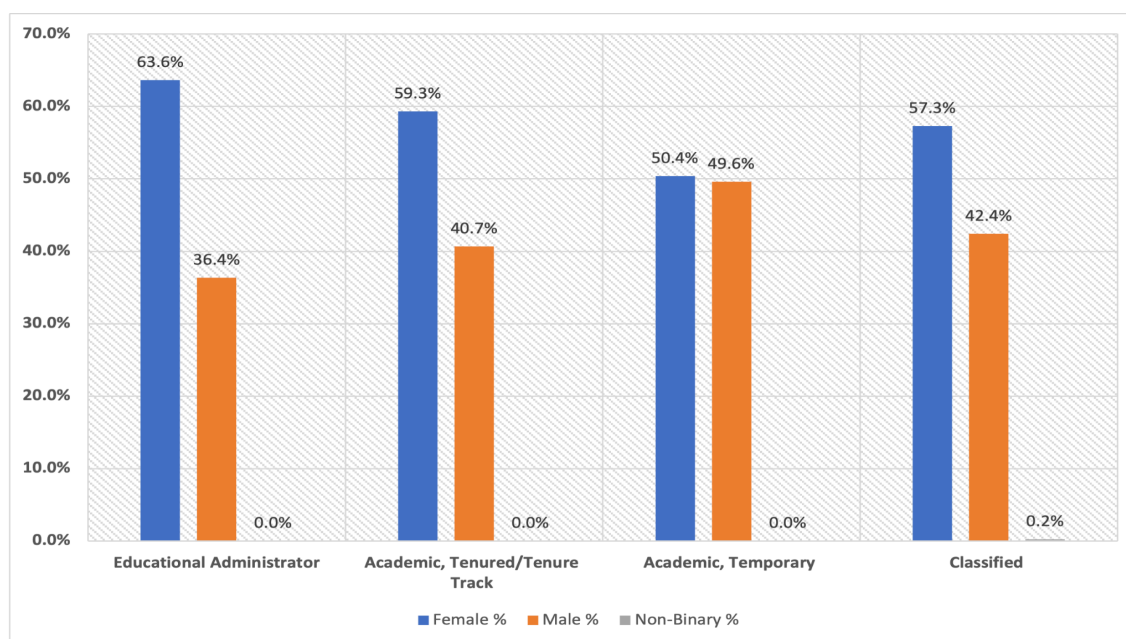
Improving Recruitment, Retention, and CE Professional Training

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 majority of staff (Figure 12). This suggests that the college has been successful in hiring a mix of staff of all sexes, though may benefit from increases in male administrator occupations.

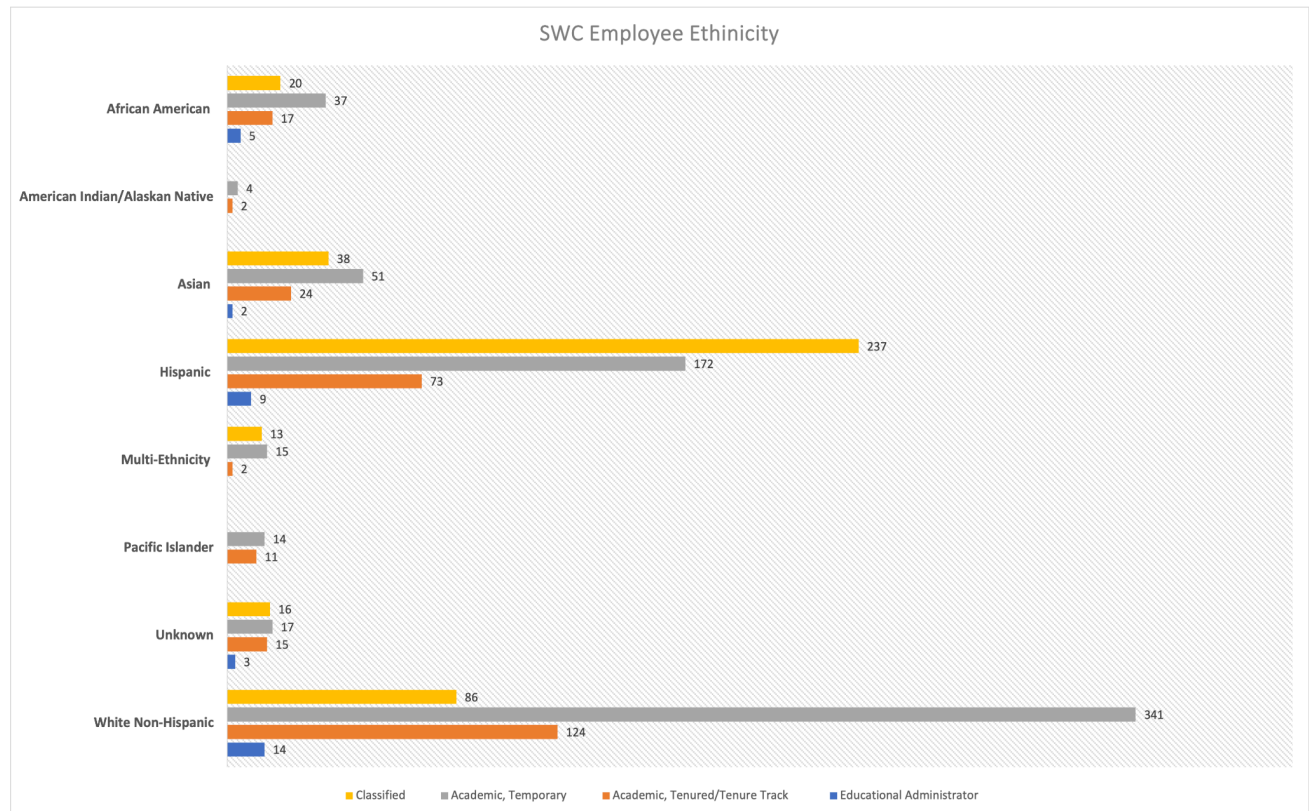
Figure 12. Employee Classification Share by Gender SWC Fall 2022¹⁹



¹⁹ California Community College Chancellor's Office Management Information Systems Data Mart

Over the past few years, SWC has made significant processes in creating a faculty and staff demographic profile that is more representative of the students served (Figure 13). SWC students during the fall of 2022 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 13 Race/Ethnicity of SWC Employees (Fall 2022)²⁰



²⁰ California Community College Chancellor's Office Management Information Systems Data Mart

Action Plan

Action Plan: Improving Recruitment, Retention, and Training of CE Professionals

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.
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 Toward Equal Access to CE Programs For All Students



ELEMENT 5:

Progress Toward Equal Access to CE Programs For All Students

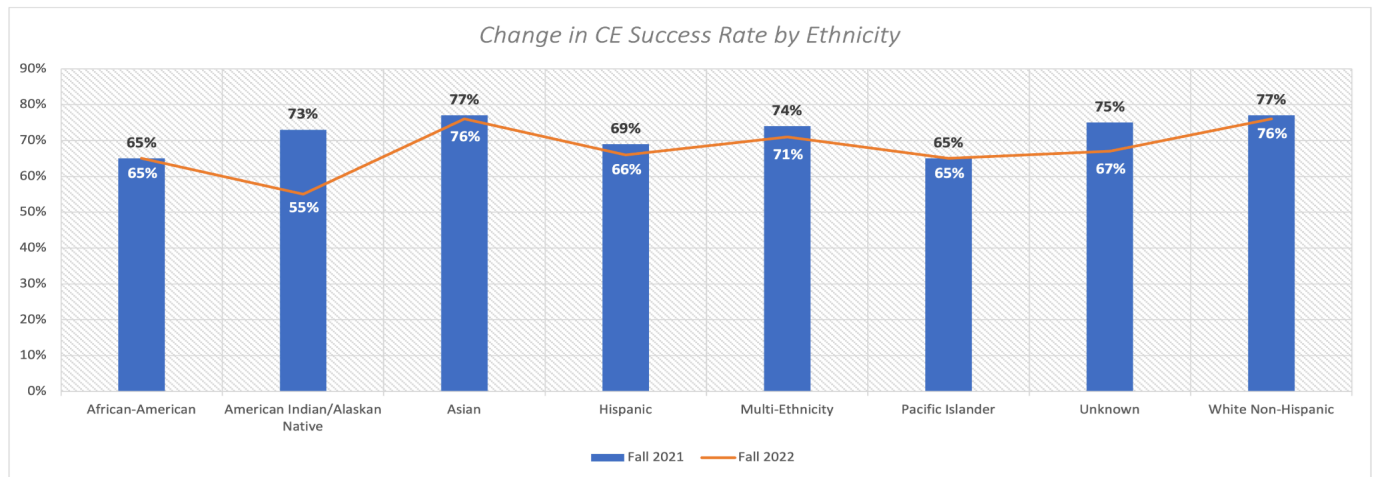
This section evaluates the ability, equity, and opportunities for students from different populations to access programs and services in the SWC study region. Once successes and challenges have been outlined, this section provides the framework for program initiatives and adaptations that can improve 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 14 compares this between Fall 2021 and Fall 2022. Rates of success (completion) have remained largely the same or experienced small declines in nearly all races and ethnicities in the Fall of 2022.

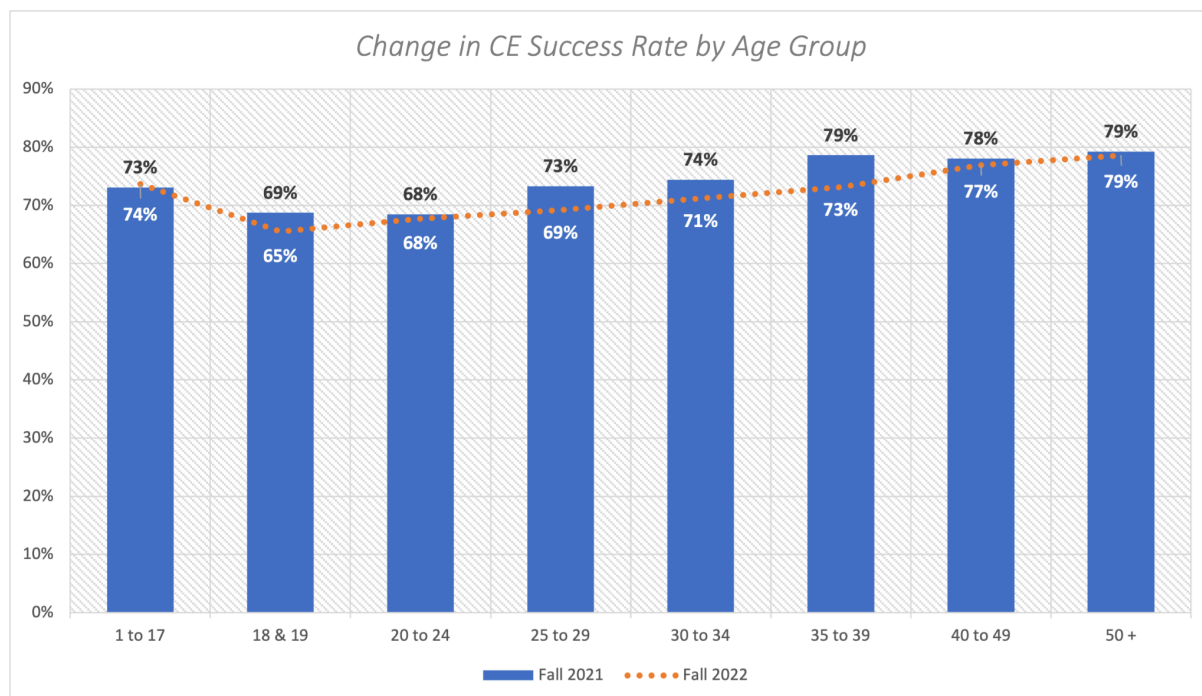
Figure 14 Change in CE Success Rate by Ethnicity Fall 2021-Fall 2022²¹



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 35 and older had an 8.5% greater success rate 8.5% than the average of the three youngest age groups (Figure 15).

Figure 15 Change in CE Success Rate by Age Group Fall 2021-Fall 2022²²



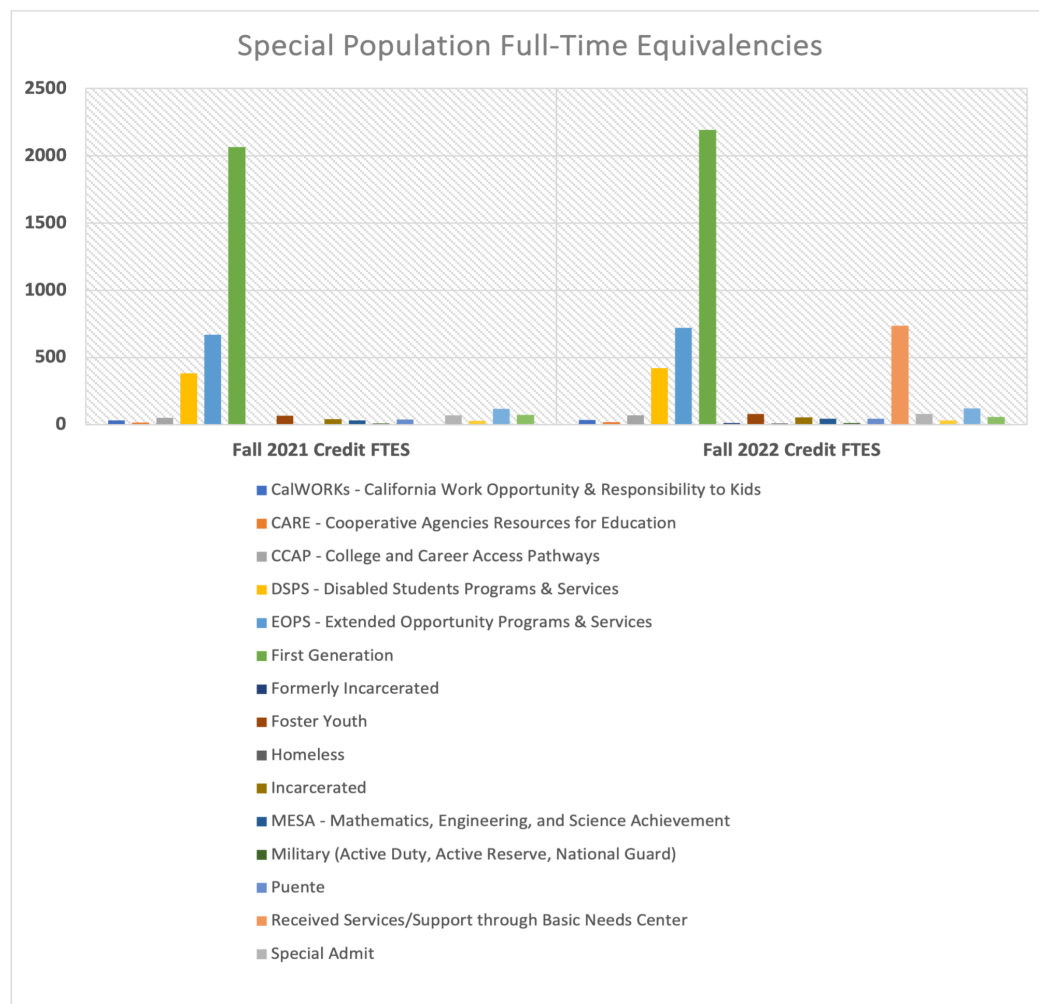
²¹ California Community College Chancellor's Office Management Information Systems Data Mart

²² California Community College Chancellor's Office Management Information Systems Data Mart

Special Population Enrollments

Special population CE enrollments and full-time equivalents have maintained relatively consistent success rates from the fall of 2020 to the fall of 2021 (Figure 16). One notable area would include a noticeable increase in Basic Needs support and services as a result of increased need and funding availability as a result of COVID. 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 17 Special Population Full-Time Equivalencies²³

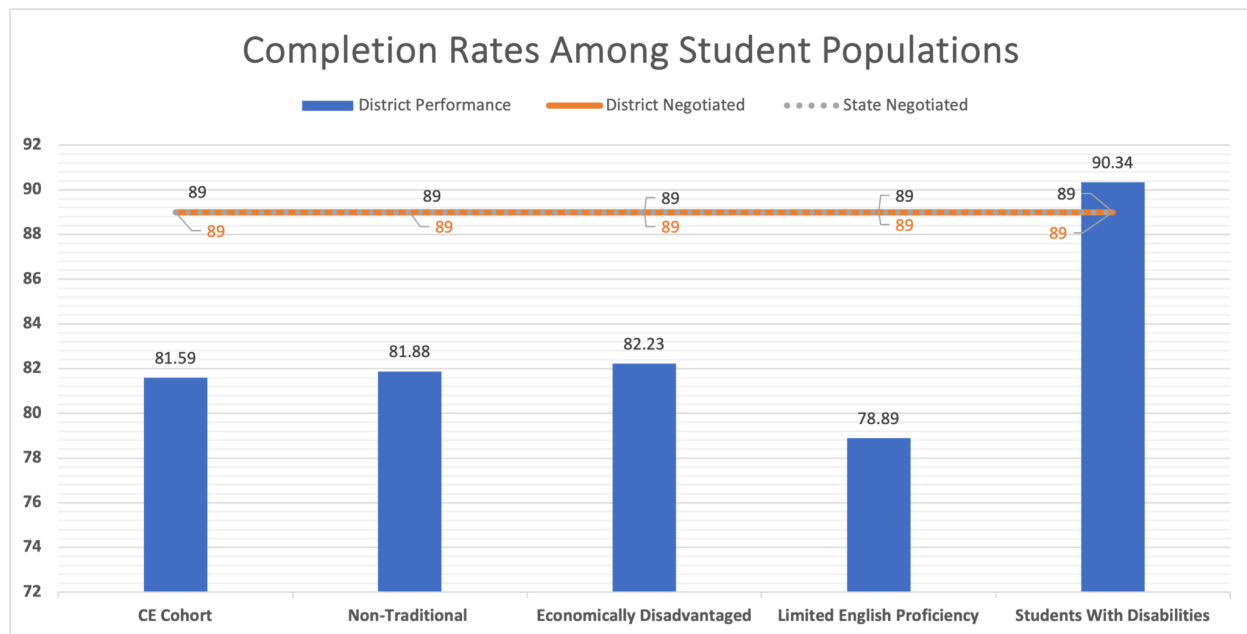


Special Population Completions

Special population completions outperformed the broader CE cohort. During the 2020-2021 academic year, rates of completion (including credentials, certificates, licenses, and degrees) exceeded the negotiated district and state levels (Figure 18).

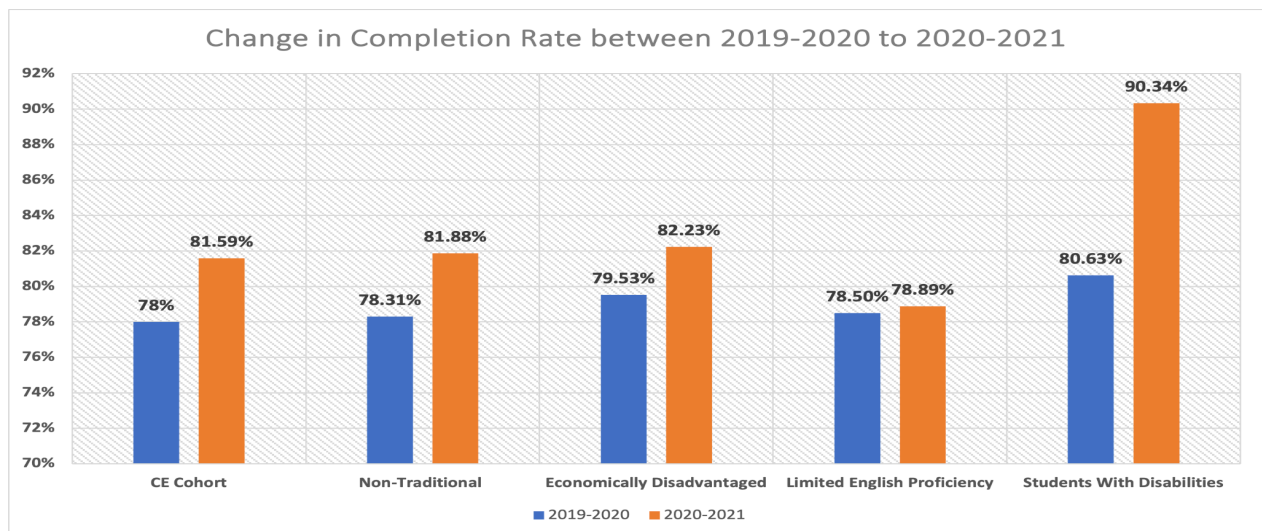
²³ California Community College Chancellor's Office Management Information Systems Data Mart

Figure 18 Completion Rates Among Student Populations 2020-2021²⁴



Notable progress in completion has also been made across student populations between the 2019-2020 and 2020-2021 academic years (Figure 19). The largest increases were experienced by students with Disabilities 80.63% to 90.34% and Non-Traditional students 78.21% to 81.88%.

Figure 19 Change in Completion Rate between 2019-2020 to 2020-2021 Academic Year²⁵

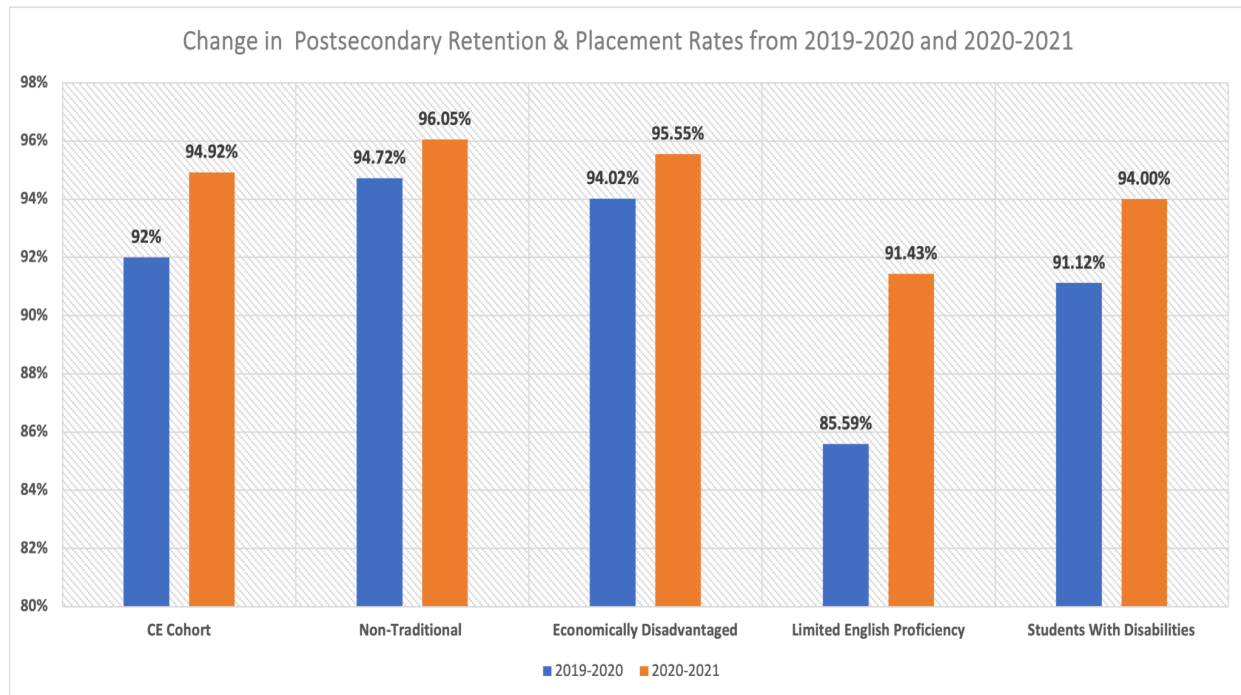


Postsecondary retention and placement rates are also higher across most special populations (Figure 20), comparing the academic year 2019-2020 and 2020-2021. All special population rates experienced an increase in the following academic year.

²⁴ California Community College Chancellor's Office Career Technical (CTE) (Perkins V)

²⁵ California Community College Chancellor's Office Career Technical (CTE) (Perkins V)

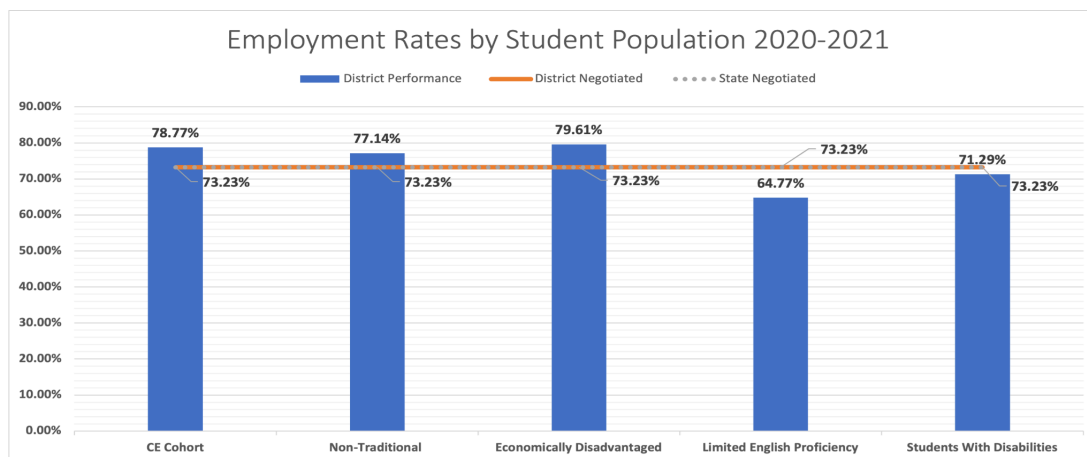
Figure 20 Change in Postsecondary Retention & Placement Rates from 2019 - 2020 and 2020 - 2021²⁶



Special Population Employment

With the exception of students with disabilities and limited English proficiency students, all other student populations exceeded the negotiated district level and three populations (broader CE cohort, non-traditional, and economically disadvantaged) exceeded the state levels (Figure 21). Stakeholders revealed that increased job preparation, such as coaching in resume writing and interviewing, may help students succeed in securing gainful employment.

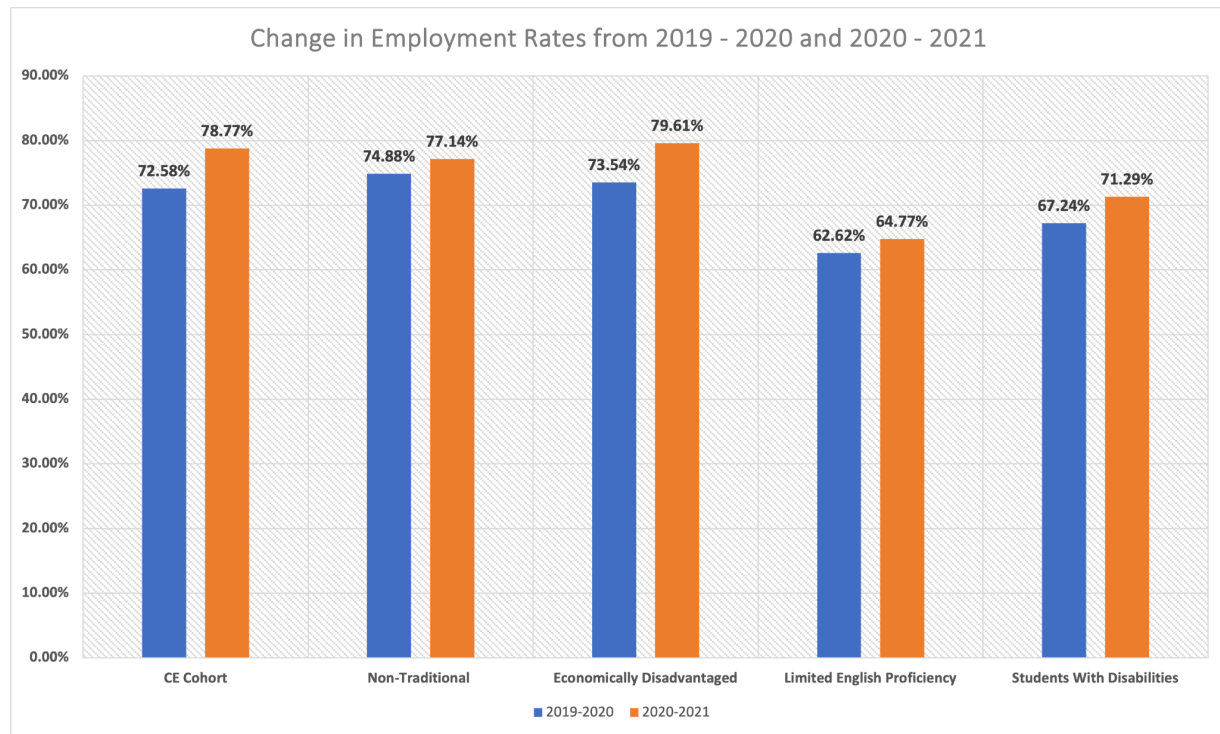
Figure 21 Employment Rates by Student Population 2020-2021 Academic year²⁷



²⁶ California Community College Chancellor's Office Career Technical Education (CTE) (Perkins V)

²⁷ California Community College Chancellor's Office Career Technical Education(CTE) (Perkins V)

Figure 22 Change in Employment Rates from 2019 - 2020 and 2020 - 2021²⁸



²⁸ California Community College Chancellor's Office Career Technical Education (CTE) (Perkins V)

Action Plan

Action Plan: Progress Towards Equal Access to CE Programs for All Students

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. Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals.
3. Make awareness campaigns part of the onboarding process for students.
4. Increase credit for prior learning (CPL) offerings. (EVP Aligned)
5. Initiate recommendation/reference programs or initiatives that promote peer-to-peer communication.
6. Continue to improve the completion rates of special populations, including economically disadvantaged and limited English proficiency students.
7. Increase ESL support and outreach programs. A mentor or peer-to-peer type program may have some success and will foster community and completion.
8. Investigate new or supplement existing programs that help students with limited English proficiency and disabilities find gainful employment upon completion.
9. 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.
10. Work closely with employers to develop "transformative employment opportunities" and diversify workers and students in high-demand, high-wage CE/CTE occupations and programs
11. Encourage coursework that promotes written and verbal communication and presentation of ideas.

Element 6:

Alignment to Labor Market Information (LMI)



ELEMENT 6:

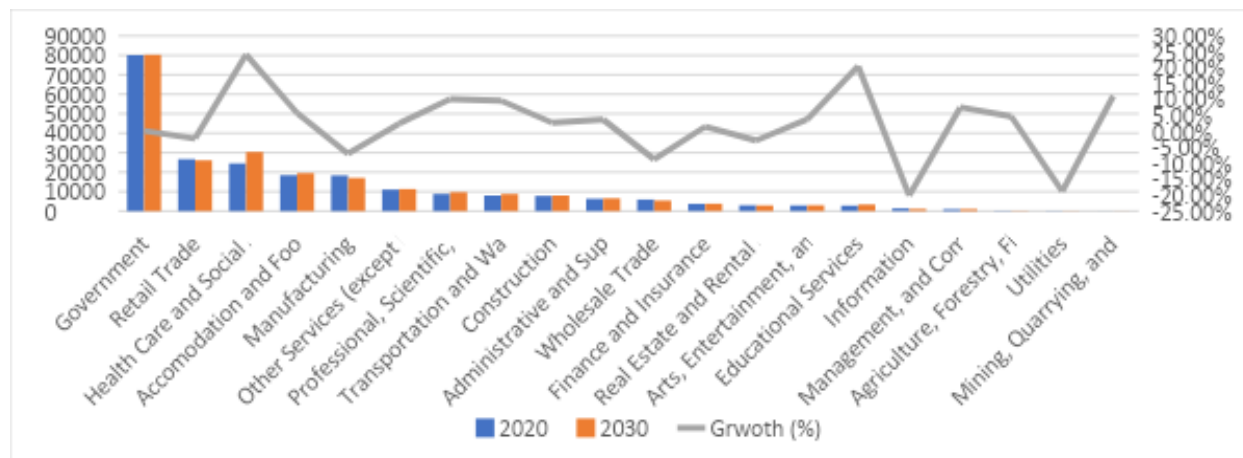
Alignment to Labor Market Information (LMI)

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 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 to better prepare SWC for the regional labor market.

General Industry Cluster Analysis

The graph below provides a projected increase in 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 23 shows that of the industries identified, healthcare has the fastest projected growth in the next 10 years.

Figure 23 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

Perkins Qualifying Occupations

Perkins Qualifying Occupations in the San Diego & Imperial region. To qualify for Perkins, occupations must meet a minimum of two of three criteria: **high-wage, in-demand, and high-skill.**

*Occupations are considered high-wage if they meet or exceed the median wage of **\$28.75** per hour. Note: This figure was provided by the San Diego Center of Excellence and is slightly less than the MIT Living Wage calculation mentioned previously in the analysis.*

Table 20 highlights the qualifying occupations in the Region. Programs are organized by SOC Code (Federal classifications of occupations). The data was provided by the California Community Colleges Centers of Excellence's new Perkins Qualifying Occupations (SDI Region) data tool. For the 2024-25 Perkins academic year, Southwestern College is focusing on its automotive program, which meets the aforementioned qualifying criteria and was selected utilizing the college's application peer review process. Additionally, funds are being leveraged to conduct an updated TopCode - SOC code alignment project during the 2024-25 academic year to facilitate future planning around qualifying occupations and programs.

Table 20 San Diego - Imperial Regional Demand and Earnings by Program²⁹

SOC	Occupation	High Wage	Median Hourly Wage	In-demand	Avg. Annual Openings
11-1021	General and Operations Managers	Yes	\$53.33	Yes	2,594
11-2021	Marketing Managers	Yes	\$74.64	Yes	459
11-2022	Sales Managers	Yes	\$59.45	Yes	749
11-3012	Administrative Services Managers	Yes	\$45.03	Yes	301
11-3013	Facilities Managers	Yes	\$48.76	Yes	199
11-3021	Computer and Information Systems Managers	Yes	\$81.94	Yes	690
11-3031	Financial Managers	Yes	\$74.25	Yes	820
11-3051	Industrial Production Managers	Yes	\$60.27	Yes	204
11-3061	Purchasing Managers	Yes	\$67.82	Yes	95
11-3071	Transportation, Storage, and Distribution Managers	Yes	\$46.86	Yes	238
11-3121	Human Resources Managers	Yes	\$71.46	Yes	269
11-3131	Training and Development Managers	Yes	\$61.61	Yes	85
11-9021	Construction Managers	Yes	\$43.73	Yes	583
11-9032	Education Administrators, Kindergarten through Secondary	Yes	\$62.43	Yes	173
11-9033	Education Administrators, Postsecondary	Yes	\$49.75	Yes	215
11-9039	Education Administrators, All Other	Yes	\$47.39	Yes	103
11-9041	Architectural and Engineering Managers	Yes	\$81.98	Yes	323
11-9072	Entertainment and Recreation Managers, Except for Gambling	Yes	\$29.49	Yes	92

²⁹ Centers of Excellence 2024;

<https://lookerstudio.google.com/u/0/reporting/1e96711d-e20d-4042-8799-144ae0c9dc53/page/gBLID>

11-9111	Medical and Health Services Managers	Yes	\$60.08	Yes	656
11-9121	Natural Sciences Managers	Yes	\$87.20	Yes	283
11-9141	Property, Real Estate, and Community Association Managers	Yes	\$29.31	Yes	546
11-9151	Social and Community Service Managers	Yes	\$34.49	Yes	282
11-9199	Managers, All Other	Yes	\$58.74	Yes	1,490
13-1028	Buyers and Purchasing Agents	Yes	\$36.52	Yes	521
13-1031	Claims Adjusters, Examiners, and Investigators	Yes	\$37.14	Yes	199
13-1041	Compliance Officers	Yes	\$41.94	Yes	619
13-1051	Cost Estimators	Yes	\$38.45	Yes	286
13-1071	Human Resources Specialists	Yes	\$36.39	Yes	1,078
13-1081	Logisticians	Yes	\$41.70	Yes	464
13-1082	Project Management Specialists	Yes	\$49.25	Yes	948
13-1111	Management Analysts	Yes	\$45.37	Yes	1,159
13-1131	Fundraisers	Yes	\$29.55	Yes	101
13-1141	Compensation, Benefits, and Job Analysis Specialists	Yes	\$37.88	Yes	81
13-1151	Training and Development Specialists	Yes	\$34.58	Yes	427
13-1161	Market Research Analysts and Marketing Specialists	Yes	\$34.89	Yes	1,030
13-1199	Business Operations Specialists, All Other	Yes	\$33.49	Yes	2,184
13-2011	Accountants and Auditors	Yes	\$39.10	Yes	1,368
13-2051	Financial and Investment Analysts	Yes	\$46.95	Yes	233
13-2052	Personal Financial Advisors	Yes	\$46.52	Yes	313
13-2099	Financial Specialists, All Other	Yes	\$36.96	Yes	163

15-1211	Computer Systems Analysts	Yes	\$51.53	Yes	443
15-1212	Information Security Analysts	Yes	\$54.90	Yes	158
15-1221	Computer and Information Research Scientists	Yes	\$66.42	Yes	100
15-1231	Computer Network Support Specialists	Yes	\$34.24	Yes	135
15-1232	Computer User Support Specialists	Yes	\$30.32	Yes	542
15-1241	Computer Network Architects	Yes	\$60.03	Yes	108
15-1244	Network and Computer Systems Administrators	Yes	\$49.40	Yes	274
15-1252	Software Developers	Yes	\$66.04	Yes	1,679
15-1253	Software Quality Assurance Analysts and Testers	Yes	\$50.51	Yes	240
15-1254	Web Developers	Yes	\$37.91	Yes	100
15-1255	Web and Digital Interface Designers	Yes	\$41.55	Yes	140
15-1299	Computer Occupations, All Other	Yes	\$50.24	Yes	722
15-2031	Operations Research Analysts	Yes	\$40.66	Yes	103
15-2051	Data Scientists	Yes	\$58.91	Yes	220
17-1011	Architects, Except Landscape and Naval	Yes	\$44.22	Yes	141
17-2011	Aerospace Engineers	Yes	\$55.90	Yes	130
17-2051	Civil Engineers	Yes	\$47.85	Yes	426
17-2061	Computer Hardware Engineers	Yes	\$80.48	Yes	314
17-2071	Electrical Engineers	Yes	\$58.85	Yes	222
17-2072	Electronics Engineers, Except Computer	Yes	\$64.39	Yes	194
17-2112	Industrial Engineers	Yes	\$48.85	Yes	237
17-2141	Mechanical Engineers	Yes	\$45.82	Yes	356

17-2199	Engineers, All Other	Yes	\$51.12	Yes	312
17-3011	Architectural and Civil Drafters	Yes	\$30.44	Yes	134
17-3022	Civil Engineering Technologists and Technicians	Yes	\$35.29	Yes	102
17-3023	Electrical and Electronic Engineering Technologists and Technicians	Yes	\$31.37	Yes	362
17-3029	Engineering Technologists and Technicians, Except Drafters, All Other	Yes	\$37.83	Yes	235
19-1021	Biochemists and Biophysicists	Yes	\$51.86	Yes	193
19-1029	Biological Scientists, All Other	Yes	\$48.80	Yes	355
19-1042	Medical Scientists, Except Epidemiologists	Yes	\$52.94	Yes	263
19-2031	Chemists	Yes	\$42.60	Yes	160
19-2041	Environmental Scientists and Specialists, Including Health	Yes	\$40.68	Yes	117
19-3039	Psychologists, All Other	Yes	\$50.47	Yes	116
19-4061	Social Science Research Assistants	Yes	\$30.70	Yes	223
19-4099	Life, Physical, and Social Science Technicians, All Other	Yes	\$29.17	Yes	244
19-5011	Occupational Health and Safety Specialists	Yes	\$43.61	Yes	157
21-1012	Educational, Guidance, and Career Counselors and Advisors	Yes	\$31.44	Yes	331
21-1021	Child, Family, and School Social Workers	Yes	\$29.69	Yes	371
21-1022	Healthcare Social Workers	Yes	\$37.30	Yes	160
21-1023	Mental Health and Substance Abuse Social Workers	Yes	\$29.92	Yes	137
21-1029	Social Workers, All Other	Yes	\$30.40	Yes	94
21-1092	Probation Officers and Correctional Treatment Specialists	Yes	\$38.18	Yes	107

23-1011	Lawyers	Yes	\$74.57	Yes	655
23-2011	Paralegals and Legal Assistants	Yes	\$31.17	Yes	554
23-2099	Legal Support Workers, All Other	Yes	\$28.98	Yes	92
25-1099	Postsecondary Teachers	Yes	\$47.41	Yes	2,314
25-2021	Elementary School Teachers, Except Special Education	Yes	\$38.21	Yes	1,125
25-2022	Middle School Teachers, Except Special and Career/Technical Education	Yes	\$37.92	Yes	198
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	Yes	\$46.73	Yes	623
25-2052	Special Education Teachers, Kindergarten and Elementary School	Yes	\$39.50	Yes	123
25-2058	Special Education Teachers, Secondary School	Yes	\$48.12	Yes	107
25-3099	Teachers and Instructors, All Other	Yes	\$36.48	Yes	387
25-4022	Librarians and Media Collections Specialists	Yes	\$37.64	Yes	113
25-9031	Instructional Coordinators	Yes	\$38.40	Yes	215
27-1011	Art Directors	Yes	\$38.99	Yes	119
27-1024	Graphic Designers	Yes	\$29.15	Yes	324
27-1025	Interior Designers	Yes	\$31.22	Yes	147
27-2011	Actors	Yes	\$30.47	Yes	102
27-3031	Public Relations Specialists	Yes	\$33.21	Yes	253
27-3043	Writers and Authors	Yes	\$30.52	Yes	190
27-3091	Interpreters and Translators	Yes	\$30.45	Yes	140
29-1021	Dentists, General	Yes	\$66.91	Yes	88
29-1051	Pharmacists	Yes	\$74.38	Yes	150

29-1071	Physician Assistants	Yes	\$63.09	Yes	166
29-1122	Occupational Therapists	Yes	\$48.75	Yes	142
29-1123	Physical Therapists	Yes	\$50.46	Yes	224
29-1126	Respiratory Therapists	Yes	\$46.06	Yes	91
29-1127	Speech-Language Pathologists	Yes	\$49.22	Yes	171
29-1129	Therapists, All Other	Yes	\$34.88	Yes	81
29-1141	Registered Nurses	Yes	\$56.39	Yes	2,263
29-1171	Nurse Practitioners	Yes	\$75.38	Yes	268
29-1229	Physicians, All Other	Yes	\$124.97	Yes	137
29-1292	Dental Hygienists	Yes	\$50.70	Yes	194
29-2034	Radiologic Technologists and Technicians	Yes	\$46.61	Yes	119
29-2061	Licensed Practical and Licensed Vocational Nurses	Yes	\$30.95	Yes	713
31-2021	Physical Therapist Assistants	Yes	\$39.39	Yes	211
31-9093	Medical Equipment Preparers	Yes	\$29.63	Yes	88
33-1012	First-Line Supervisors of Police and Detectives	Yes	\$74.75	Yes	84
33-2011	Firefighters	Yes	\$30.32	Yes	343
33-3012	Correctional Officers and Jailers	Yes	\$40.91	Yes	348
33-3021	Detectives and Criminal Investigators	Yes	\$51.71	Yes	323
33-3051	Police and Sheriff's Patrol Officers	Yes	\$48.10	Yes	727
41-3021	Insurance Sales Agents	Yes	\$29.67	Yes	631
41-3031	Securities, Commodities, and Financial Services Sales Agents	Yes	\$30.22	Yes	461
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	Yes	\$31.45	Yes	1,166

41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	Yes	\$51.90	Yes	337
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	Yes	\$29.69	Yes	1,022
41-9021	Real Estate Brokers	Yes	\$47.30	Yes	217
43-1011	First-Line Supervisors of Office and Administrative Support Workers	Yes	\$30.24	Yes	1,516
43-5031	Public Safety Telecommunicators	Yes	\$30.39	Yes	87
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	Yes	\$40.12	Yes	756
47-2073	Operating Engineers and Other Construction Equipment Operators	Yes	\$37.29	Yes	324
47-2081	Drywall and Ceiling Tile Installers	Yes	\$29.55	Yes	293
47-2111	Electricians	Yes	\$29.51	Yes	1,129
47-2121	Glaziers	Yes	\$29.70	Yes	88
47-2152	Plumbers, Pipefitters, and Steamfitters	Yes	\$29.79	Yes	551
47-2211	Sheet Metal Workers	Yes	\$33.25	Yes	201
47-2221	Structural Iron and Steel Workers	Yes	\$34.06	Yes	127
47-4011	Construction and Building Inspectors	Yes	\$37.20	Yes	189
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	Yes	\$37.05	Yes	496
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	Yes	\$35.00	Yes	85
49-3021	Automotive Body and Related Repairers	Yes	\$29.05	Yes	130
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	Yes	\$29.43	Yes	212
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	Yes	\$30.88	Yes	124

49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Yes	\$29.34	Yes	521
49-9041	Industrial Machinery Mechanics	Yes	\$29.28	Yes	227
51-1011	First-Line Supervisors of Production and Operating Workers	Yes	\$32.37	Yes	509

Action Plan

Action Plan: Alignment to Labor Market Information (LMI)

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 align with 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.

Appendix A: Summary of Stakeholder Interviews for the 2024 CLNA



MEMORANDUM

To: Jonathan Kropp
From: BW Research Partnership, Inc.
Date: May 27, 2024
Re: Summary of Stakeholder Interviews for the 2024 CLNA

INTRODUCTION

This memo summarizes key findings from the regional stakeholder interviews conducted for Southwestern College (SWC) to develop its 2024 Perkins Comprehensive Local Needs Assessment (CLNA), which is a biannual requirement for Perkins V funding. These key findings are based on the input from key stakeholders and highlight issues and ideas that may warrant further discussion in the workforce and economic development strategic plan. The key findings should provide additional context for the workforce and economic development planning in the CLNA.

Thus, this summary represents input from key stakeholders as they were engaged in the CLNA process, including educators, employers, and key community-based organizations (CBOs) in SWC's community. These executive interviews represented a robust approach to developing SWC's CLNA by gathering input from community stakeholders that represented industry, education, and the non-profit community.

PLEASE NOTE – The results of the current student survey can be incorporated into BW's analysis once the survey closes and the associated data has been cleaned, processed, and analyzed. The associated recommendations can be incorporated into a revised version of the 2024 CLNA, based on a timeline to be determined following further discussion with SWC.

METHODOLOGY

BW Research interviewed 20 key regional stakeholders via Zoom and phone, including:

- CTE program representatives from secondary schools, including teachers, administrators, counselors, and teachers on special assignment (4 staff from Sweetwater Union High School District, interviewed concurrently)
- CTE program representatives from postsecondary schools, including faculty, administrators, counselors, and staff (2 SWC faculty)
- Economic and workforce development partners (1 from the South County Career Center, 1 from the South County EDC, 1 from the SBDC, and 2 from the City of Chula Vista)





MEMORANDUM

- Local business employers (1 from Healthcare, 1 from Hospitality, 1 from Automotive, and 2 from the Building Trades)
- Representatives of CBOs serving at-risk, homeless, and out-of-school youth (1 from the MAAC Project, and 2 from Goodwill)
- Chamber of Commerce members (1 from the Otay Mesa Chamber of Commerce)

KEY FINDINGS

REGIONAL CHALLENGES

Local Job Quality

Stakeholders across the board identified the lack of available high-quality jobs in the South San Diego County region as the primary challenge facing South San Diego County's workforce. The lack of higher-wage jobs forces residents to commute outside county boundaries for work. Furthermore, while the cost of living in South San Diego County is low relative to the rest of San Diego County, it is higher than some other areas of California, and some residents have left the region for more affordable areas.

Training and Outreach to Underserved & Under-skilled Communities

Furthermore, there is a significant cross-border workforce, as well as a significant Hispanic population within South San Diego County. This population requires additional training in both technology skills and ESL skills, as well as enhanced access to adult continuing education opportunities. Stakeholders would welcome collaborative programs that provide training on both sides of the border for students who must commute regularly between the U.S. and Mexico. Stakeholders also suggest that SWC consider outreach programs within communities (such as at K-12 schools and community centers) to promote awareness of SWC's offerings to a wider base of potential students, and to invite local employers to the campus as guest speakers to foster relationships between current students and potential employers.

Support Services

Wraparound services are needed to ensure that members of disadvantaged populations can access educational opportunities. Furthermore, additional supports are needed to support older adults re-entering the workforce, as they often face age discrimination and may have significant skills gaps.





MEMORANDUM

REGIONAL OPPORTUNITIES

Evolving Industry Clusters & Emerging Technologies

South San Diego County has served as a strong base for cross-border transportation, warehousing, and logistics activity, and this industry is expected to continue to grow, particularly with the new border crossing. However, these jobs are not well-paid, and stakeholders emphasize the importance of promoting higher-growth industries in the South San Diego County region to increase job quality. AI (Artificial Intelligence) is perceived as having the potential to drive job growth in various industries.

Stakeholders agree that biotech and life sciences jobs offer higher wages, but there is no consensus regarding the viability of attracting more of these types of jobs into the area since these types of jobs have historically been concentrated further north. Accelerated manufacturing activities in Tijuana may drive regional growth if international relations can be fostered.

Internships and Learning Opportunities in Construction & Design

Some stakeholders identified construction jobs, particularly unionized jobs, as an area of opportunity for the South San Diego County region since these jobs are higher paid. Internships are perceived as a highly valuable resource since they allow students to “earn and learn.” Internship programs could also help address a local shortage of sufficiently qualified workers in building inspection, public works, development services, permitting, engineering, planning and architecture.

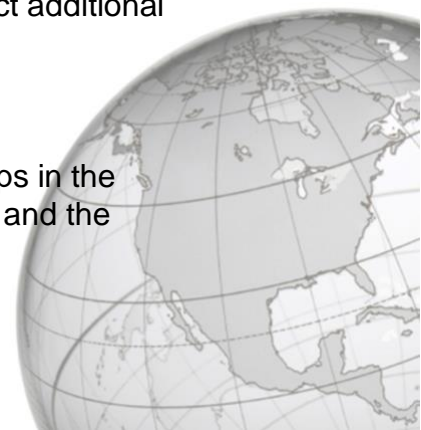
Bayfront Development Opportunities

The hotel property and the bayfront development are universally considered to provide the most concrete prospects for regional job growth over the short term, spurring employment in both construction and professional service jobs. Stakeholders believe that a hospitality management program would be helpful in preparing students for jobs at the new property. Other skills that will be valuable will include computer skills, selling skills, event planning, and culinary skills, with culinary skills expected to be in particularly high demand. Most of the hospitality jobs will not require a degree.

It is also anticipated that the hotel and bayfront developments may attract additional retail activity (and associated jobs) to the surrounding areas.

Healthcare Workforce Opportunities & Challenges

Several stakeholders also expressed concerns regarding anticipated gaps in the healthcare workforce that will emerge due to the aging of the population and the





MEMORANDUM

departure of numerous medical professionals from the healthcare industry due to stresses caused by the COVID-19 pandemic. Stakeholders have emphasized the importance of ensuring that these gaps will be filled over the next several years. Healthcare industry stakeholders believe that it would be helpful if SWC could help to build onramps for people to become case managers for those who require access to home healthcare services, such as seniors.

However, lack of affordable childcare is perceived as a significant barrier to developing the healthcare workforce, since many healthcare workers are working mothers. Wraparound supports are critical to ensure that women can access educational and occupational opportunities in healthcare.

SWC'S PERCEIVED STRENGTHS

Stakeholders were most impressed by SWC's willingness to explore new opportunities to expand opportunities for its student population. There are currently no public four-year universities that operate campuses in the South San Diego County region, making it difficult for SWC graduates to transition to four-year degree programs.

Thus, SWC has spearheaded the University Now Initiative (UNI), a collaboration of local governments, regional governments, and employers to attract a four-year university to SWC's campus. Arizona State University and Point Loma Nazarene University currently offer courses on SWC's campus. PLNU also cuts tuition in half for students who choose to take courses at SWC rather than at their home campus in Point Loma, making the program more affordable. SWC has also met with representatives of CSUSM and UCSD to discuss the potential of offering some of their programs at SWC.

Stakeholders believe that SWC offers high-quality, industry-aligned programs in the nursing, firefighting, culinary arts, and automotive industries. SWC has made a \$3 million investment in equipment to train the mechanics of the future on electric vehicles and alternative fuel vehicles, such as hydrogen-fueled vehicles, and is actively recruiting students from across the country to participate in its automotive program.

In addition, SWC is also about to complete a \$30 million investment in its South Bay Botanic Garden for its horticulture and landscaping programs. SWC has also invested in a state-of-the-art teaching facility for its culinary arts program.

Furthermore, SWC created a new cybersecurity program in 2023 within its business school that now has full-time instructors and adjunct faculty. SWC's business school also now has over 1,500 general business students planning to transfer to four-year universities to complete bachelor's degrees in various fields of business.





MEMORANDUM

SWC'S PERCEIVED WEAKNESSES

Stakeholders across various groups indicated that bureaucracy/long approval processes have led to significant challenges in developing curricula that will address local employers' needs in a timely fashion. In addition, stakeholders have noted difficulties associated with maintaining appropriate staffing levels and starting new programs given budget constraints and the "state funding rollercoaster."

SWC'S GOALS AND OPPORTUNITIES

SWC plans to apply for a bachelor's degree program in architecture with no four-year university partner.

SWC also currently offers a pilot program involving competency-based education (CBE), where students can demonstrate competency or knowledge of a certain discipline through a direct assessment program. For example, SWC's automotive program allows students to earn certification by demonstrating that they can repair brakes instead of having to sit in a classroom for two years taking classes and written exams to demonstrate competency. SWC is considering offering similar CBE programs in culinary arts and nursing.

REGIONAL SKILLS GAPS

Stakeholders across various groups emphasized the importance of developing programs to address perceived soft skills gaps in the current workforce, including oral and written communication, basic grammar, time management, project management, and basic office etiquette. In addition, stakeholders emphasized the importance of incorporating entrepreneurship skills into existing pathways to promote the growth of new businesses in South San Diego County.

K-12 CTE PERSPECTIVES

K-12 CTE program representatives shared two primary recommendations:

- (1) SWC should consider focusing more heavily on career-focused skills training rather than college preparation for students seeking to transfer to a university for a four-year degree since not all students want or need a four-year degree.
- (2) SWC should streamline its articulation process. The current requirements for instructors for dual enrollment courses and articulation are perceived as onerous, across the board. While there is clearly a need for articulated pathways, K-12 CTE providers have struggled to identify either the courses or the faculty that will be able to work with its





MEMORANDUM

teachers for all 11 industry sectors with an articulated pathway to CCAP courses. However, discussions are underway to streamline the articulation process.

- (3) In 2024/2025, a data share agreement should be implemented that will streamline and facilitate the articulation process.

LOCAL BUSINESS EMPLOYER PERSPECTIVES

Local business owners cited innovative programs currently under consideration or in development in partnership with SWC.

HEALTHCARE

The healthcare employer interviewed is partnering with SWC to develop a medical assistant program that will allow six of its staff (patient access/call center representatives) to enroll in a program that will allow them to become certified medical assistants, awarding them with credits that could be counted toward a four-year degree if they choose to pursue one after completion. The employer would use grant funding to contribute to the cost of tuition and would provide case management services and a safety net to ensure that participants would be able to navigate going to school and working at the same time, while managing their other needs.

AUTOMOTIVE

According to the automotive employer interviewed, there is a severe shortage of automotive technicians statewide. According to a 2023 study conducted by the California New Car Dealers Association (CNCDA), on average, California new car dealers were experiencing a severe shortage of automotive technicians in 2023, needing an average of four additional techs per dealership. No certifications are required for this position, and the average wage for an entry-level tech starts at \$43,000, but mid-level technicians earn \$73,000 annually on average, and expert technicians earn \$140,000 on average. As of 2023, the CNCDA estimated that there were nearly 5,800 unfilled automotive technician positions at California new car dealers. Unlike many other entry-level careers, 82 percent of California's new car dealers offer mentorship programs, and more than 50 percent fund additional training for their technician employees, which allows most technicians to progress from entry-level jobs into salaried positions within 1-2 years of initial hiring.¹

¹ A local dealer survey was also administered in San Diego in 2023, but results from the survey have not yet been reported.





MEMORANDUM

Within San Diego, there are 120 new car dealers representing a significant market opportunity for automotive technician jobs. Within San Diego, many technicians have aged out of the workforce, and fewer replacements are available than needed to sustain the labor force. Thus, the goal is to establish relationships with local schools to develop pipelines. The CNCDA recently organized an event aiming to spark interest in automotive careers amongst high school students, and SWC was one of the colleges that participated in the event. In addition, SWC has joined a consortium whose aim is to help address the shortage of automotive technicians, helping to fill a crucial local skills gap.

However, one challenge that SWC faces is a misperception of the types of skills needed for the automotive jobs of the future amongst high school students. Many currently believe that such jobs primarily entail mechanical work on internal combustion engines, but a transition to hybrids and electric vehicles is underway, and the types of skills that will be needed to service these types of vehicles will be more closely aligned with STEM than in the past, but unlike other STEM jobs, will not require advanced math degrees. Thus, it will be important for SWC to communicate the changing skills sets associated with automotive jobs to high school counselors, faculty, and students, to help develop a strong pipeline to these types of jobs.

SKILLED TRADES

SWC offers a relatively new construction apprenticeship readiness program that has successfully placed graduates into apprenticeship programs in union construction trades, which pay a living wage. Two cohorts have completed the program to date, and a handful of students from the current cohort have done “incredibly well” in interviews for the building trades’ sheet metal apprenticeship program. The first cohort had less than 15 participants, the second one had ~21. The only prerequisite for entering the apprenticeship readiness program is a minimum requirement of 18 years of age.

CBO REPRESENTATIVES’ PERSPECTIVES

CBO stakeholders believe that SWC can improve enrollment rates by helping prospective students navigate the complex education system via coaching, and to award college credit for internal training programs offered by local employers. According to one stakeholder,

We provide quite a bit of internal learning development opportunities. We have a career pathway with extensive classes around leadership development, communication, [and] other areas that we touch on. Our desire is to see how those classes and learning experience or work experience could be able to





MEMORANDUM

provide some sort of credit...for two reasons. One, the work that they need to accomplish is very similar to a college level course or a continuing education course. Two, it would help them see the benefit of that education and already give them credit for the work that they have done and confidence. We are looking at this with Mesa College for our management development program...If [employees] successfully complete the program, they can automatically get credit for an HR course and work experience, which we'd like to extend to a retail management or business administration certificate. But that runway is a nice, nice first step.

This stakeholder expressed interest in developing a similar partnership with SWC focused on SWC's logistics, transportation, and warehouse training programs.

CBO representatives also emphasize the need for apprenticeship programs in retail, hospitality, and other non-traditional areas. CBO representatives also believe that it is paramount that SWC strengthen relationships with local employers to provide a "soft handoff" that can help move workers into CTE, and students into the local workforce.

