

# Comprehensive Local Needs Assessment: Alignment & Example Responses

Within this Alignment and Example Responses guide, information is provided below each prompt about alignment with other resources at the college (e.g., Guided Pathways Scale of Adoption Assessment). In addition, example responses are provided for one prompt within each of the four sections. For questions regarding this Alignment and Example Responses resource, please contact [Julie Tyznik](#) and [Hilary Barker](#).

## Goal and Purpose of this Assessment

This assessment is designed to guide a college through a critical look at their career and technical education programs with a focus on equity. Through this process, college Perkins teams are expected to engage their stakeholder groups to identify areas for improvement and growth which should then be the focus of upcoming Perkins V grant applications. The college Perkins teams are expected to work collaboratively with DEI college leaders to establish the stakeholder consultation plans and complete this assessment.

*\*Note: Responses to CLNA questions should focus on describing gaps, inequities, and needs rather than explaining what the college is already doing to address these challenges.*

## Basic Information

**Select your college:** Choose an item.

**Year of comprehensive local needs assessment:** Click or tap here to enter text.

**College Perkins Team (please provide names and roles):**

Click or tap here to enter text.

**Select stakeholder groups who were consulted for this needs assessment:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Students                | <input type="checkbox"/> Secondary partners    | <input type="checkbox"/> Members of special populations |
| <input type="checkbox"/> Parents                 | <input type="checkbox"/> Labor unions          | <input type="checkbox"/> Other (please describe)        |
| <input type="checkbox"/> Community members       | <input type="checkbox"/> Workforce development |   |
| <input type="checkbox"/> Community organizations | <input type="checkbox"/> Tribal organizations  |   |
| <input type="checkbox"/> Local employers         | <input type="checkbox"/> Jail/prison partners  |   |

**Select college groups who were consulted for this needs assessment:**

- |   |   |
|---|---|
| <input type="checkbox"/> Institutional Leadership | <input type="checkbox"/> Student Services |
|---|---|

- Faculty
- Career Prep Coordinators
- FQAS/Professional Learning
- Institutional Research
- Human Resources
- Program Advisory Committees

**Please describe how your team gathered input from stakeholder groups:**

Click or tap here to enter text.

**Please list any documents or resources used to inform this assessment:**

Click or tap here to enter text.

## Career and Technical Education (CTE) Programs

When consulting with stakeholders and identifying areas of need, consider the [WTCS definitions for CTE program size, scope & quality](#), college strategic plans, your Local Equity Report, Program Advisory Committees, [Program Performance Dashboard](#), regional labor market information,

**Are CTE program offerings broad enough to expose students to all in-demand industry sectors or occupations in the district? Where are there gaps in how CTE program enrollments match projected job openings?**

Guided Pathways Scale of Adoption Assessment Essential Practice:

- 1B: Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

**What technical and employability skills have been identified as lacking in programs by industry partners?**

Guided Pathways Scale of Adoption Assessment Essential Practice:

- 4A: Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

**Program Advisory Committees should be inclusive of various identities, (e.g., special populations, people of color) and skillsets (e.g., diverse set of local businesses). What populations or skillsets are not consistently represented? See [Educational Services Manual chapter 19 for committee guidelines](#).**

*Example response (1): A comprehensive assessment of Program Advisory Committees and member identities is not yet available. The college Perkins cross functional team has developed a survey instrument to collect more detailed information for each committee member (e.g., race/ethnicity, gender, disability status, position) that will be administered in Spring 2022 during advisory meetings. Currently, the college has information regarding the businesses represented by the advisory committees (i.e., contact information for each business). From this information, we can see that in general, businesses of varying size (number of employees varies from ~10 to 1,000) are represented. The Perkins team and college workforce development staff has also set up meetings with both the Hispanic Chamber of Commerce Wisconsin and Wisconsin Black Chamber of Commerce to create better partnerships with local business in the district. This information will inform whether Hispanic- and Black-owned businesses are underrepresented in Program Advisory Committee membership.*

*Example response (2): Based on a survey of Program Advisory Committees conducted in Fall 2021, we have found that there is an overrepresentation of White male employers and employees compared with the workforce demographics for the college's district (Affirmative Action Plan data). This overrepresentation is especially present in programs that are NTO and traditionally-male (i.e., manufacturing, construction and information technology), yet the overrepresentation of White male employers and employees is also evident in program areas that are not traditionally-male (i.e., health sciences). In addition, only one of the approximately 50 minority-owned businesses within the district is represented in a program advisory committee (culinary arts advisory committee; data based on partnerships with Chambers of Commerce for minority owned businesses).*

**Programs should be developed within robust career pathways that articulate with secondary and postsecondary partners. Which career pathway areas need further development? Which secondary and/or postsecondary partnerships need further support?**

Guided Pathways Scale of Adoption Assessment Essential Practices:

- 2E: The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
- 4A: Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

**In which career fields are students of color or members of special populations underrepresented in your district's labor market?**

*Example response: While the college does not have any quantitative data on career fields in our district and underrepresentation for special populations, we are aware that the Spanish speaking population in our district has increased 4% over the last 3 years. This has increased the need for Spanish speaking employees in general, but especially in the healthcare field as noted by industry partners. To help identify additional opportunities for students from special populations within our district's labor market, we will survey program advisory committees for qualitative information.*

Click or tap here to enter text.

## Recruitment and Retention of Diverse Staff

When consulting with stakeholders and identifying areas of need, consider the [Systemwide Equity Report](#) and/or your district's Local Equity Report.

**Does the diversity of the district staff reflect the diversity of the student body? Which identities are under- or overrepresented?**

- Local and Systemwide Equity Reports
- College Affirmative Action Plans

**Which program areas have a need for a more diverse representation of instructors? What barriers exist in filling this need?**

Click or tap here to enter text.

**What aspects of recruitment processes need to be improved to reach a more diverse applicant pool? Identify which applicant requirements could be preventing diverse applicants from being considered.**

Click or tap here to enter text.

**What do instructors and staff report as needs for professional development, specifically to support being equitable, inclusive, and knowledgeable about their students/ community?**

Guided Pathways Scale of Adoption Assessment Equity Consideration:

- Equity considerations for Domain 4. Ensuring that Students are Learning'
  - What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?

**Do retention rates vary across staff roles and/or identities? For instance, are staff of color retained at a similar rate as white staff? If disparities in retention exist, what underlying causes and barriers have been identified?**

*Example response: An analysis of HR data shows that employee retention from July 2019 to June 2021 varies widely based on employee race/ethnicity and position type. Overall, retention was 89% for all employees (219 of 246 employees were retained). Yet, retention for employees of color was significantly lower at just 70% (16 of 23 employees were retained). In addition, retention for adjunct faculty was only 52% (39 of 75 employees were retained). Across program areas, faculty retention rates for both full-time and adjunct combined varied from 71% to 95%. Program areas with lower faculty retention rates include*

*Human Services (71% retention) and Hospitality and Tourism (76% retention). Exit interviews for employees of color consistently mentioned microaggressions and lack of supervisor support. Exit interviews for adjunct faculty highlighted onboarding and the need for better professional learning as reasons for employee departure. Exit interviews for faculty in Human Services and Hospitality and Tourism did not provide consistent themes for employee departure. The college Perkins cross functional team will review and improve the climate survey instrument for employees to gather more complete information about underlying barriers/causes for differences in retention across employee groups. This survey will be administered in Spring 2022.*

## Overall Perkins Indicator Performance

When consulting with stakeholders and identifying areas of need, consider the [Perkins Dashboard](#) and/or [Perkins Portal Reports](#).

**Which Perkins indicator(s) (1P1 through 6P1) has the district struggled to improve? Which programs are impacting these indicator levels the most? Which student populations may need more support and/or barriers removed for improvement of the indicator(s)?**

*Example response: The college's 3P1 NTO concentration indicator has remained around 18% since the 2015 cohort. Of the NTO-labeled programs with larger enrollments, several programs have low NTO concentration (below 15%) and have not shown substantial increases in 3P1 since 2015. These programs include Early Childhood Education (10-307-1), Human Services Associate (10-520-3), Nursing (10-543-1), Nursing Assistant (30-543-1), Medical Assistant (31-509-1), Criminal Justice-Law Enforcement Academy 720 (30-504-2), and Welding (31-442-1). Besides the obvious needs for female students in traditionally male programs and male students in traditionally female programs, additional student populations that may need more support and/or recruitment to explore NTO programs include:*

- *Dual enrollments students for the Nursing Assistant program*
- *Out of workforce individuals*
- *Students with an economic disadvantage*
- *Single parents*
- *Hispanic or Latinx students*

**For which Perkins indicator(s) (1P1 through 6P1) has the district struggled to close equity gaps? Which student groups are impacting these indicator levels the most?**

Guided Pathways Scale of Adoption Assessment Equity Consideration:

- Equity considerations for Domain 4. Ensuring that Students are Learning'
  - Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?

**Qualitative data is imperative to identifying and addressing equity gaps in programs. Which identities are under- or overrepresented in the qualitative data you collect?**

Guided Pathways Scale of Adoption Assessment Essential Practice:

- 4F: The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.



## Equity in Access and Success for Student of Color and Special Populations

When consulting with stakeholders and identifying areas of need, consider the [Systemwide Equity Report](#), your district's Local Equity Report, [NAPE equity considerations for the CLNA](#) and [WTCS action research briefs](#). Consider [Program Performance Dashboard](#) with Equity Filters

**Which [special populations or students of color](#) are under- or overrepresented at the college and/or in programs and career pathways? Are there additional enrollment discrepancies related to high-wage, high-skill occupations?**

Guided Pathways Scale of Adoption Assessment Equity Considerations:

- Equity considerations for Domain 2. Helping Students Choose and Enter a Program Pathway'
  - Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?
  - Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?
- Equity considerations for Domain 3. Keeping Students on a Path'
  - How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?

**Identify program enrollment requirements that present barriers to prevent students who want to enroll from doing so? Which populations are these barriers more prevalent for? Are these barriers more prevalent in high-wage and high-skill programs?**

Guided Pathways Scale of Adoption Assessment Essential Practice:

- 3D: Assistance is provided to students who are unlikely to be accepted into limited access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

- Equity considerations for Domain 2. Helping Students Choose and Enter a Program Pathway’
  - Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?

**What needs do students report for supports, services and program improvements? For instance, are program courses offered when students need them? The expectation is that information gathered on student needs should be shared across the college. Which divisions of the college are lacking access to this information?**

*Example response: The college established a Student Voice team that includes students from each career cluster area and specific demographic groups (students with disabilities, students of color, single parents). This team has identified three areas in need of improvement: (1) more comprehensive services for entering the workforce and connecting with former graduates, (2) better communication of disability services and how to start the accommodations process and (3) assistance for student parents regarding childcare. In addition, course evaluations from the 2020-2021 academic year highlighted a need for better learner supports in online courses, especially in key gatekeeper courses (e.g., general education math). The Student Voice and course evaluation information has been shared at department meetings and will be highlighted in the upcoming in-service (August 2022).*

**Information needs to be collected from a diverse group of students. Different groups may require different collection methods. Which groups of students are under- or overrepresented in the data collection? Are there additional collection methods that may be more effective?**

Guided Pathways Scale of Adoption Assessment Essential Practice:

- 4F: The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

**If program completion rates vary across student groups, (for instance, do students of color graduate at a rate similar to the graduation of white students), identify student groups experiencing completion gaps. What underlying causes and barriers have been identified for these disparities?**

Guided Pathways Scale of Adoption Assessment Equity Consideration:

- Equity considerations for Domain 4. Ensuring that Students are Learning’

- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?

**Which accommodations, modifications and supportive services for [special populations](#) are underutilized at your institution? What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?**

Guided Pathways Scale of Adoption Assessment Equity Considerations:

- Equity considerations for Domain 3. Keeping Students on a Path'
  - How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?
  - How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

## Definitions for Reference

### Size, Scope, and Quality Definitions for Programs of Study

#### Size

- Parameters/resources that affect whether the program can adequately address *student learning outcomes*. This includes:
  - Number of students within a program
  - Number of instructor/staff involved with the program
  - Number of courses within a program
  - Available resources for the program

#### Scope

- Programs of study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points
- Programs are aligned with local workforce needs and skills
- Where available, postsecondary programs connect with secondary career and technical education via articulation agreements, dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable and in-demand skills; e.g., problem-solving

#### Quality

- A program must meet two out of the following three criteria: the program develops (1) *high skilled* individuals, (2) individuals who are competitive for a *high wage* job, and (3) individuals who are trained for a *high demand occupation*.
  - High skilled: industry-validated curriculum, programs that result in industry-recognized certificates, credentials, degrees, or apprenticeship diplomas.
  - High wage: Occupations with hourly wages above the Wisconsin state average of \$22.48, based on the Department of Workforce Development's (DWD) 2018 wage data.
  - High demand: Top 50 occupations that are identified in the DWD statewide long-term occupational projections and/or local needs.
- A program must work toward closing student equity gaps in access and completion (e.g., reducing barriers to students, implementing guided pathways)
- A program must work toward effectively using data to inform and improve student success

## Special Populations and Race/Ethnicity Categories

Special Population groups include:

- *Individuals with disabilities;*
- *Individuals from economically disadvantaged families, including low income youth and adults;*
- *Individuals preparing for non-traditional fields;*
- *Single parents, including single pregnant woman;*
- *Out-of-workforce individuals;*
- *English learners;*
- *Homeless individuals (described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);*
- *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 (defined in section 101(a)(4) of title 10, United States Code); and*
  - *Is on active duty (defined in section 101(d)(1) of title 10, United States Code)*

*\*Race/ethnicity groups include:*

- *American Indian or Alaskan Native*
- *Asian*
- *Black or African American*
- *Hispanic/Latino*
- *Native Hawaiian or Other Pacific Islander*
- *White*
- *Two or More Races*

## Perkins Indicators

1P1 – Post-Program Placement

2P1 – Credential Attainment

3P1 – NTO Concentration

4P1 – Technical Course Completion

5P1 – General Education Course Completion

6P1 – Second-Year Retention