

Curriculum Institute

February 26, 2021



COMMUNITY COLLEGES

SAN DIEGO & IMPERIAL COUNTIES

CAREER EDUCATION

WELCOME

Your presenters for today are:

Al Taccone

Dean, Career & Technical Education, MiraCosta College/WDC Chair

Amertah Perman

Dean, Career Education & Workforce Development, San Diego Community College District

Danene Brown

Chair, Region

Tina Ngo Bartel

Director, Center of Excellence for Labor Market Research

AGENDA

- Ed Code & Title 5
- AB1725
- Program & Course Approval Handbook (PCAH)
 - Break (5 min)
- Local/Regional Curriculum Process & Labor Market Information
 - Break (5 min)
- Advisory Committees
- Biennial CE Program Review



Ed Code & Title 5



COMMUNITY COLLEGES

SAN DIEGO & IMPERIAL COUNTIES

CAREER EDUCATION

Education Code

- Laws resulting from legislation
- Always supersedes Title 5 regulations
- Governance amended by AB 1725
- Title 3, Division 7 applies to CA Community Colleges

Title 5

- California Code of Regulations
- Created & approved by Board of Governors (based on CA Ed Code)
- Division 6 applies to California Community Colleges
- Regulations with the force of law

AB1725



AB 1725 1989

- September 1988 Signed by governor
- Assembly: 74-1
- Senate: 38-0

What does AB 1725 Address?

- Established CCCs as a segment of California Higher Education
- Mission Defined and Priorities Set
- Established local and system governance relationship
- Offered funding to enable colleges to improve program quality and meet standards (Program-based funding, like 75% of credit hours taught by full-time faculty)
- Faculty and Staff
 - Credentials repealed (add minimum qualifications, local hiring criteria, faculty service areas)
 - Set tenure period to four years
 - Required faculty evaluation and peer review
 - Administrator contracts (retreat rights)
 - Validated the need for Staff development
 - Set Diversity goals

What was the intent of AB 1725?

- Enhance community college image
- Increase support for more money
- Move from K-12 to higher education
- Develop more unified system
- Institutional renewal

The Law

Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure:

- Faculty, staff and students the right to participate effectively in district and college governance and
- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(see Education Code Sections 70901 and 70902)

Title 5 Terminology: Effective Participation

Participating effectively in district and college governance is shared involvement in the decision-making process.

- It does not imply total agreement;
- The same level of involvement by all is not required; and
- Final decisions rest with the board or designee

Regulations - Academic Senates

(a) The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.

...providing at a minimum the governing board or its designees

- consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.

(see Title 5 §53203)

Academic and Professional Matters

1. Degree and certificate requirements
2. Curriculum, including establishing prerequisites and placing courses within disciplines
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

(See Title 5 §53200)

Other Legal Provisions

Curriculum Committee - Established by mutual agreement of administration and senate

(see Title 5 §55002)

Others

AB 1725 also outlines participation of staff and students.

LAW	REGULATIONS LEVEL OF PARTICIPATION	REGULATIONS AREAS OF PARTICIPATION	REGULATIONS CONSIDERATION OF RECOMMENDATIONS
<p>FACULTY</p> <p>*Right to participate effectively</p> <p>*Academic Senate right to assume primary responsibility for recommending on:</p> <ul style="list-style-type: none"> • Curriculum • Academic standards 	<p>*Local boards shall:</p> <ul style="list-style-type: none"> • Consult collegially on • Academic and professional matters 	<p>*Academic and professional matters</p> <ol style="list-style-type: none"> 1. Curriculum 2. Degree 3. Grading 4. Program development 5. Student standards 6. Faculty role in governance structures 7. Accreditation 8. Professional development 9. Processes for program review 10. Processes for planning & budget 11. Other 	<p>*Consult collegially</p> <ul style="list-style-type: none"> • Reach mutual agreement • Rely primarily on advice and judgment of academic senate
<p>STAFF</p> <p>*Right to participate effectively</p>	<p>*Provided opportunity to participate in formulation of:</p> <ul style="list-style-type: none"> • Policies, • Procedures, and • Processes that have a • Significant effect on staff. 	<p>*Significant effect on staff</p>	<p>* Given “every reasonable consideration”</p>
<p>STUDENTS</p> <p>*Right to participate effectively</p>	<p>*Provided opportunity to participate in formulation of</p> <ul style="list-style-type: none"> • Policies, • Procedures and • Processes that have a • Significant effect on students. 	<p>*Significant effect on students</p> <ol style="list-style-type: none"> 1. Grading 2. Codes of conduct 3. Academic discipline 4. Curriculum 5. Education programs 6. Processes for budget & planning 7. Student standards 8. Student services planning & development 9. Fees 10. Evaluation & hiring 11. Other 	<p>* Given “every reasonable consideration”</p>

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The Program & Course Approval Handbook (PCAH)



The Program & Course Approval Handbook (PCAH)

Assists California community college administrators, faculty, and classified professionals in the development of programs and courses and the submission of these proposals for review and chaptering by the Chancellor's Office.

- By law, the Chancellor is required to prepare and distribute a handbook for program and course approval (California Code Regulations, Title 5, § 55000.5).

Updates & Distribution

Most recent update occurred November 2019 - with a number of significant changes impacting CTE. Each published edition of the PCAH supersedes preceding editions.

The PCAH is organized into two major components with three segments within each component:

1. Credit Curriculum

- a. Introduction to Program and Course Approval
- b. Credit Course Review Criteria
- c. Credit Program Approval Standards

2. Noncredit Curriculum

- a. Introduction to Noncredit Program and Course Approval
- b. Noncredit Course Criteria and Standards
- c. Noncredit Program Criteria and Standards

7th Edition
Three Notable
Changes Impacting
Career Education



#1

All new career education degree proposals submitted to an institution's Board of Trustees must include a narrative describing and/or explaining:

1. Program goals and objectives
2. Catalog description
3. Program requirements
4. Master planning, enrollment and completion projections
5. Place of program in curriculum/similar program
6. Similar programs at other colleges in the service area
7. Appropriate transfer preparation information

#2

Colleges must provide the following to an institution's Board of Trustees for new and modified career education programs:

1. A description of the relation of the proposed program to regional labor market demand;
2. Advisory committee recommendation; and
3. Recommendations of career education regional consortia and minutes.

#3

All new and modified degree and certificate proposals submitted to the CCCCO must include a narrative that addresses:

1. Program goals and objectives
2. Catalog description, program requirements
3. Master planning
4. Enrollment completer projections
5. Place of the program in curriculum/similar programs
6. Similar programs at other colleges in the service area, and
7. Appropriate transfer information

CTE Degree and Certificate Standards and Required Documentation



CTE Associate Degree Standards

Associate degrees classified as CTE must meet the following standards applicable to the development and approval of all AA and AS degrees submitted in this category:

1. Minimum of 60 semester units or 90 quarter units;
2. Minimum 18 semester units or 27 quarter units in major or area of emphasis as described in title 5, section 55063(a);
3. Any GE pattern allowed by regulations, as determined by the college;
4. Must include local graduation requirements;
5. Must be offered in a vocational TOP Code;
6. Recommendation by appropriate Regional Consortium
7. May be designed for both CTE and transfer preparation.

CTE Associate Required Documentation

- **Narrative:**
 - Program Goals and Objectives-must address a valid workforce preparation purpose and may address transfer preparation
 - Catalog Description-includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
 - Program Requirements-includes course requirements and sequencing that reflect program goals. The GE pattern and the calculations used to reach the degree total must be shown following the program requirements table
 - Master Planning-how it fits in the mission, curriculum, and master planning of the college and higher education in California.
 - Enrollment and Completer Projections-projection of number of students to earn degree annually
 - Place of Program in Curriculum/Similar Programs-how it fits in college's existing program inventory
 - Similar Programs at Other Colleges in Service Area-justification of need for program in the region
 - Transfer preparation information-if transfer preparation is a component of the program
- **Appropriate transfer preparation documentation if the award is designed for both CTE and transfer preparation**
- **CORs for all courses included in the major or area of emphasis**
- **Labor Market Information from the regional Centers of Excellence (COE)**
- **Advisory Committee Recommendation-includes advisory committee membership, minutes and summary of recommendations**
- **Regional Consortia meeting minutes showing program recommendation**

CTE Certificates of Achievement Required Documentation

- **Narrative**
 - Program Goals and Objectives-must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose
 - Catalog Description-includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
 - Program Requirements-includes course requirements and sequencing that reflect program goals
 - Master Planning-how it fits in the mission, curriculum, and master planning of the college and higher education in California
 - Enrollment and Completer Projections-projection of number of students to earn certificate annually
 - Place of Program in Curriculum/Similar Programs-how it fits in college's existing program inventory
 - Similar Programs at Other Colleges in Service Area-justification of need for program in the region
- **Appropriate transfer preparation documentation from the list of allowable documents if the program is designed in total or in part for transfer preparation**
- **CORs for all courses included in award**
- **Labor Market Information and Analysis from COE**
- **Advisory Committee Recommendation-includes advisory committee membership, minutes and summary of recommendations**
- **Regional Consortia meeting minutes showing program recommendation**

CTE Certificates of Achievement Required Documentation

Required for
Both New & Revised

- **Narrative**
 - Program Goals and Objectives-must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose
 - Catalog Description-includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
 - Program Requirements-includes course requirements and sequencing that reflect program goals
 - Master Planning-how it fits in the mission, curriculum, and master planning of the college and higher education in California
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 - Place of Program in Curriculum/Similar Programs-how it fits in college's existing program inventory
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- **Appropriate transfer preparation documentation from the list of allowable documents if the program is designed in total or in part for transfer preparation**
- **CORs for all courses included in award**
- **Labor Market Information and Analysis from COE**
- **Advisory Committee Recommendation-includes advisory committee membership, minutes and summary of recommendations**
- **Regional Consortia meeting minutes showing program recommendation**

Noncredit Career Development and College Preparation (CDCP)

- Certificate of Competency
- Certificate of Completion



Certificate of Competency Required Documentation

Narrative

- Program Goals and Objectives-must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose. Select an appropriate program goal of either CTE for short-term vocational or local, for all other certificates.
- Catalog Description-includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements-includes course requirements and sequencing that reflect program goals. Within the program requirements table, specify the total student contact hours of each course.
- Master Planning-how it fits in the mission, curriculum, and master planning of the college and higher education in California

CORs for all courses included in major or area of emphasis

Labor Market Information from COE

- All new and modified noncredit CDCP certificates in the short-term vocational instructional domain must provide Labor Market Information that is less than 2 years old.

Certificate of Completion Required Documentation

Narrative

- Program Goals and Objectives-must address a valid transfer, workforce preparation, basic skills, civic education, or lifelong learning purpose. Select an appropriate program goal of either CTE for short-term vocational or local, for all other certificates.
- Catalog Description-includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program Requirements-includes course requirements and sequencing that reflect program goals. Within the program requirements table, specify the total student contact hours of each course.
- Master Planning-how it fits in the mission, curriculum, and master planning of the college and higher education in California

CORs for all courses included in major or area of emphasis

Labor Market Information from COE

- All new and modified noncredit CDCP certificates in the short-term vocational instructional domain must provide Labor Market Information that is less than 2 years old.

Program Submission Requirements Table

Program Type	Goal	Documents
AAT	Transfer	Narrative Completed Current Chancellor's Office Template (TMC) C-ID ASSIST Articulation information
AST	Transfer	Narrative Completed Current Chancellor's Office Template (TMC) C-ID ASSIST Articulation information
AA	CTE	Narrative LMI Advisory Committee Recommendation Regional Consortium Recommendation (New program) Appropriate transfer documentation
AS	CTE	Narrative LMI Advisory Committee Recommendation Regional Consortium Recommendation (New program) Appropriate transfer documentation
AA	Local/Transfer	Narrative Appropriate transfer documentation Additional documentation
AS	Local/Transfer	Narrative Appropriate transfer documentation Additional documentation
CA	CTE	Narrative Appropriate transfer documentation LMI Advisory Committee Recommendation Regional Consortium Recommendation
CA	Local/Transfer	Narrative Appropriate transfer documentation Additional documentation
CB	CTE	Narrative LMI

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BREAK

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Regional Program Recommendation Process & Labor Market Information (LMI)



COMMUNITY COLLEGES

SAN DIEGO & IMPERIAL COUNTIES

CAREER EDUCATION

myworkforceconnection.org



SECTORS >

EDUCATOR RESOURCES >

WORKFORCE DEVELOPMENT ▾

Workforce Development Council

Governance Structure

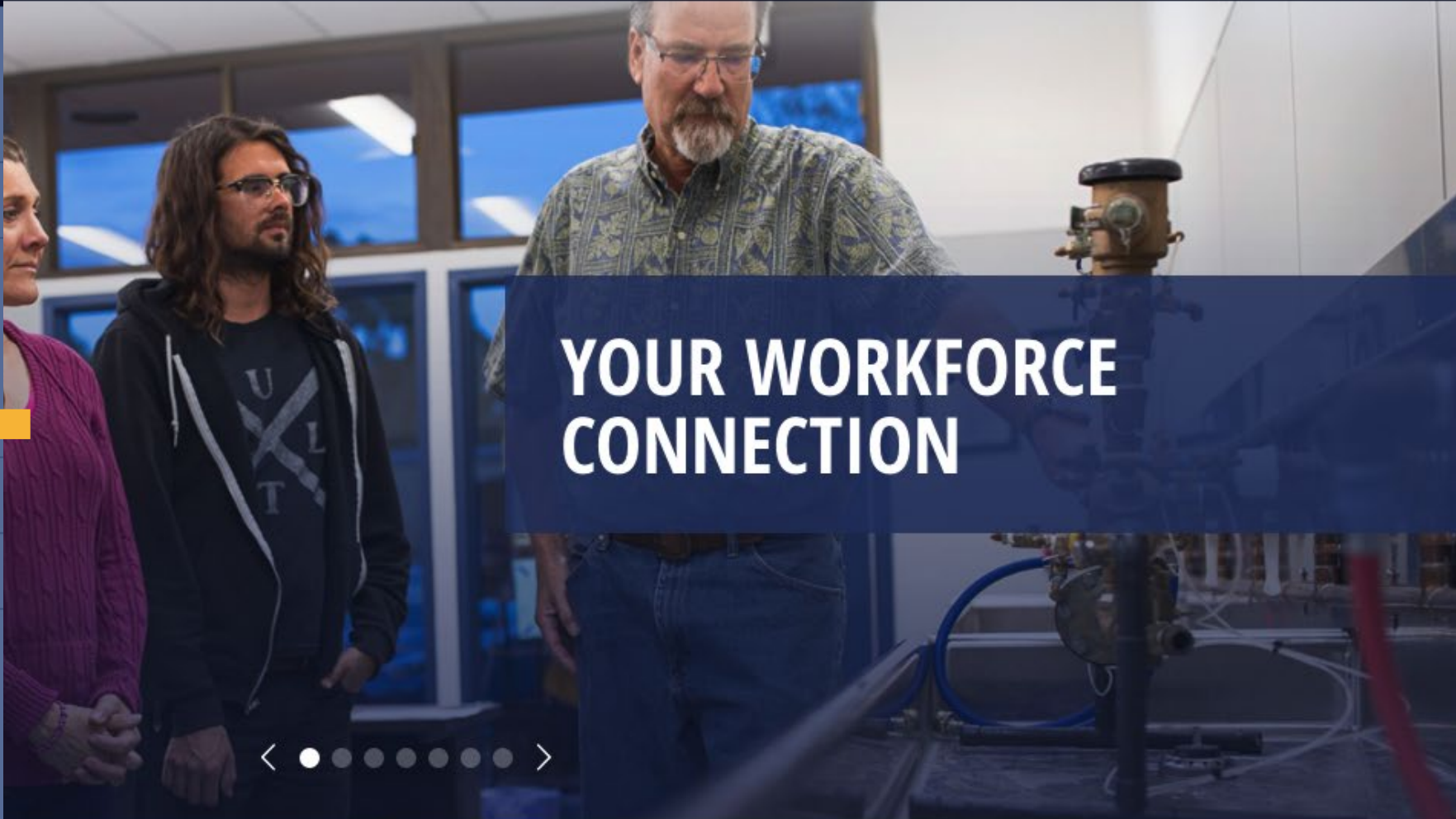
Regional Program Recommendations



STRONG WORKFORCE PROGRAM >

LABOR MARKET INFORMATION >

RESOURCES



YOUR WORKFORCE CONNECTION



Quick Links

REGIONAL PROGRAM RECOMMENDATION PROCESS

Quick Links:

- [Schedule](#)
- [Employer endorsement letter template](#)
- [Regional Program Recommendation Process \(PDF\)](#)
- [2020-2022 Program Recommendations](#)
- [2017-2019 Program Recommendations](#)

REGIONAL PROGRAM RECOMMENDATION PROCESS



**CONCEPT
DEVELOPMENT**



**LMI REQUEST AND
SUPPLY GAP
CONFIRMATION**



**REGIONAL DISCUSSION
ABOUT PROGRAM
INTENT**



**OFFICIAL REGIONAL
PROGRAM
RECOMMENDATION**



PROGRAM IDEA/ PROGRAM CONCEPT DEVELOPMENT

A business, advisory board member, faculty member, or other industry expert recommends that one of the region's community colleges develop a Career Education (or Career Technical Education) program to train for certain occupation(s) or a set of skills. However, before the college moves forward with program development, a needs assessment must be conducted.

According to the **Program and Course Approval Handbook (PCH)**, one of the criteria that the Chancellor's Office uses to approve credit and noncredit programs and courses is demonstration of need (p. 26). In addition, "proposals for credit CTE [Career Education] programs must include a recommendation from the appropriate CTE [Career Education] Regional Consortium as per title 5, section 55130(b)(8)E" (p. 26). In addition, Ed Code 78016 requires that all Career Education programs meet a documented labor market demand through a biennial review.

The San Diego & Imperial Counties Community Colleges **Regional Consortium** will only recommend a proposed program or course if there is a needs assessment, which confirms that there is a supply gap in the labor market. In other words, after comparing labor market demand with program supply, if there is a supply gap in the region, then there is a demonstrated need for the proposed program or course.

The Regional Consortium designated the **San Diego-Imperial Center of Excellence for Labor Market Research (COE)** as the primary source of labor market information (LMI) for the needs assessment.

What if Labor Market Information (LMI) from the COE already exists for the occupation(s) or skill(s) to be trained for?



Can any labor market research be submitted for the Regional Program Recommendation Process?



How long are COE labor market reports valid?





**PROGRAM IDEA/
PROGRAM CONCEPT
DEVELOPMENT**

A business, an advisory board member, faculty member, or an industry expert recommends that a college should develop a program.

Programs must meet a workforce need:

- “Pursuant to Education Code § 78015 Labor Market Information (LMI) data is specifically required for all new CTE program proposals, where available.”
- “The proposal must include projections from LMI for the most applicable Standard Occupational Classification (SOC) codes and geographical regions to be served by the program.”
- “Current LMI and analysis...must show that jobs are available for program completers... within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.”



Program and Course Approval Handbook

Programs must designed with the job in mind:

- “Program proposals will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year, taking into account the number of completers in similar programs at other institutions within the geographical region.”



Program and Course Approval Handbook



LMI REQUEST AND SUPPLY GAP CONFIRMATION

The Career Education Dean must submit an online LMI request so the COE can research if there is a labor market supply gap for the occupation(s).



LMI REQUEST AND SUPPLY GAP CONFIRMATION

If the requester is not a Career Education Dean (e.g., faculty, admin), then the requester must, at minimum, notify the designated CE Dean before submitting the [online LMI request form](#).

Prep the following info for an online LMI request:

- Occupation(s) to be trained: [O*NET OnLine](#)
- Six-digit TOP code for the proposed program: “*indicates a vocational program” in the [Taxonomy of Programs \(TOP\) manual](#)
- Contact information of requester
- Additional research or information that may have already been conducted or collected, respectively



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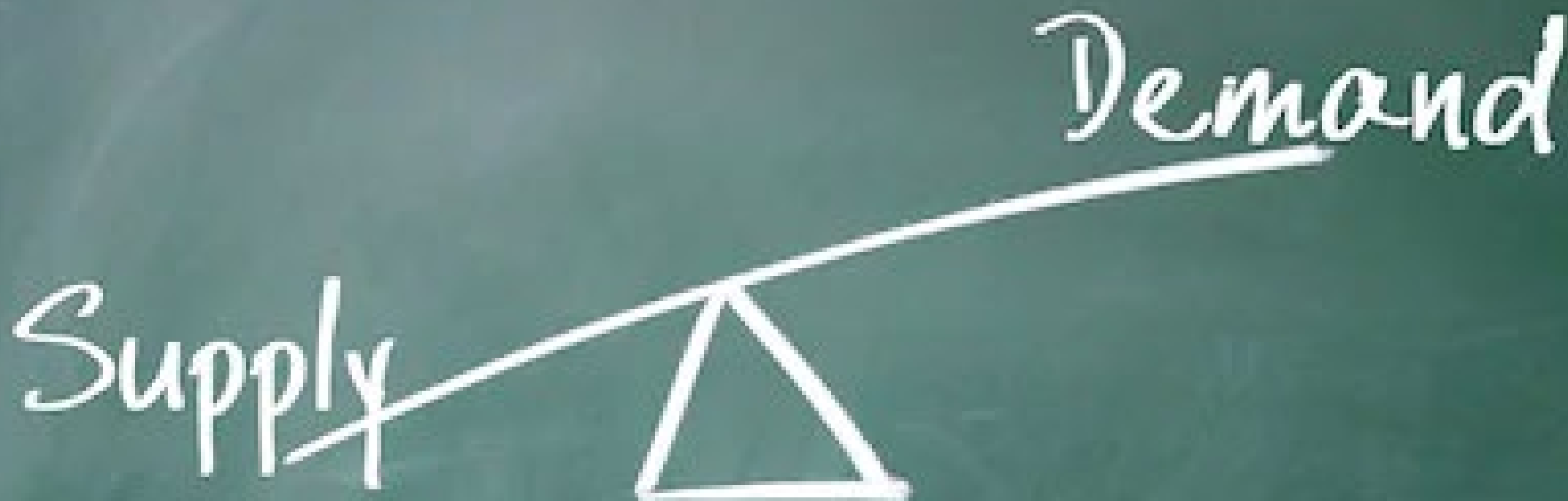
California Community Colleges

Taxonomy of Programs

February 2004
6th Edition

Revised: June 2012, September 2009, July and March 2007
Corrected: July 2013, November 2004



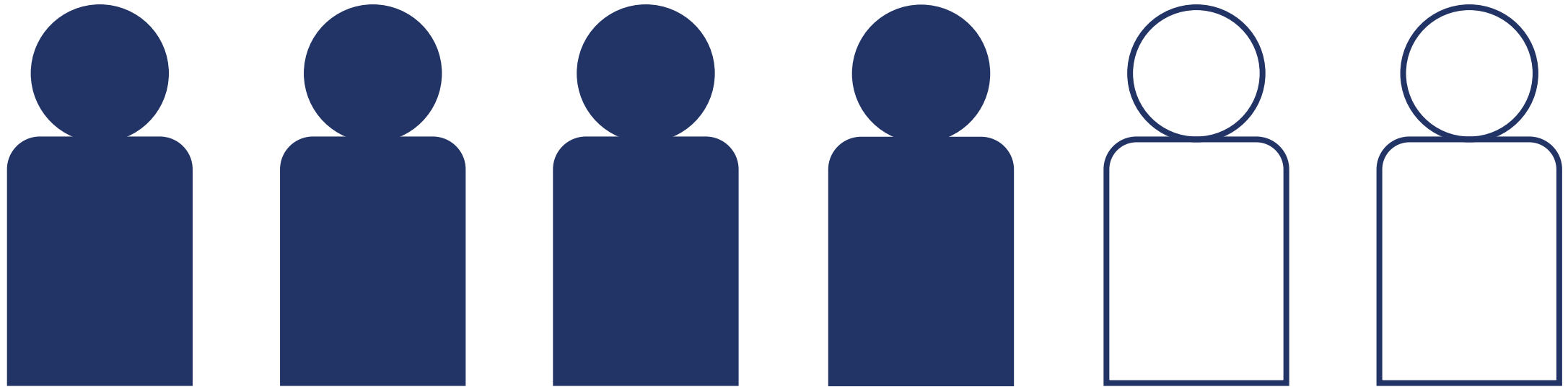


**How do you measure
“labor market or
employer demand”?**

Annual Job Openings

Butts in seats vs. seats

Demand (Job Openings)



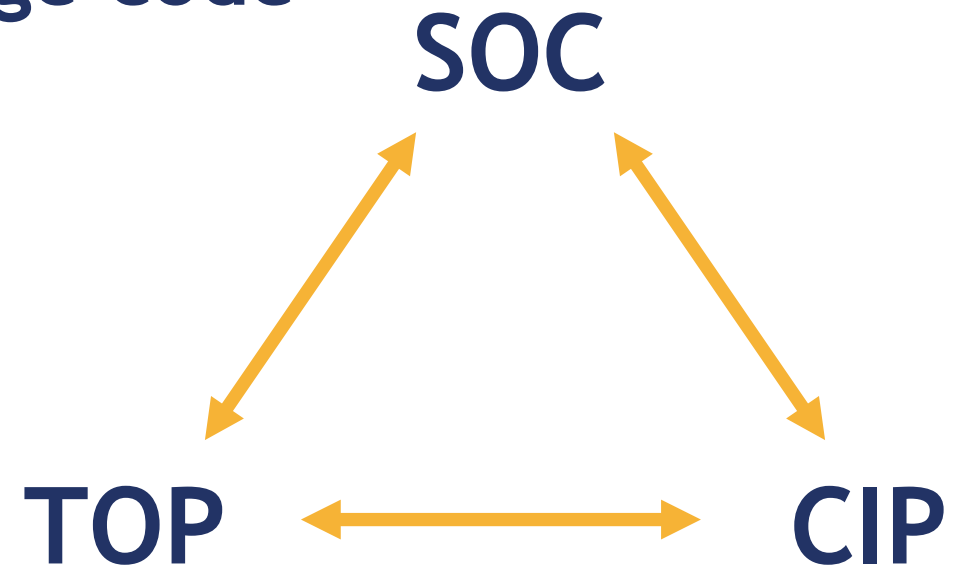
Total Employment (Jobs)

How do you measure
“educational supply”?

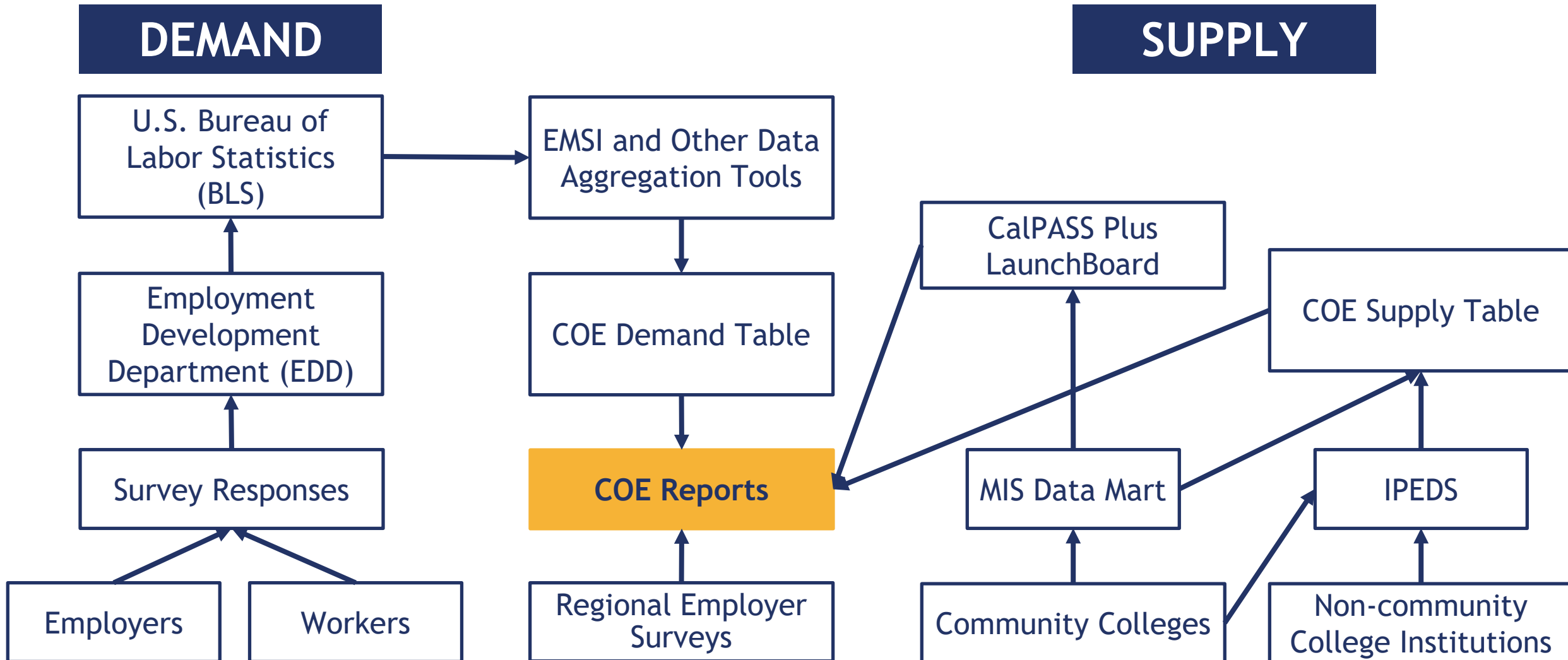
of Awards
(Certificates, Degrees)

SOC-TOP-CIP crosswalk

- SOC code = occupational code
- TOP code = community college program code
- CIP code = non-community college code



Where does “traditional” LMI come from?



**What does a typical
labor market brief look
like?**



Property, Real Estate, and Community Association Managers

Labor Market Analysis: San Diego County

February 2021

Summary

- Do not Proceed
- Proceed with Caution
- Proceed

**PROCEED WITH
NEW PROGRAM?**



**SUPPLY
GAP?**



- High
- Medium
- Low

**NUMBER OF
INSTITUTIONS THAT
PROVIDE TRAINING**



**AT OR ABOVE
THE LIVING WAGE**



- High
- Medium
- Low

**NUMBER OF ANNUAL
JOB OPENINGS**



Bachelor's Degree+



Associate Degree



Some College or Certificate



High School Diploma or Equivalent



Less than a HS Diploma



Apprenticeship

**EXPECTED LEVEL
OF EDUCATION**

Introduction

This report provides labor market information in San Diego County for the following occupational code in the Standard Occupational Classification (SOC)¹ system:

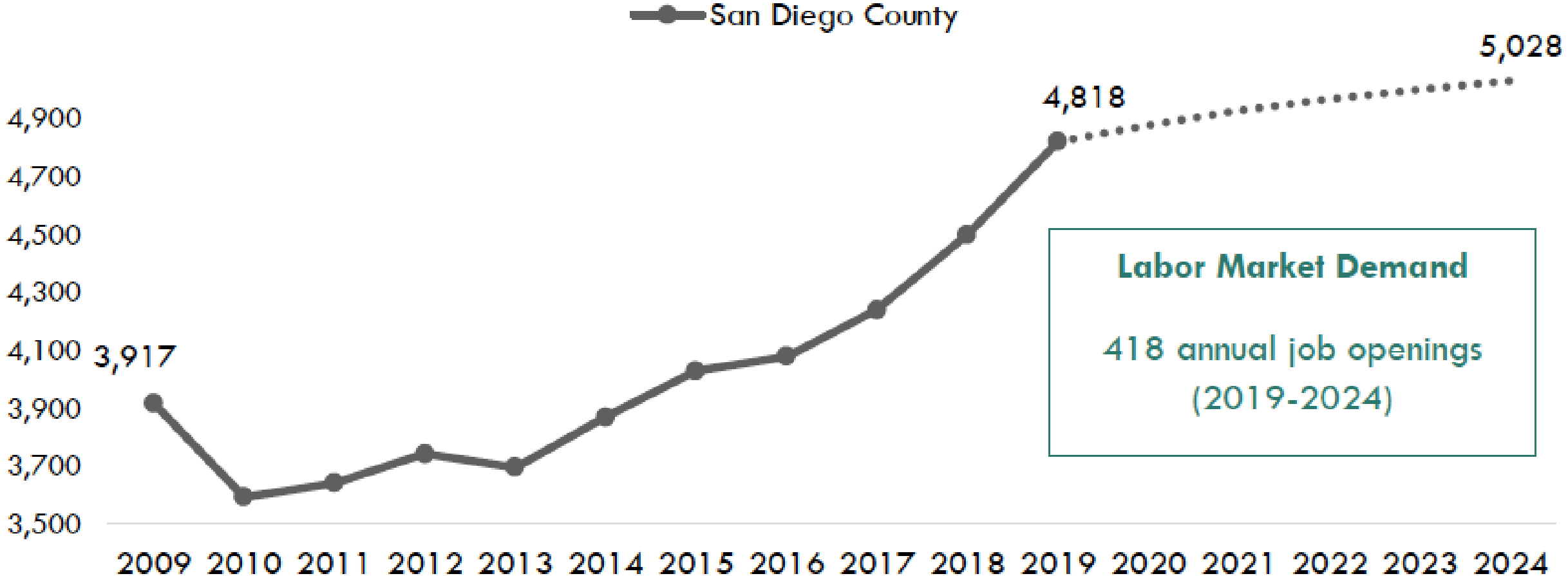
Property, Real Estate, and Community Association Managers (SOC 11-9141): Plan, direct, or coordinate the selling, buying, leasing, or governance activities of commercial, industrial, or residential real estate properties. Includes managers of homeowner and condominium associations, rented or leased housing units, buildings, or land (including rights-of-way). Sample reported job titles include:

- Property Manager
- Apartment Manager
- Resident Manager
- Leasing Manager
- Real Estate Manager
- Community Manager
- Community Association Manager
- On-Site Manager
- Occupancy Director
- Lease Administration Supervisor

Is there labor market demand for the occupation(s)?



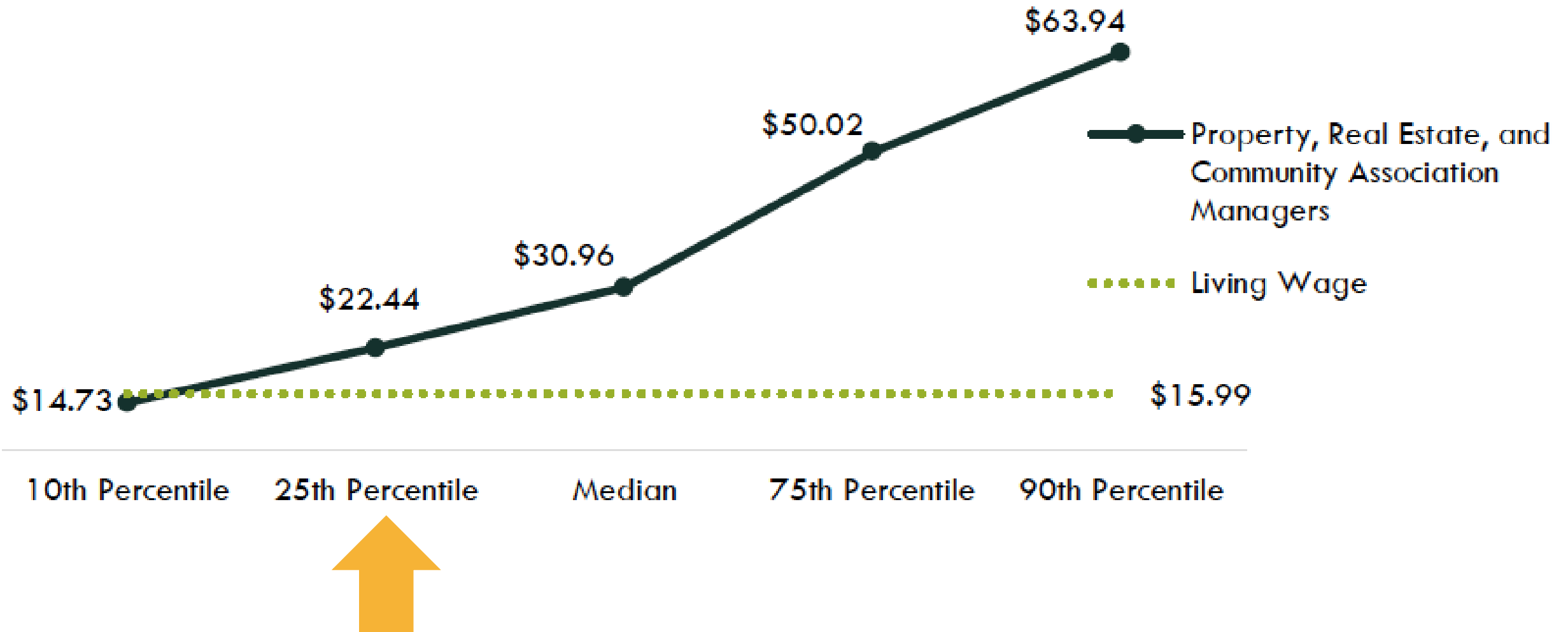
Exhibit 1: Number of Jobs for Property, Real Estate, and Community Association Managers (2009-2024)²



Can job seekers expect to earn a living wage at entry-level positions?



Exhibit 2: Hourly Earnings⁴ for Property, Real Estate, and Community Association Managers in San Diego County⁵

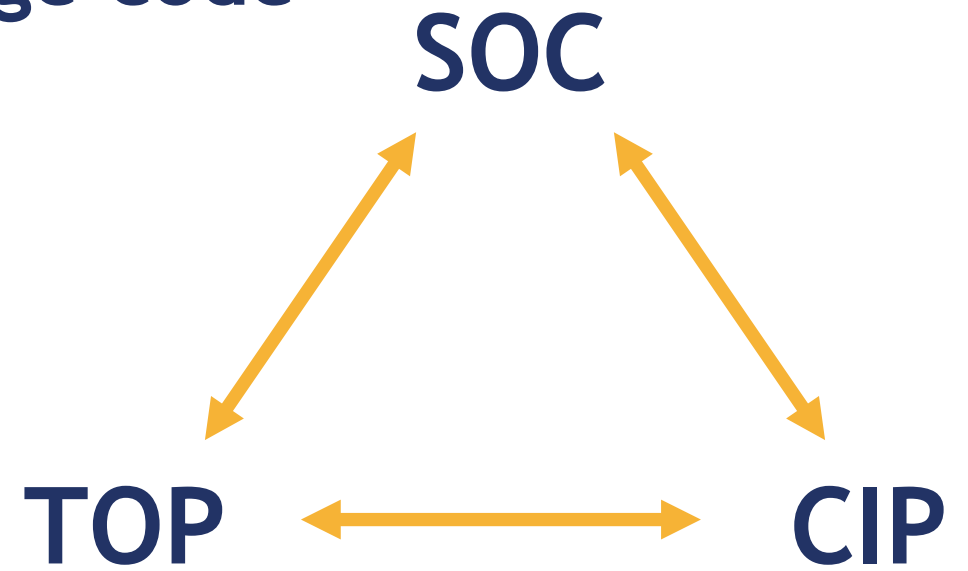


**Is there a labor market
supply gap?
Do we produce fewer
awards than there are
job openings?**



SOC-TOP-CIP crosswalk

- SOC code = occupational code
- TOP code = community college program code
- CIP code = non-community college code



Educational Supply

Exhibit 3: Related TOP and CIP Codes for *Property, Real Estate, and Community Association Managers*

Property, Real Estate, and Community Association Managers

TOP 051 1.00: Real Estate

CIP 52.1501: Real Estate

**Exhibit 4: Number of Awards (Certificates and Degrees) Conferred by Postsecondary Institutions
(Program Year 2014-15 through PY2018-19 Average)**

TOP6 or CIP	TOP6 or CIP Title	3-Yr Annual Average CC Awards (PY16-17 to PY18-19)	Other Educational Institutions 3-Yr Annual Average Awards (PY14-15 to PY16-17)	3-Yr Total Average Supply (PY14-15 to PY18-19)
0511.00	Real Estate	65	0	65
	• Cuyamaca	9	0	
	• MiraCosta	11	0	
	• Palomar	14	0	
	• San Diego City	6	0	
	• San Diego Mesa	9	0	
	• Southwestern	16	0	
52.1501	Real Estate	0	75	75
	• Ashford University	0	44	
	• University of San Diego	0	31	
			Total	140

Demand vs. Supply

Exhibit 5: Labor Demand (Annual Openings) Compared with Labor Supply (Average Annual Awards)

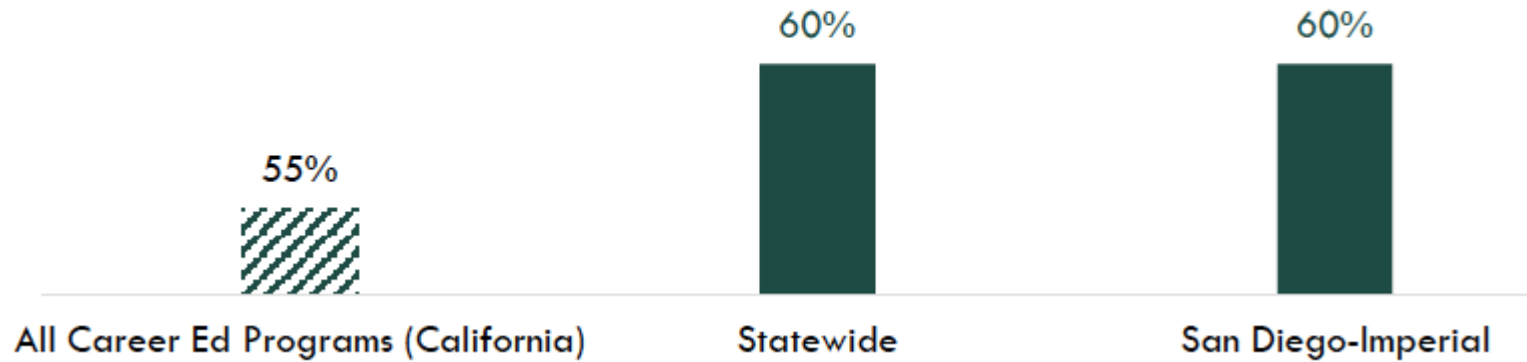
Community Colleges and Other Postsecondary Educational Institutions	Demand (Annual Openings)	Supply (Total Annual Average Supply)	Supply Gap or Oversupply
San Diego	418	140	278
California	4,765	912	3,853

If the region doesn't have a program for these occupations, then how do we know if a new program will do well?

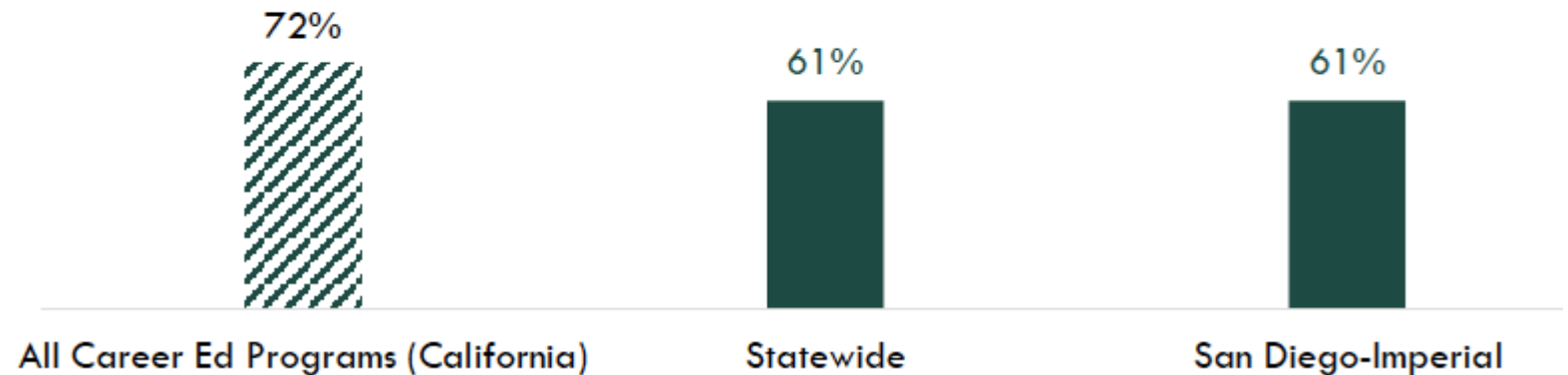


Student Outcomes and Regional Comparisons

**Exhibit 6a: Proportion of Students Who Earned a Living Wage
(Real Estate, PY2017-18)¹⁰**



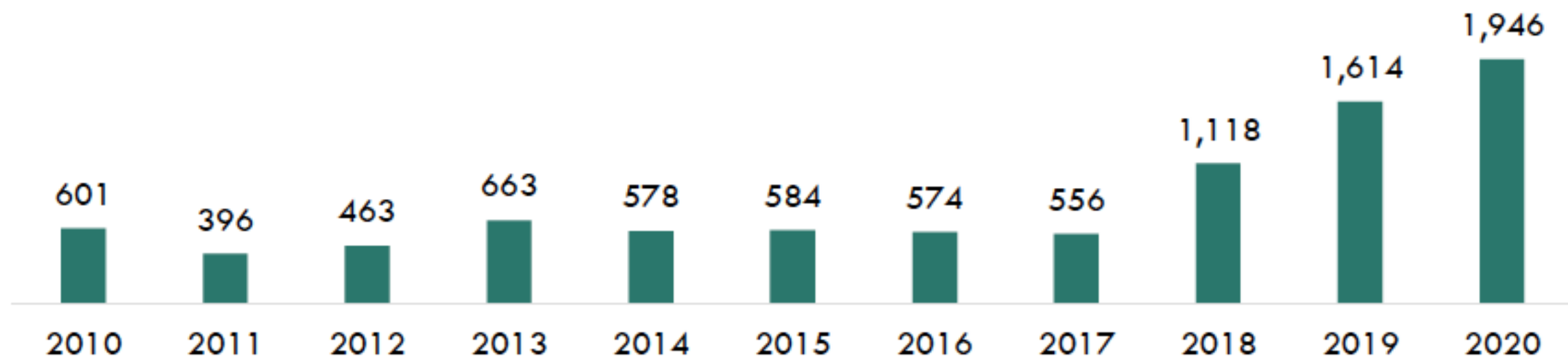
**Exhibit 6b: Percentage of Students in a Job Closely Related to Field of Study
(Real Estate, PY2016-17)¹²**



**What else can I find in a
labor market brief?**



Exhibit 7: Number of Online Job Postings for *Property, Real Estate, and Community Association Managers* in San Diego County (2010-2020)¹³



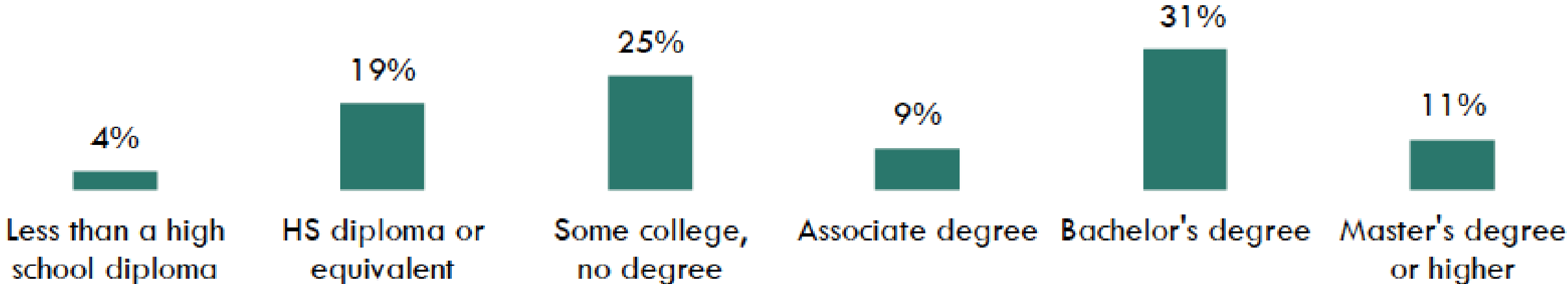
**Exhibit 8: Top Employers in San Diego County for *Property, Real Estate, and Community Association*
Managers ¹⁴**

Top Employers

- Sunrise Management
 - Lincoln Property Company
 - ConAm Management Corporation
 - Cushman & Wakefield
 - Associa NN Jaeschke, Inc.
 - Alliance Residential Company
 - Greystar
 - Property West Residential
 - CoreCivic
 - Jones Lang LaSalle IP, Inc.
-

Exhibit 9: National Educational Attainment of Property, Real Estate, and Community Association

Managers¹⁶



*May not add to 100% due to rounding.

Exhibit 10: Top Skills for Property, Real Estate, and Community Association Managers in San Diego County¹⁷

Specialized Skills	Soft Skills	Software Skills
<ul style="list-style-type: none"> ● Property Management ● Budgeting ● Customer Service ● Accounting ● Staff Management ● Scheduling ● Repair ● Sales ● Real Estate Experience ● Financial Reporting ● Supervisory Skills ● Bookkeeping ● Legal Documentation ● Financial Statements ● Legal Document Composition 	<ul style="list-style-type: none"> ● Communication Skills ● Organizational Skills ● Detail-Oriented ● Computer Literacy ● Problem Solving ● Teamwork / Collaboration ● Multi-Tasking ● Planning ● Time Management ● Writing ● Building Effective Relationships ● English ● Written Communication ● Physical Abilities ● Typing 	<ul style="list-style-type: none"> ● Microsoft Excel ● Yardi Software ● Microsoft Word ● Microsoft Outlook ● Microsoft PowerPoint ● Accounting Software ● Word Processing ● QuickBooks ● Enterprise Resource Planning (ERP) ● Facebook ● Microsoft Access ● Salesforce ● Pinterest ● Microsoft SharePoint ● Adobe Acrobat

Exhibit 11: Top Certifications for Property, Real Estate, and Community Association Managers in San Diego County¹⁸

Top Certifications in Online Job Postings

1. Real Estate Certification
 2. Property Manager Certification
 3. Fair Housing
 4. Certified Manager of Community Associations (CMCA)
 5. Social Work License
 6. Licensed Clinical Social Worker (LCSW)
 7. Professional Community Association Manager
 8. Counseling Certification
 9. Security Clearance
 10. First Aid CPR AED
 11. Leadership In Energy And Environmental Design (LEED) Certified
 12. Certified Commercial Investment Member (CCIM)
 13. Apartment Management Certification
 14. Project Management Certification
 15. LEED AP
-



PROGRAM IDEA/ PROGRAM CONCEPT DEVELOPMENT

What if Labor Market Information (LMI) from the COE already exists for the occupation(s) or skill(s) to be trained for? +

Can any labor market research be submitted for the Regional Program Recommendation Process? +

How long are COE labor market reports valid? +



LMI REQUEST AND SUPPLY GAP CONFIRMATION

How do I know if my request has been received? +

How long do I have to wait for a report? +

What if LMI from the COE does not show evidence of need or a labor market supply gap? +

The Regional Program Recommendation Process provides an employer endorsement letter template that can be used for program endorsement.

To Whom It May Concern:

As a representative from [company name], I, [first and last name], endorse the program, [program name], at [college name]. I confirm that there is an unmet labor market demand in San Diego County for the occupations that this program trains for. The occupations that this program provides training for include:

- [occupation name 1]
- [occupation name 2]
- [occupation name 3]

Individuals working in these occupations can expect to earn between \$[##.##] and \$[##.##] in entry-level positions.

In the past [insert time frame (e.g., 3 years, 12 months)], I have hired [#] students from [program name] at [college name], and expect to hire more [insert occupation names] in the upcoming [insert time frame (e.g., months, years)].

This affirms that there are jobs available for program completers within the local service area of the college after taking into account the number of completers in similar programs at other institutions—as required by Education Code section 78015 and the California Community Colleges Chancellor’s Office Program and Course Approval Handbook (PCH).

Sincerely,

[signature]

Please keep in mind...

- **Our data is not “wrong,” but it *is* limited**
 - Ask instead, “How do we find more information?”
- **We are researchers. We do not evaluate you or use the information for punitive purposes.**
- **Work with us:**
 - Tina Ngo Bartel, Director, tngobartel@miracosta.edu
 - John Edwards, Research Analyst, jedwards@miracosta.edu
 - Priscilla Fernandez, Research Analyst, pfernandez@miracosta.edu



**REGIONAL DISCUSSION
ABOUT PROGRAM
INTENT**

**College discusses with
the region's other
colleges to avoid
duplication of efforts.**

Regional Discussion about Program Intent

Discussion may include:

- Labor Market Demand - Supply Gap Discussion
- Duplication
- Wage Opportunities
- Educational Requirements
- Student outcomes
- Employer landscape, job postings, and industry engagement
- Skills



**OFFICIAL REGIONAL
PROGRAM
RECOMMENDATION**

**Deans' Council provides
official recommendation
to the Chancellor's
Office.**

After colleges get endorsements for the program...

- Programs must be submitted to regionalcte.org two weeks before the next Deans' Council.
- Spring 2021 Deadlines
- Past Recommendations:
 - 2020-2022
 - 2017-2019

Program Submission into regionalcte.org

Submissions must include:

1. Submitter's information
2. "Career Education Dean Contact" must reflect the current college-designated Career Education Dean for the institution
3. Program information (*title, submission type, TOP code, projected start data, description, and completer projections*)
4. Program attributes (*program type and goals*)
5. Course units and hours
6. Course report (*course requirements narrative and program requirements*)
7. COE labor market brief (*LMI must be uploaded—regardless of whether the COE endorses the proposed program; if the LMI does not confirm labor market need for the program, then the college must upload employer endorsement letters*)
8. Employer endorsement letters (if applicable)

Modified Certificates of Achievement

Colleges must submit modified certificates only when the modifications include **changes to required courses for the major, including required electives**. Changes to recommended electives and changes to program descriptions or titles do not need to be submitted.

When submitting modified programs into the regional program recommendation website, the designated Career Education Dean will **identify the program as a modification within the notes and include what the changes are**.

Official Regional Recommendation

- **At the regularly scheduled Deans' Council meeting (usually the second Friday of each month), programs for recommendation will be placed on the agenda for open discussion and vote.**
- **COE reviews submissions and provides comments**
- **Lead Career Education Deans have two weeks to review and provide responses**

Official Regional Recommendation

Voting Process

- Recommended
- Recommended with Edits
- Not recommended

REGIONAL PROGRAM RECOMMENDATION PROCESS



**CONCEPT
DEVELOPMENT**



**LMI REQUEST AND
SUPPLY GAP
CONFIRMATION**



**REGIONAL DISCUSSION
ABOUT PROGRAM
INTENT**



**OFFICIAL REGIONAL
PROGRAM
RECOMMENDATION**

Take out your cell
phones!

Go to **menti.com**

Use code

86 20 228



5-minute BREAK

We'll see you back at 10:47!

Advisory Committees



Career Education Advisory Committees

- Background
- Legal Requirements
- Role and Purpose of CE Advisory Committees
- Things to Consider

Legal Requirements

- Title 5, #55601 states: The governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the program and to provide a liaison between the district and potential employers.
- California Education Code Section 8070 states: The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department (EDD).” (EC § 8070.)

Purpose of CE Advisory Committees

- They are groups of local employers and community representatives who advise educators on the design, development, operation, evaluation, and revision of technical/occupational education programs.
- They ensure community ownership and build local support, commitment, and resources.
- They ensure that all aspects of career education reflect the needs and current conditions of the workplace and that program completers are capable of successfully completing the next step whether it be employment or further education.

Role of CE Advisory Committees

- The primary role of the committee is advisory.
- The advice may be accepted or rejected by the program based on, but not limited to, a variety of factors such as available resources, laws, and regulations.
- Advisory committees have no administrative or policy forming authority.

Specific Roles of CE Advisory Committee Members

Industry

- Promote communication and partnerships between education and industry
- Assist in identifying new and emerging fields
- Validate local area job markets
- Recommend program modifications for existing programs that align with changes in industry or industry standards
- Assist the program in identifying specific skills and knowledge needed to be successful in the workplace
- Assist in determining skills needed for particular jobs at entry, technical, and professional levels
- Help connect program faculty with other industry professionals and prospective students
- Provide pay ranges and job descriptions for entry-level positions
- Identify job vacancies, hiring practices, and industry trends

Specific Roles of CE Advisory Committee Members

Students

- Provide opportunities for real world work experience for students including but not limited to information interviews, job shadowing, unpaid or paid internships and project-based learning
- Be a student mentor
- Help obtain sponsors or resources for awards, scholarships, equipment or supplies
- Serve as a guest speaker, provide demonstrations, or host field trips as needed
- Assist in marketing the program and recruiting students
- Recruit students for employment opportunities
- Participate in career and job fairs

Curriculum

- Assist in establishing curriculum and programs that are relevant to current industry standards and practices
- Assist in evaluating program effectiveness and reviewing student outcomes data
- Provide and/or identify training opportunities for educators
- Assist in keeping programs relevant by reviewing existing curriculum and programs

Facilities and Equipment

- Equipment and facilities recommendations and connect programs with relevant vendors
- Help obtain sponsors or resources for equipment or supplies
- Donate equipment or supplies
- Assist in keeping programs relevant by reviewing existing facilities and equipment

Things to Consider

- Chair and chairing the meetings
- Committee size
- Recruiting committee members
- Size of committee
- Meeting frequency (one per year required)
- Meeting locations
- Meeting logistics
- Communicating between meetings

Biennial Career Education Program Review



COMMUNITY COLLEGES

SAN DIEGO & IMPERIAL COUNTIES

CAREER EDUCATION

Presentation Outline

Regulatory Requirements

California Education Code

AP 4102

MiraCosta College Compliance

MiraCosta College Biennial CTE Program Review Process

Sources for Conducting Biennial CTE Program Reviews

California Education Code Section 78016

Requirement

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- Meets a documented labor market demand.
- Does not represent unnecessary duplication of other manpower training programs in the area.
- Is of demonstrated effectiveness as measured by the employment and completion success of its students.

California Education Code Section 78016 Requirement (continued)

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public.

Administrative Procedure Example

ADMINISTRATIVE PROCEDURE

4102: Career Education

Procedures for the establishment of an appointment process for related advisory committees and the provisions for documenting the competence of students completing vocational and occupational programs are as follows:

- A. Career education faculty seek industry partners to serve on career education program advisory committees. Those committees meet at least once per year with all committee rosters, agendas, and meeting minutes retained on file in the office of the dean of career education.
- B. Biannual program reviews are completed for all career education programs. Program reviews document the viability of programs in relation to the local labor market and job availability. Statistics provided by the State Chancellor's Office are used to determine ongoing labor market need and job availability. Ensuring completion of career education program reviews is the responsibility of the dean of career education.

Consistent with federal regulations pertaining to federal financial aid eligibility, the chief instructional officer will ensure that the district complies with the U.S. Department of Education's disclosure requirements for each of the district's gainful employment programs by disclosing federally mandated information about the programs to prospective students. The district shall make the required disclosures available to prospective students in promotional materials and on its website.

The chief instructional officer shall establish procedures to ensure that the district meets these reporting requirements whenever the district intends to add a new gainful employment program.

The MiraCosta College Biennial CTE Review Process

1. The Dean of Career Education (CE) compiles and reviews labor market information (LMI) for each CE TOP Code.
2. Dean of CE reviews all CE Top Code program reviews and enrollment data.
3. Based on LMI, enrollment data and program reviews Dean of CTE completes CE Two Year Review form.
4. Dean meets with each program lead individually to discuss and “negotiate” the biennial review results.
5. CTE program lead/chair signs acknowledging agreement with the two-year review.

Five Areas of Review

1. Purpose of the program
2. Demand for the program
3. Quality of the program
4. External issues
5. Two-year plan

EXAMPLE: Career Education Two-Year Review Form

MIRACOSTA COLLEGE
CAREER EDUCATION PROGRAM TWO-YEAR REVIEW

Spring 2021

Program: _____

<p>1. Purpose of this Program</p> <p style="text-align: center;">Significantly Changed Purpose in the Last Two Years Minor Changes in Purpose in the Last Two Years No Changes in Purpose in the Last Two Years</p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
<p>2. Demand for this Program</p> <p style="text-align: center;">High Demand Adequate Demand for our students Low Demand</p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Labor market data, advisory input, etc.)</p>
<p>3. Quality of this Program</p> <p style="text-align: center;">Highest Quality Meets Student Needs Needs Significant Improvement</p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p>4. External Issues</p> <p style="text-align: center;">Benefits From and Contributes to External Issues Complies with External Issues Not Consistent with External Issues</p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Legislation, Title 5, Licensing, CCCC mandates, Perkins, etc.)</p>
<p>5. Two-Year Plan</p> <p style="text-align: center;">Significant Growth Anticipated On Track for Next Two Years Need Significant Changes and/or Increased Resources to Continue</p> <p style="text-align: center;"> <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> </p> <p style="text-align: center;">(Recommendations, project future trends, personnel and equipment needs, etc.) Attach Improvement Plan if necessary and agreed to with Dean of CE</p> <p style="text-align: center;">NOTE: Programs with degrees and/or certificates with no completers over three consecutive years must submit an improvement plan.</p> <p style="text-align: center;">CE Two Year Reviews will be presented to Courses and Programs Committee for review and comment in the semester the reviews are completed.</p>

Signatures:

Albert J. Taccone, Ph.D.
Dean, School of Career Education

Date

Sample Biennial Program Review Data: Basis for two-year review form.

*A sample always shared with Board of Trustees

MiraCosta College ACCOUNTING

TOP Code: 0502.00
Sources: Burning Glass, and EMSI

Top Jobs in Demand

Occupation	Annual Openings	Hourly Wage Range (10th percentile, median, 90th percentile)	Common Job Titles	Typical Training, Experience, and Education Level Required	Top Skills in Job Postings	Soft Skills	Top Certifications Requested by Employers
Middle-Skill Jobs							
Billing and Posting Clerks	687	\$12.73 - \$18.69 - \$26.46	Billing Specialists, Billing Clerk, Reimbursement Specialist, Billing Analyst, Billing Supervisor	Moderate-term on-the-job training; High school diploma or equivalent	Customer Billing, Billing, Accounting, Data Entry, Invoice Processing, Customer Service	Microsoft Excel, Microsoft Office, Communication Skills, Organizational Skills	N/A ^a
Bookkeeping, Accounting, and Auditing Clerks	1,951	\$13.40 - \$20.77 - \$29.53	Bookkeeper, Accounting Clerk, Accounts Payable Clerk, Accounts Payable Specialist	Moderate-term on-the-job training; Some college, no degree	Accounting, Accounts Payable/ Accounts Receivable, Bookkeeping	Microsoft Excel, Detail-Oriented, Communication Skills, Organizational Skills	Quickbooks Certification, Taxation Certification, Certified Public Accountant (CPA), Certificate in Accounting
Brokerage Clerks	80	\$16.92 - \$26.08 - \$37.22	Brokerage Coordinator, Brokerage Assistant, Brokerage Agent	Moderate-term on-the-job training; High school diploma or equivalent	Customer Service, Adobe Indesign, Teamwork/ Collaboration, Administrative Support	Communication Skills, Microsoft Office, Detail-Oriented, Microsoft Excel, Research	N/A ^a
Payroll and Timekeeping Clerks	201	\$14.94 - \$22.53 - \$30.52	Payroll Specialist, Payroll Clerk, Payroll Administrator, Payroll Coordinator	Moderate-term on-the-job training; High school diploma or equivalent	Payroll Processing, Accounting, Data Entry, ADP Payroll, Paycheck Distribution	Microsoft Excel, Detail-Oriented, Communication Skills, Microsoft Office	Certified Payroll Professional (CPP), Certified Protection Professional (CPP), Fundamental Payroll Certification
Tax Examiners and Collectors, and Revenue Agents	45	\$15.03 - \$22.03 - \$48.09	Tax Associate, Tax Analyst, Tax Specialist, Tax Advisor	Moderate-term on-the-job training; Bachelor's degree	Accounting, Tax Preparation, Tax Returns, Public Accounting, Tax Law	Communication Skills, Writing, Research, Problem Solving, Computer Literacy	Certified Public Accountant (CPA), Taxation Certification, Tax Preparation Certificate
Tax Preparers	141	\$19.60 - \$28.82 - \$45.75	Tax Professional, Tax Preparer, Corporate Tax Preparer, Tax Assistant	Moderate-term on-the-job training; High school diploma or equivalent	Tax Preparation, Tax Returns, Tax Planning, Audit Planning	Writing, Mentoring, Bilingual, Communication Skills, Detail-Oriented	Certified Public Accountant (CPA), Tax Preparation Certificate, Tax Professional
Above Middle-Skill Jobs							
Budget Analysts	62	\$27.48 - \$38.80 - \$57.00	Staff Services Analyst, General Budget Analyst, Staff Services Analyst, Management Analyst	Bachelor's degree	Budgeting, Staff Management, Accounting, Budget Analysis, Financial Management	Microsoft Excel, Communication Skills, Research, Writing, Planning, Organizational Skills	N/A ^a
Accountants and Auditors	1,392	\$21.79 - \$33.15 - \$55.30	Staff Accountant, Accountant, Senior Accountant, Cost Accountant, Tax Accountant	Bachelor's degree	Accounting, Account Reconciliation, Generally Accepted Accounting Principles (GAAP)	Microsoft Excel, Communication Skills, Detail-Oriented, Research, Organizational Skills	Certified Public Accountant (CPA), Certified Information Systems Auditor (CISA), Certified Internal Auditor (CIA)
Financial Examiners	37	\$30.52 - \$40.21 - \$75.35	Escrow Officer, Senior Escrow Officer, Junior Escrow Officer, Supervising Special Investigator/ Officer	Moderate-term on-the-job training; Bachelor's degree	Contract Review, Customer Service, Appointment Setting, Administrative Support, Risk Assessment	Communication Skills, Detail-Oriented, Microsoft Office, Organizational Skills, Writing	Certified Escrow Officer, Certified Fraud Examiner (CFE), Insurance Agent Certification

^aNot Applicable (N/A) denotes cells with an insufficient number of certifications listed in the sampled job postings. "Not Applicable" values may indicate occupations that are unlikely to require certification(s).



ACCOUNTING

Accounting offers theoretical and practical courses for students interested in tax preparation, billing, finance and banking, bookkeeping, and other accounting careers. Students learn how to construct and analyze financial information for the purposes of making business decisions.



WHAT WE OFFER Certificate Program Associate Program

Accounting

Accounting Assistant

Bookkeeping

Income Tax Professional

TOP IN-DEMAND JOBS IN SAN DIEGO REGION

	Hourly Wage Range	Education Required
Bookkeeper/Accounting Clerk	\$13.40 - \$29.53	Certificate
Accountants/CPAs ¹	\$21.79 - \$55.30	Bachelor's Degree
Billing Clerks	\$12.73 - \$26.46	Certificate
Payroll Specialists	\$14.94 - \$30.52	Certificate
Tax Preparers	\$15.03 - \$48.09	Certificate

LEARN MORE. EARN MORE.

Wages before and after taking Accounting classes:

\$11.14

\$21.40

92%
Wage Gain

82% of MiraCosta College students are employed after their studies

9% of students are self-employed after their studies

TOP EMPLOYERS IN SAN DIEGO REGION*

General Atomics	Hilton
H&R Block	KPMG
Scripps Health	LPL Financial
University of California San Diego	Intuit
Marriott, Inc.	Suna Solutions

*partial list

¹Employers typically require a Bachelor's Degree for this occupation. Transfer to a university will be necessary.

THANK YOU



COMMUNITY COLLEGES

SAN DIEGO & IMPERIAL COUNTIES

CAREER EDUCATION