

SOUTHWESTERN COLLEGE

 Perkins CLNA: An opportunity
September 17, 2021



Southwestern College

**Economic and Workforce Development
Community Task Force**



College Steering Committee

- Academic Senate President
- CE Committee Members - CE Faculty leads
- Credit and NC Counselors
- Career Center Director
- VPs (3) and All Academic and Student Service Deans (7)
- **Dean of Institutional Research and Planning**
- Director of Restorative Justice
- Director of Continuing Education
- Representatives from SWC Regional Economic Development Initiatives: Center for Business Advancement
 - SBDC, WBC, PTAC

SWC Economic and Workforce Development Community Task Force?

- Employers & Industry Associations from each sector
- Workforce Agencies: SDWP, SCEDC
- RDs from each sector
- K-12 CTE instructors, counselors, and administrators - including representatives of those that serve special populations
- University Partners
- CBOs that agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- CE Faculty (including counselors), administrators and VPs
- parents/students and representatives of special populations

Met to receive an overview and engage in the effort, provided input and guide discovery, asked critical questions and reviewed plan along the way

What is the role of the SWC Economic and Workforce Development Community Task Force?

Why are we here? It's because you are part of...

- Preparing & Supporting Students
- Educating & Upskilling Students
- Hiring, Employing and Accepting SWC Students

What are we here to help do?

- Alignment of Educational Programs and Services to Meet Community and Business needs
- Identify Local Resources
- Partnership Development

What will our work result in?

A Plan/Guide for the College that will be utilized for

- Resource Investment
- Expansion/contraction of programs and services
- Curricular review
- Leveraging of local resources



CLNA Contents

Element 1: Student Performance

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

Element 3: Progress Towards Implementation of CE Programs of Study

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

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

Element 6: Alignment to Labor Market Information (LMI)

- General Industry Cluster Analysis

- Regional Supply and Demand

- Regional Economic Analysis



CLNA Contents

Regional Population Analysis

Population and Age

Household Income

Living Wage

Educational Attainment

Race and Ethnicity

Language Spoken at Home

Housing Characteristics

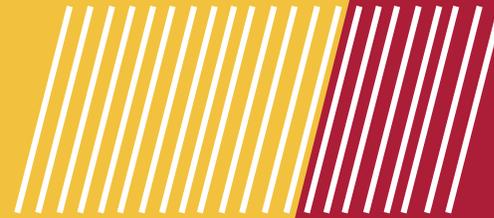
Worker Profile

Commuting Profile

Potential Student Populations

Consortium Coordination Strategy

**Link: [Southwestern College
Comprehensive Local Needs
Assessment](#)**



What We Learned?

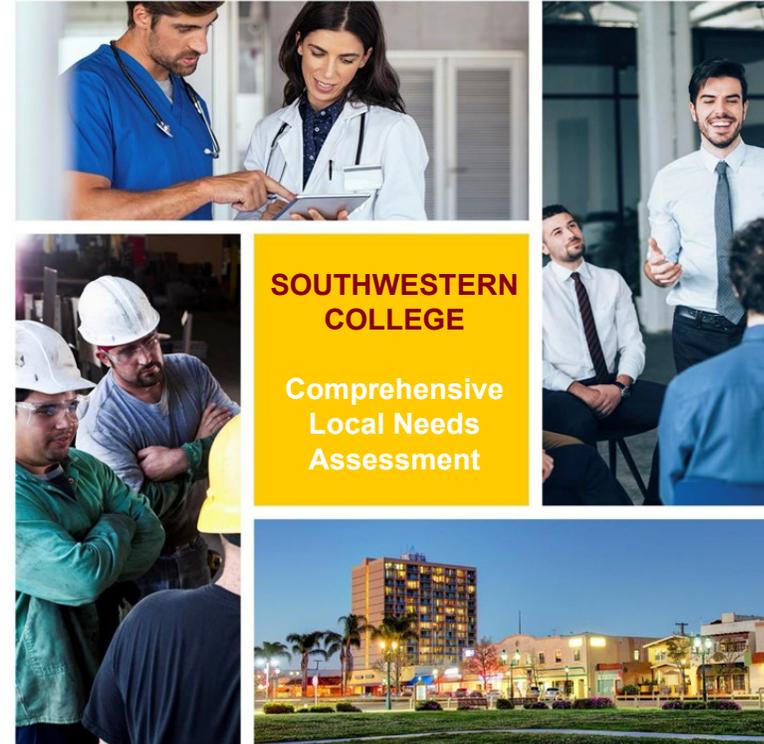
1. We are outperformed district and state targets across most metrics, but some areas for improvement remain.

High Performance

- Completion rates as well as postsecondary placement rates
- SWC students are continuing their education, entering the military, or finding employment
- Persistence and transfer rates as well as non-traditional population participation

Opportunities for Improvement

- Retention and success rates are lower among African-American, Hispanic, and Pacific Islander students



What We Learned?

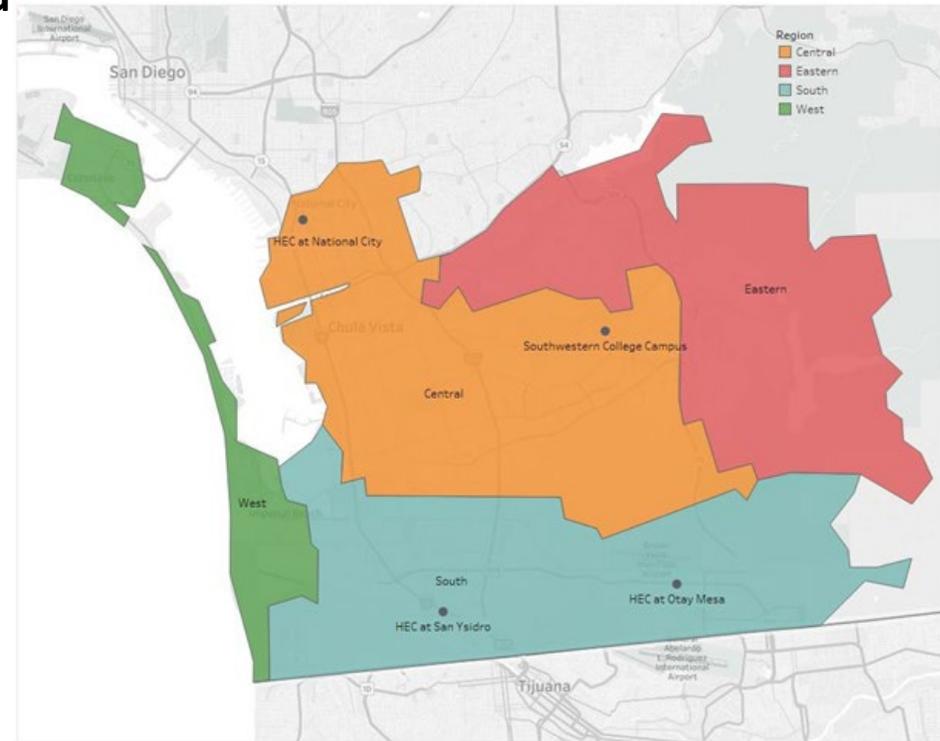
2. Programs generally have sufficient size, scope, and quality to meet the needs of students, but there remain opportunities for bolstering student Work-based Learning opportunities.

High Performance

- Early access to SWC Career Education (through the High School Special and College Bound Program) has increased by more than 10-fold over the past three and a half years.
- Both over-enrollments and waitlists are on the decline.
- Two-thirds of Career Education students searching for jobs after graduation found employment within three or fewer months, either 'very closely' or 'closely' aligned to their field of study.

Opportunities for Improvement

- Availability of Work-based Learning (WBL) opportunities were relatively sparse.

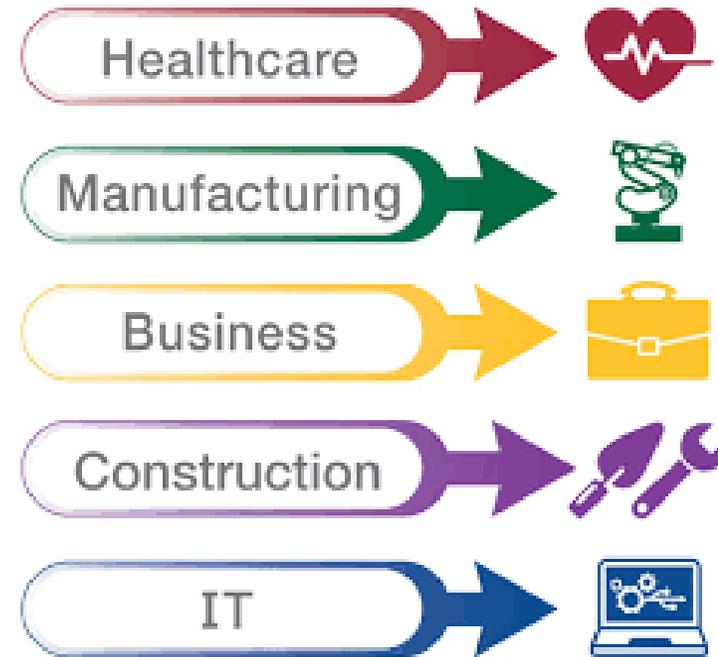


What We Learned?

3. Career pathways and guidance has and should continue to be an area of emphasis for SWC

Opportunities for Improvement

- Career pathways available to students should be aligned with industry clusters and include educational pathways that highlight the wide array of careers available from a given program within an industry (a career lattice).
- career pathways should be communicated earlier
- The research also highlights a general gap in student awareness of the resources available to them. An orientation process that includes an outline of the services available to students (including career pathways and navigation resources) may help raise awareness and usage



What We Learned?

- 4. Southwestern College has made notable progress towards representative faculty and staff and has initiatives in place to continue the trend**

High Performance

- The College has also created an Advisory Task Force on Inclusion and Race and has overhauled the hiring and interviewing processes for hiring new talent.
- SWC has made notable progress in this area, hiring more than 80 Hispanic employees between the fall semesters of 2015 and 2018.

Opportunities for Improvement

- More than half (55%) of faculty were White non-Hispanic, compared to about 14% of the student body.
- Conversely, Hispanic students made up 64% of the student population but only 25% of academic faculty identified as Hispanic.



What We Learned?

5. Overall special population enrollments and success rates are increasing, though some populations and demographics remain disadvantaged.

High Performance

- Non-traditional, economically disadvantaged, limited English proficiency, and students with disabilities have higher program **completion rates** than the broad CE cohort,

Opportunities for Improvement

- Despite progress, some challenges still remain. For example, students with limited English proficiency (67%) and students with disabilities (71%) face lower **employment rates** than the broader CE cohort (77%)
- Investigation into the awareness, usage, and effectiveness of support programs may illuminate some of the reasons behind these disparities.



What We Learned?

6. **Southwestern College's 75 Career Education program offerings provide students with a wide range of options that are well-aligned with the regional labor market.**

High Performance

- After accounting for completions at other regional institutions, no SWC programs result in an over-supply of labor to relevant occupations.

Opportunities for Improvement

- There is evidence that there may even be an under-supply of completions among many programs; 21 programs have 20 or more annual openings for every regional completion. These programs include Business and Marketing, Civil and Construction Management Technology, Automotive, and Paralegal offerings.
- Our unique geographic location presents notable and growing employment opportunities in industries including Logistics, Healthcare, and Building and Design. Occupations related to International Business and Trade and Logistics/Materials Transport



What We Learned?

7. Job quality in the Southwestern College study region is relatively lower than San Diego County and the broader state, but that may be changing.

- Tier 3 jobs (those that are generally lower-skill and lower-paying such as Janitors and Food Service Workers) account for nearly half (48%) of all jobs in the region.
- The SWC study region is also a net exporter of Management, Business, Science, and Arts occupations, with more than 15,000 residents who work in these occupations commuting outside the region to go to work.
- Encouragingly, the number of tier 1 jobs (higher-skill and higher-paying roles such as Engineers, Managers, and Lawyers) (12%) and tier 2 jobs (middle-skill and middle-paying roles such as Administrative Clerks and Machinists) (8%) are growing faster than tier 3 jobs (8%). This suggests that overall job quality in the region is increasing, as more higher-paying employment opportunities become available.



Gap Analysis & CNLA Recommendations

- 1. Encourage career exploration at the early stages of interest or enrollment.**
- 2. Bolster existing career pathway initiatives to be more comprehensive, clear, and linked to industry clusters.**
- 3. Connect High School and Adult School career pathways.**
- 4. Create career pathways that are geared for both the long and short term.**
- 5. Continue to strengthen regional partnerships.**
- 6. Increase Work-Based Learning opportunities (WBL).**
- 7. Continue efforts to increase access and awareness of resources and programs meant to assist current and potential students.**
- 8. Remedy the gap in student writing.**
- 9. Continue to increase the use of data at Southwestern College.**

Phase 2 Components

Demand Side Analysis

- Identify target industry clusters (4-5 in total)

Develop an Economic Development Profile

- Tracking historical regional establishment counts by size and industry
- Examination of existing local Economic Development Programs and opportunities for funding and collaboration
- Analysis of the talent needs of small businesses and potential opportunities for SWC program adjustment, development, or collaborations.

*The following industry clusters in the SWC study region that have the greatest concentration of jobs relative to the national average: **Healthcare; Tourism, Hospitality, and Recreation; and Defense, Aerospace, and Transportation Manufacturing (DATM)** were the fastest growing between 2014 and 2019.*

Phase 2 Components

Regional Employers (Needs, Perceptions and Challenges)

- Detailed breakdown of employer needs from SWC, as well as their challenges and most-sought occupations, skills, and certifications (among both general and targeted industries)
- Regional impacts of COVID-19 pandemic and employer expectations and concerns (among both general and targeted industries)
- Description of employer perceptions of SWC students. This will include perceived areas of strength and those warranting improvement.
- Exploration of employer interest in participating in work-based learning, both in physical and online environments

Phase 2 Components

Gap Analysis

- Investigation into areas of strong market demand where no existing programs offered at SWC
- Current work-based learning opportunities and an investigation of potential regional partners.
- Career and education pathways and lattices
 - Examination of existing career pathways within target industries.
 - Recommendations for the adaption or creation of new career pathways and lattices, including stackable credentials and short-term trainings within target industries.
 - Inclusion of suggested educational pathways and requirements.

Phase II Final Recommendations

Expand & Enhance WBL Efforts

- 51% of employers are interested in some form of collaboration with SWC

Emphasize “real-world” Engagement Activities

- Employers indicate skills like problem-solving and social and verbal communication are consistently the most important skills and/or are deficient in current applicants

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Phase II Final Recommendations

Collaborate with Regional Economic & Workforce Development Organizations

- Opportunity to establish connections with new employers in expanding and emerging fields

Support Programs in Key Industry Clusters

- Architecture, Design, and Engineering
- Building and Construction
- Information and Communication Technology
- Manufacturing and Design
- Logistics and Transportation

The Big Picture

1. Phase I and Phase II resulted in a 3-Year Economic & Workforce Development (EWD) Strategic Plan
2. The EWD Strategic Plan ties directly to:
 - Vision for Success Goals
 - Institutional Strategic Plan
 - Governing Board and College Goals
 - Strategic Enrollment Plan
 - SEAP (Equity Plan)
 - Guided Pathways
3. Utilized as part of the Perkins/SWP Funding Criteria
4. Utilized as part of Program Review
5. Increased strategic partnerships that will increase:
 - Enrollments
 - WBL Opportunities
 - Employment Opportunities in Field of Study
 - Expanded Industry Advisory Committees
 - Pathway Development with K-12 and Adult Schools

THANK YOU

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