

AN EQUITY-CENTERED, COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Illinois Community College Board



The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to use research and evaluation methods to improve policies and programs to enhance community college education and transition to college for diverse learners in Illinois and the United

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OVERVIEW

The Perkins V comprehensive local-needs assessment (CLNA) moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs in six key areas: 1) student performance data; 2) size, scope, and quality as defined by the state plan; 3) labor market alignment, 4) progress towards implementing CTE programs of study; 5) recruitment, retention, and training of faculty and staff; and 6) progress toward improving access and equity ([ACTE, 2019](#)). The CLNA process is meant to be completed alongside a diverse body of external stakeholders (listed in Section 4 of the CLNA). Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. The CLNA process also crosswalks Perkins V and the Workforce Innovation and Opportunity Act (WIOA) requirements for standards and examination of equity and access for specific student subpopulations (Perkins V). Community colleges are required under Perkins V to engage a diverse body of stakeholders in the CLNA process.

Following completion of the CLNA, the summation of findings from the CLNA process are to inform community colleges' development of their Perkins V local application for funding.

ADOPTING AN EQUITY LENS

For community colleges to be successful in serving historically underrepresented and marginalized student populations, they must have intentional longstanding practices and processes based in equity (Boggs & McPhail, 2016). When equity is foundational to a community college's values, it does the inquiry work necessary to uncover who they are disserving in terms of educational opportunities and then identifying root causes as to why. To achieve equity, a community college must be reflective, introspective, and willing to acknowledge how its norms, structures, and practices may create barriers for historically underrepresented and marginalized student populations. Once problems are identified, community college leaders must take system-oriented action to dismantle these barriers to student access and opportunity while providing varying educational resources and opportunities to rectify any inequities.

Applying an equity lens does not mean treating all students or individuals in CTE programs the same way. Adopting an equity lens means that institutions should reassess and take ownership for how their practices may not be working for certain student subpopulations, and how institutional practices need to change as a result ([CUE, n.d.](#)). Thus, achieving equity for students should be the ultimate goal of your CTE program design and implementation. The CLNA process offers you and your stakeholders an opportunity to examine the success of your CTE programs through an equity lens.

Uncovering Equity Gaps

You will also use an equity lens in the CLNA process to uncover any equity gaps that exist among various student groups by examining data disaggregated by subpopulations. To understand how to use data to uncover equity gaps, we suggest taking a look at a [brief](#) that highlights one Illinois community college as an exemplar. When disaggregating student data for its dental assistant CTE program, this particular community college realized that graduates of this program were overwhelmingly young White women who were not representative of the district's predominately African-American and Black demographics ([Gallaway, 2018](#)). The college realized the root of the problem stemmed from inequities that within-district students faced in the application process, thus resulting

in more out-of-district students accessing the dental assistant program. To redress this inequity, the college set a goal of redesigning its application and admissions processes to open up access and opportunities to its within-district candidates who are mostly students of color.

The inequity uncovered in the example above shows not just an equity gap, but more specifically, a racial equity gap. All community colleges bear some responsibility for racial inequities and should be accountable to redress them when necessary, as it is an injustice that affects our entire state. For example, Illinois has the highest unemployment rate for Black workers nationwide, and this inequity is largely attributed to other injustices such as inequities in educational access and opportunities, as well as racial discrimination in the workforce ([McKinney, 2018](#); [Reinhold, n.d.](#)). Unfortunately, the list of subpopulations emphasized in Perkins V does not include students from racially minoritized groups. However, given the sociopolitical context and evident racial inequities in education and the workforce that exist in the state of Illinois, race *does* matter, and so the CLNA must emphasize not just equity but also racial equity. Museus, Ledesma, and Parker (2015) define racial equity as a systemic assessment of how racially equitable systems that uplift and increase access and opportunity for historically minoritized people of color are equally ingrained into the academic and social practices, policies, and structures of an institution.

The CLNA Process

The sections below have guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available in order to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are included in each section. In contrast to program review, which focuses on a specific program of study during a five-year period, the CLNA suggests the assessment of overall CTE programs biannually to support the advancement of equitable outcomes that meet the needs of your district. At the conclusion of the CLNA, you will provide a summary that flows directly into your Perkins local application.

1. PROGRESS TOWARD EQUITY AND ACCESS

This section asks you to critically examine your overall CTE programs with an equity lens to assess whether and how equity is **systemically and systematically embedded** in all

aspects of your CTE programs' structures, resources, materials, curricula, pedagogy, and practices. By assessing your CTE programs through an equity lens, you are considering questions such as who is trying to access our programs but can't and why? What subpopulations' ideas and perspectives are being considered and whose are left out in program design and execution? What conditions have we created to ensure there is equitable access and success, and what conditions may be hindering access and success for certain subpopulations? What are students' experiences in the program, and are certain students experiencing inequitable treatment and access in your programs? How can we eliminate policies, structures, and practices that have a disparate impact on students based on their race/ethnicity, gender, disability, socioeconomic level, and whether they are an English language learner? (see [Stewart, 2018](#)).

To what extent are your programs representative of your district's demographics and the shifts in diversity of your district (by race, gender, age, socioeconomics, English language learners, or disability)?

Overall, the COD CTE student demographic profile is a fair representation of the COD district's racial/ethnic demographic and the institution as a whole profile. A review of COD CTE's Unduplicated (by Discipline/Program) Headcount Fall 2021 - Fall 2025 end of term enrollment data as reflected through the COD enrollment dash boards reflect that the CTE student population has been stable over the past five years for Asian/Pacific Islander and Black Non-Hispanic students, but has become more diverse in terms of Hispanic, Other and White Non-Hispanic where the Hispanic population grew 5% over the past 5 fall terms and the White populations declined 7% over the same time period. However, it should be noted that the CTE student ethnic graphic is slightly less diverse with a 46% White non-Hispanic compared to 43% White non-Hispanic institutionally. (source: COD Enrollment Dashboard March 2026)

The following racial/ethnic breakouts depict the COD CTE Student Population 5-yr racial/ethnic changes:

- Asian or Pacific Islander (11% FA21 vs. 9% FA25)
- Black non-Hispanic (7% FA21 vs 8% FA25)
- Hispanic (25% FA21 vs. 26% FA25)
- Other (including Unknown, 2 or more, American Indian/Alaskan, Resident Alien) (8% FA21 vs 13% FA25).
- White non-Hispanic (49% FA21 vs 44% FA25).

In comparison, the COD Fall End of Term Institutional Undergraduate Student Race/Ethnicity Profile

- Asian or Pacific Islander (11% FA21 vs. 11% FA25)
- Black non-Hispanic (8% FA21 vs 7% FA25)
- Hispanic (27% FA21 vs. 27% FA25)

- Other (including Unknown, 2 or more, American Indian/Alaskan, Resident Alien) (8% FA21 vs 14% FA25).
- White non-Hispanic (46% FA21 vs 41% FA25).

Both COD CTE Students and COD Undergraduate Students are much more racially/ethnically diverse than the DuPage County District Population as sourced through the Lightcast Demographic Overview (DuPage County) Quarter 1 March 2026 Data Set estimate annual 2026 population census data for DuPage County as listed here:

- American Indian Non-Hispanic (.10%: 2026)
- Asian/Pacific Islander Non-Hispanic (14.32%: 2026)
- Black, non-Hispanic (5.23%: 2026)
- Hispanic (17.06%: 2026)
- Two or more races (1.94%: 2026)
- White, non-Hispanic (61.32%: 2026)

Largest differences between the district population and the student population is the county is significantly more white at 61% compared to the 41% white of the College as a whole. The Hispanic representation at the county is only at 17% while at COD it is at 27%. Not as large of a difference but still greater than the county distribution is the Black non-Hispanic population county wide is at 5% while at the College we are at 7%. It should be noted that the Asian/Pacific Islander population at the county level is 14% which is higher than the College's Asian or Pacific Islander 11% representation.

The COVID pandemic not only had an impact on the student enrollment, but also on the student demographic profile. During the pandemic, the College experience fewer students and the summer and fall following the outbreak, the student profile during that time varied from the pre-COVID profile. The College Undergraduate headcount and FT Equivalencies experienced a 13.4% decrease in fall tenth day headcount and a 10% decline in Fall FTES during that time.

As of Fall 2021, post COVID, enrollment has been increasing each fall with a +34% unduplicated headcount, and a +20% Full-time Equivalent (FTE) increase over the past five-fall term period. The Fall 2022 and fall 2023 terms experienced the largest growth at +9.8% and +13% headcount and +5.8% and 8.6% FTE increases, respectively.

Term Census Division Report

Fall 2025 Term Census (10th Day)

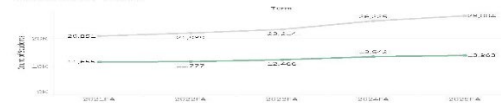
2025-09-05

Year over Year Credit Enrollment
FTEs (Full-time Equivalent Students) are computed by summing credit hours for a particular measure then dividing by 30.

	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
	2020F	2020F	2021F	2021F	2022F	2022F	2023F	2023F
Undergraduate	1,119	1,220	1,274	1,220	1,220	1,220	1,220	1,220
Graduate	2,222	2,222	2,222	2,222	2,222	2,222	2,222	2,222
Non-Credit	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400
Grand Total	8,741	8,741	8,741	8,741	8,741	8,741	8,741	8,741

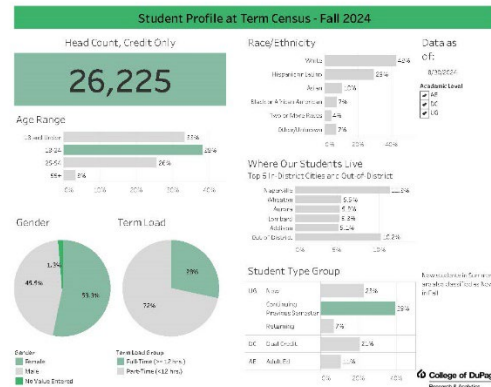
Please note there may be some duplication in headcount due to US students taking DC or AE classes in addition to US classes.

Enrollment Trends

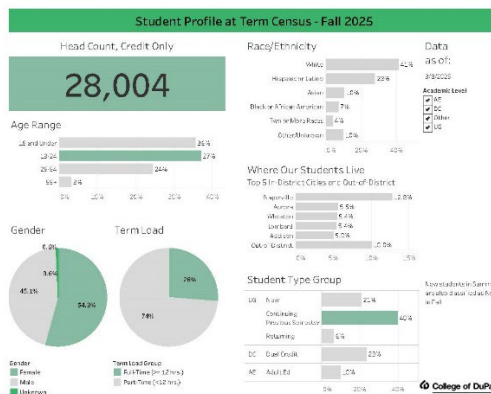


College of DuPage
Research & Analytics

The COD student profile for the last two falls reflects student enrollment more in alignment and comparable with enrollment pre-COVID. Fall 2024 demographics shows a total credit population of 26,225 students and reflects 38% of the COD student population in the 19-24 age group with 53.3% female and 28% full-time taking 12 or more credit hours. Also significant to note is 23% of all credit students are dual credit during Fall 2024 tenth day census.



The Fall 2025 Tenth day student profile continues to show a 6.8% increase of students to 28,004 unduplicated head count. With Dual Credit enrollment reflecting the largest growth and now reflecting 25% of all credit students. This increase also accounts for the slight shift in age ranges with 36% of the total credit population in the 18 and under, age group in Fall 2025 compared to 33% in Fall 2024. The impact of increased dual credit is also noted in the Term Load distribution with Full-time students decreasing from 28% in Fall 2024 to 26% in Fall 25. Also, Adult Education enrollment percentage has been on the decline from 12% of all credit students in Fall 2023 to 10% in Fall 2025.

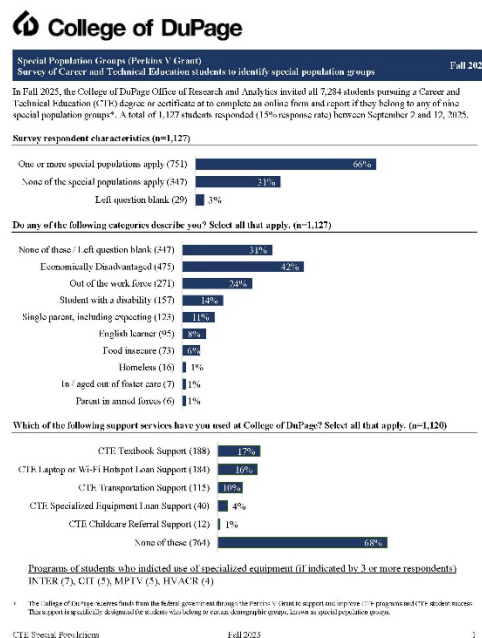


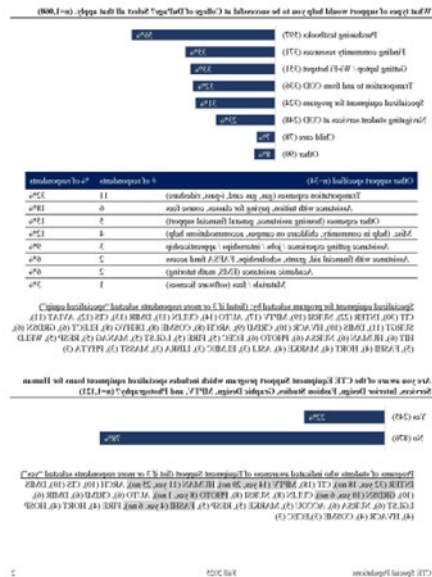
In terms of the special populations listed in Perkins IV & V, implementing an institutional systematic and effective procedure for collecting and reporting student data for all the required Perkins sub populations has been challenging for the College. This was evident in the College's ICCB student data files submissions with missing student data for some of these population groups. However, we have been making progress since the first COD CLNA. Since then, the College expanded the role of the Workforce Development Specialist from a part-time position to one that is full-time as the Workforce Development/Student Resources Specialist and has the added responsibility of providing support to CTE special populations students. One of the direct supports this position coordinated and launched in the fall 2020 was the CTE Student Laptop Loan program. The College expanded the direct support to CTE special population students by offering a Textbook support program through the bookstore and a hotspot checkout

program through the library. Transportation support was added in the Fall 2023 and information on how to receive childcare support through the YWCA was also added to the list of support in the fall 2024. In addition, we have also expanded the support to include program specific equipment loans for the Interior Design, Fashion Design, Graphic Design, Photography, and Motion Picture Television CTE and degree programs. All these direct supports require students to complete an application and self-report all special populations that they identify with. The information on this application then is collected, entered into our students' database and shared for reporting purposes.

During the fall 2021 term, the team requested that a survey be sent to all CTE students currently registered for the fall term letting them know that there may be additional assistance and support for CTE students meeting special population criteria. In Fall 2021, the College of DuPage Office of Research and Analytics invited all 7,490 students pursuing a Career and Technical Education (CTE) degree or certificate at to complete an online form and report if they belong to any of nine special population groups*. A total of 1,319 students responded (18% response rate) between November 29 and December 10, 2021.

During the fall 2025, we updated the CTE Special Populations Survey and sent it out to all CTE students. This time the survey was sent to all the 7,284 students who indicated that they were pursuing a Career and Technical Education (CTE) degree or certificate program at COD. 1,127 students responded (15% response rate) to the survey between Sept. 2 through Sept. 12, 2025. Listed below are the results from the most recent survey.





The survey results of the most recent survey were as impressive as the one distributed in fall 2021. The fall 2025 survey had an impressive 15% response rate and 66% of those responding did indicate they had characteristics from one or more of the special population groups listed. 42% indicated they were economically disadvantaged, 24% were currently out of the workforce, 8% were English Learners, 11% were single parents, 14% student with a disability, 6% food insecure, and 1% each for homeless, parent in armed forces and in/aged out of foster care. These are similar to the 2021 survey results with the exception that there were more self-identified English Learners in the 2021 survey and less students who identified as having a disability. The survey results as listed above were shared with both the Special Population working group team and the COD CLNA Steering Committee. It was through the Steering Committee that the College has made progress on getting this information on the College Application. It is anticipated that the updated application would be launched by the end of May 2022 for fall 2022 students. However, in Fall 2025, the College is revisiting the COD application and has taken the special population questions off the and has the intention of including these special population questions on the student registration materials collected each term. As of this report, the additional questions have not yet been added to the registration materials. The CTE Program Improvement staff will continue to monitor the situation.

Which populations are underrepresented in your CTE programs?

Through the review of the CTE student demographic data as highlighted above, the College demonstrated that overall, CTE students are proportionate to the College and district demographics as a whole. However, when reviewing each CTE department individually that is not the case across all programs, as a few CTE programs do have one or more underrepresented populations. Through the College's Program Review Process, faculty and staff routinely review student demographics at the department/program level to identify and address equity gaps in program participation and completion. The disaggregate data used in the program review process includes race/ethnicity, age, gender, and nontraditional student data if applicable. The COD program review process also includes an annual update report where for the last two years, faculty are requested to review and analyze student success and equity metrics at the program level both in aggregate and disaggregate formats so they can address student success concerns as well as sharing efforts to address equity gaps and issues.

As listed above, the special populations working group team is pleased that the College is making progress on collecting data for all special population groups in a consistent and systematic way through the College Application process starting in the fall 2021. However, the application process only addressed new students. The team also recognizes that in addition to collecting and reporting on special populations, it is imperative that we also identify and address strategies to best serve and support these populations with a holistic approach that treats the whole person and leads to student success now as they continue on their career pathways. As listed above – when the College does include the Special Population questions on the term registration materials, this will allow students to more frequently affirm or remove their current special population statuses. This practice should have a large impact on improving the reporting of this important student data.

The College has over 250 CTE degree and certificate programs and after reviewing CTE Fall 2025 End of Term Unduplicated Headcount by Program by Primary Ethnic/Race profiles identified the following as having ethnic/racial distribution as 10% or more less diverse than CTE programs and the College as a whole:

- American Sign Language Interpreter (SIGN/INTP:52% / 60% -White Non-Hispanic)
- Aviation (AVIAT-54%)
- Interior Design (INTER: 53% - White Non-Hispanic)
- Horticulture (HORT – 53% - White Non-Hispanic)
- Library and Information Technology (LIBRA: 64% - White Non-Hispanic)
- Long-Term Care (LTC – 66% - White Non-Hispanic)
- Magnetic Resonance Imaging Technology (MRIT – 63% White Non-Hispanic)
- Manufacturing (MANUF – 52% - White Non-Hispanic)
- Welding (WELD: 54% - White Non-Hispanic)

64% of the 263 CTE degree and certificate are programs that prepare graduates for employment in nontraditional occupations: 99 are nontraditional for females and 69 are nontraditional for males. Over the last five years, the College's performance on the nontraditional participation and completion metrics has improved and been significantly above the State Performance. Many of the COD CTE nontraditional participation rates are above the federal 25% definition. However, there are individual CTE programs that struggle with this metric. Listed below are the Nontraditional Programs with 10% or less nontraditional participation as measured at Fall 2025 Unduplicated Department End of Term Headcount. We now only have 2 non-traditional programs with 10% or less female participation and 3 non-traditional programs for male participants.

- **CTE Female Nontraditional Programs with 10% or less Female Participation**
 - ❖ Electronics Technology – 7.4% Female
 - ❖ Heating, Ventilation, Air Conditioning & Refrigeration – 1.6% Female
- **CTE Male Nontraditional Programs with 10% or less Male Participation**
 - ❖ Cosmetology – 1.1% Male
 - ❖ Early Childhood Education & Care – 5% Male
 - ❖ Speech Language Pathology Assistant – 2.0% Male

What efforts have you made to recruit underrepresented student populations into CTE programs?

The College uses a variety of multiple approaches to recruit students into CTE programs including admission outreach efforts, high school visits, high school junior/senior days, career exploration events,

faculty participation in campus visit days, open houses, marketing materials (posters/fliers/brochures/banners), COD web pages, and district media ads. It needs to be noted that though these are in many cases routine activities for the College, during the pandemic, many of them were temporarily postponed or offered virtually. As the College returns to a more in person delivery, these are expected to resume. However, due to the pandemic, one of the lessons learned was that we can continue to offer these virtually as well as in person. Some specific examples of CTE Career Exploration Events held on campus that provide opportunities to explore program options/career opportunities, meet program faculty and tour facilities include:

- Public Service Spotlight (focus on Public Service Careers including Fire Science, Criminal Justice, Emergency Medical Services and Homeland Security)
- Information Technology Spotlight (focus on IT Careers and the diverse degree and certificate options available)
- Business Careers Spotlight (focus on Business Careers and the wide range of offers in Accounting, Business, Marketing and Management degree and certificate programs)
- Tech Careers Spotlight (focus on Technology Careers supported through Automotive, HVACR, Manufacturing, Architecture, Interior Design, Graphic Design, Horticulture, Electromechanical and Welding degree and certificate programs)
- Annual HVACR Career Exploration Day (Showcases current student work; HVACR training lab facility and allows prospective and current students to meet with over 300 employers, partners, and vendors)
- STEMCON – (An annual event open to the public and targeted towards 6th-12th grade students and their families to increase awareness of STEM related programs and careers.)
- High School Information Sessions (targets current high school students and their families to find out about the over 250 CTE degree and certificate programs offered at the College)
- Nursing & Health Services Information Sessions (A series of sessions are offered each term highlighting specific programs of study in Nursing and the Health Services programs. Specific program information and application material and guideline are shared with perspective students and families)
- Multiple CTE program specific high school competition events including (Accounting, Floral Design, Architecture, Fashion Design, Interior Design, and Photography)
- Business & Applied Technology Middle School Career Exploration (Middle school students are visiting the campus to learn about the COD CTE programs through hands-on activities)
- Home School & Early Admissions Information Sessions (targets home school high school students sharing information on early admission for those wanting a head start prior to graduation as well as regular college admission information)

In addition, targeted efforts for specific student populations are evidenced through the following examples:

- First Generation Student Series - (Throughout the year, first generation students are invited to participate in a variety of events that help First Generation students navigate the enrollment

process at College of DuPage. The first meeting targets high school students and their parents)

- NBT Summer Camp events – (targeted toward middle school females – provides hands-on experience using tools and materials in the COD manufacturing labs)
- Women in Information Technology Workshop & Women in Technology sessions– (highlights the workforce opportunities currently available and addresses the concerns and perceptions of working in male dominated fields.
- Women in Stem conference (highlights STEM fields where women are underrepresented and discussed the advantages and challenges)
- Breaking Down Barriers – (targeted toward high school students and highlights nontraditional programs breaking down stigmas and presenting information on pros and cons)
- Dare to Dream Conference – (Annual event that invites middle and high school Latinas to encourage and support their efforts to graduate from high school, encourage college enrollment and to introduce them to college and career role models.)
- Latino Student Visit Day – (Exposes high school students to COD through hearing motivational speakers and enjoying performances by local talents.)

What efforts have you made to help the following students transition into CTE?

- Racially minoritized students
- English language learners
- Students with disabilities
- Adult education
- Students who have been placed in development education
- Any subpopulations according to Perkins V that are underrepresented

The College offers support in multiple ways to special population students as they transition into COD and to CTE programs and activities. The following COD programs and student support services highlight the College's efforts in supporting these transitions.

InterCultural Student Initiatives - Seeks to reflect and meet the educational needs of the residents of our large, multicultural district. The Center also recognizes the importance of embracing individual differences and cultures and value the contributions made to the College by people of all ethnic and cultural backgrounds. At InterCultural Student Initiatives, the mission is to address the educational needs of our multicultural campus by connection, collaboration, and community. They are committed to empowering and enhancing the student experience while promoting success for every individual.

Through their work , they actively advance the following core principles:

- ❖ Building Social Understanding – They foster meaningful connections and promote open dialogue to deepen understanding of one another. By exploring the ways government, finance, relationships, and popular culture shape worldviews, they encourage students to reflect on how these influences affect their ability to thrive

within communities and grow collectively.

- ❖ **Expanding Cultural Awareness** - They prioritize developing a knowledge-based understanding and respect for the differences that exist between people across various communities, neighborhoods, and countries. This journey encourages students to embrace diversity as a strength and see the world through a broader lens.
 - ❖ **Fostering Unity** - Unity is at the heart of everything they do. By bringing people together in collaborative efforts, they aim to promote principles that drive constructive change and collective success, ensuring every voice is heard and valued.
 - ❖ **Intentional Belonging** - The reality of knowing that you are respected, valued and accepted with access and equity in whatever environment you live, learn, grow and develop in.
- **Latino Student Initiatives (LSI)**– LSI enhances the academic journey, fostering awareness of cultural identity, and expanding leadership opportunities for Latino students. Latino Student Initiatives (LSI) enrich the academic experience, promote identity awareness, and enhance the leadership opportunities for Latino students on campus. As an emerging Hispanic Serving Institution (HSI), we are committed to advocate, support and empower students as they navigate their experience at College of DuPage. LSI also serves as a liaison to the extended community, and we collaborate with families, schools, and community organizations to provide additional means of support. Programming is offered in English and/or Spanish.
 - **First Generation Students** – Monthly meetings designed to support and empower first-generation students on their path to success.
 - **Inclusive Excellence Peer Mentoring (IEPM) Program** – IEPM pairs first-year students with experienced mentors to promote academic success and personal growth. Inclusive Excellence Peer Mentoring (IEPM) is a great way to enhance your student success experience at College of DuPage. Our program matches first-year or first-time College of DuPage students with continuing students (20 credits or more) to help:
 - **Achieve** academic excellence and belonging at College of DuPage.
 - **Encourage** students to embrace college life, while recognizing the importance of overcoming various demands to successfully pursue their goals.
 - **Develop** a student's path of success and increase their knowledge about the resources at COD and in the professional environment.

Each year the program seeks interested students who wish to be mentors and/or first-time students who may benefit from this initiative as a mentee. The program provides training, workshops, guest speakers and an interactive support network that provides for an engaging and enjoyable experience. Mentors (up to 40) and mentees assignments are limited to a first come basis each year and trained mentors who participate will receive a stipend award.

- **Financial Aid** - College of DuPage provides a comprehensive range of services that help to bridge the gap between the financial resources of students and their families and the cost of education, helping to eliminate the economic barrier in obtaining a college education. Students

attending College of DuPage are strongly encouraged to apply for financial assistance in the form of federal grants, state grants, Military Grants, Federal Work Study, scholarships and Federal Direct Loans.

- **Emergency Funding** - COD's Emergency Funding Program helps students secure immediate financial support when urgent or emergency situations threaten their education. The College of DuPage Emergency Funding Program (EFP) is designed to provide immediate financial support to students at College of DuPage (COD) students by providing immediate financial support when facing urgent and emergency situations that threaten their ability to continue their education. The EFP is also a way for students to request assistance with the purchase of required books and supplies. The EFP's main goal is to aid in student retention by offering support during unexpected events that could hinder a student's college completion. Applications for emergency funds are only accepted by students currently enrolled for the semester in which they are applying. It's important to note, as outlined on the Student Aid website under 'Types of Financial Aid', that federal student aid extends beyond tuition and fees. It can also cover costs related to housing, food, academic supplies, transportation, technology needs like computers and even dependent care. This comprehensive coverage is crucial for students to understand as they navigate their financial options and seek emergency assistance from the EFP.
 - **Fuel Food Pantry** is for all students, faculty, and staff facing food insecurity and in need of assistance. The Fuel Pantry provides free food and personal care items to all currently enrolled (full or part time) COD students, staff, and faculty with a self-identified need. They believe access to food is essential to academic success, so they work to address food insecurity on campus. Students simply [register](#) and stop by once, or every week, to shop. They're here to help "make ends meet"! Please note their commitment to you:
 - Income verification is not required.
 - Using the pantry does not count as government assistance.
 - Information is for statistical purposes only. It is never shared with anyone, at any time, for any reason.
- Students can stop by the pantry during hours of operation and shop!
- **New Student Orientation** – NSO is available for all new students at the College, though all students are welcome. NSO is a full day of interactive programs and activities that support and prepare students to transition to college. NSO is held in-person on COD's main campus in Glen Ellyn. Those who do not attend can access the event's livestream during or after the event. A variety of special topics workshops are offered, listed here are a few that address the specific needs of special populations including:
 - ❖ Access and Accommodations: College of DuPage is committed to the equitable access of educational opportunities for eligible students with a disability, illness, injury, or medical condition. Reasonable accommodation is determined through an interactive and individualized process with the student.
 - ❖ Advising Services: Academic advising is an essential part of student success at College of DuPage. Our full-time advisors offer personalized, proactive support guiding students throughout their academic journey.
 - ❖ Athletics and Physical Education – Students learn about the 15 intercollegiate sports that COD sponsors in the National Junior College Athletic Association and the course offerings within the Physical Education department.
 - ❖ InterCultural Student Initiatives: InterCultural Student Initiatives seeks to reflect and meet the educational needs of the residents of our large, multicultural district. We recognize the importance of embracing individual differences and cultures and

values the contributions made to the College by people of all ethnic and cultural backgrounds.

- ❖ Financial Assistance: The Office of Student Financial Assistance can help students understand their financial aid options, direct them to the steps to apply for financial aid, inform them about deadlines and award and process their financial aid. Free financial aid workshops are also available.
- ❖ Tutoring and Academic Support Center: The Tutoring and Academic Support Center offers COD students free academic support through course-based tutoring, math, writing, reading and speech assistance, placement test review, general education development (GED), English as a Second Language (ESL) support and help navigating myACCESS and Blackboard.
- ❖ Student Life – Students learn how to get involved with the over 90 clubs, learn about leadership development, and get the inside scoop on other development opportunities across campus. The Office of Student Life provides a supportive, values-based environment that helps students get the most out of their COD experience.
- ❖ Student Support Help Desk - The Information Technology Services Department can assist students, faculty and staff during regular hours during the week. The Help Desk and Academic Computer Lab also hold weekend hours. The Help Desk provides a single point of contact for students, faculty, and staff technology support needs.
- ❖ Veterans Services - The Veterans Services office at College of DuPage assists veterans and military personnel with their studies at the college level by helping with:
 - Veterans and Military Personnel educational benefits
 - Information on Veteran scholarships, emergency loans and the VA work study program
 - Referrals to student resources, local Veteran assistance organizations, counseling, employment and internship opportunities
 - Library Services including textbook loans
- ❖ Welcome and workshops are also provided in Spanish for Spanish Speakers
- ❖ Center for Access and Accommodations – College of DuPage is committed to the equitable access of educational opportunities for eligible students with a disability, illness, injury, medical condition or mental health condition. Reasonable accommodation is determined through an interactive and individualized process with the student. This process begins with a request for services, initiated by the student. All students requesting accommodation need to self-identify with the Center for Access and Accommodations and provide appropriate documentation of their disability, illness, injury or medical condition. A full-time counselor has been assigned to and support students with disabilities

- ❖ Neurodiversity Student Resources: - COD is committed to creating an inclusive and supportive environment for all students, including those who are neurodiverse. With 1 in 36 students diagnosed on the autism spectrum and approximately 4% of the student body identifying with this diagnosis, we understand the unique challenges that neurodiverse students may face in navigating their college experience.
- ❖ Since fall 2017, Project COACH (Career Opportunity ACHievement) is a two-year cohort program for young adults with mild to moderate intellectual or developmental disabilities. In addition to an academic focus on reading, writing, math and computer literacy, COACH also promotes social skills, independence and career exploration. COACH has been developed to provide post-transition students with engaging educational and life-skills training to help prepare for meaningful employment.
- ❖ COD Buddies is a new program operating in tandem with Project COACH. The program provides mentors to COACH participants who meet weekly to offer advice and friendship. Mentors are current COD students enrolled in COD's Education, Human Services, and Honors programs.
- ❖ Autismerica is student organization/club or social support group that provides a safe and supportive environment for people on the Autism and/or Asperger's spectrum along with their families to gather and have fun.
- **Tutoring and Academic Support Center** – The Tutoring and Academic Support Center offers COD students a broad range of free academic support options: Course-based tutoring; math, writing, reading, and speech assistance; and help navigating the COD website, myACCESS, and Blackboard.
- **Counseling, Advising and Transfer Services** – Counseling, Advising and Transfer Services help students with academic advising, career counseling, personal counseling and transfer services. Our team is here to support engage, educate, and empower you at College of DuPage and we are invested in your success. Appointments are available virtually, in-person and over the phone. The mission of Counseling & Advising is to provide students with developmental support services that are transformational in nature and promote academic excellence. Program staff provide support in reaching educational goals and career aspirations by providing all admitted students with free confidential services in: Academic Advising, Career Counseling, and Personal Counseling. Program services designed to ensure student success in all phases of academic, career and personal development.
- **Adult Basic Education ICAPS programs** – Students prepare for high-demand jobs with great salaries with the Integrated Career and Academic Preparation System (ICAPS) program. Programs allow students to develop language and/or academic skills while learning program content that will prepare them for work. ICAPS programs include Office Technology, Manufacturing (MSSC), Entrepreneurship, ComptTIA A+, Network+ and CCNA. Programs are offered at little or no costs.
- Launched in 2019, **the College of DuPage Transitions Commons** provided enhanced resources

for DuPage County high school students with disabilities. Designed to provide these students with increased access to valuable college courses, the dedicated space includes a learning lab and lounge area for students and their respective high school transition coordinators. Program support includes tutoring, social work, career mentoring, and case management services.

- **Student Organizations and Clubs** - Over 80 student clubs provide students with a connection with academic programs, topical interest sharing, sharing of leisure-time activities, social interaction and a connection with the communities of students at the college. Practicing leadership, business and organizational skills outside the classroom enhances students' life and career goals.

English Language Learners – The College offers two separate English Language Learner programs. English Language Acquisition (ELA) offered through the Adult Basic Education Program and supported by federal and state grants provides free classes and books to students. ELA classes develop conversation, listening and speaking, reading, and writing skills. The Academic English Language Studies (ELS) offered through the Liberal Arts division provides English language instruction for students whose native language in order to obtain the English skills necessary to take college-level classes and start a degree program.

Additional supports for English Learners include:

- ❖ ELA Conversation Circles provide ELS COD students an opportunity to practice English outside of class. Trained and knowledgeable tutors lead groups of students in this effective activity that provided practice in listening and speaking English as well as develop new vocabulary and gain confidence in the English language.
 - ❖ The Tutoring Center provides one-on-one assistance for students taking ELS writing, reading, listening, and grammar classes.
- **Undocumented Student Resources** – College of DuPage is dedicated to providing resources for undocumented students and their families. We support all members of our community, regardless of immigration status, and understand the unique challenges faced by undocumented, DACA and mixed-status students. To ensure every student feels welcomed and supported, College of DuPage has an Undocumented Student Liaison who connects students with campus and community resources, advocates for their needs and stays informed on policies that impact their education.
 - **Students in Need of Assistance** - Students in higher education are increasingly struggling to meet basic needs. To provide assistance, College of DuPage has designated a Benefits Navigator to assist students in determining eligibility for and connecting them to public benefit programs and campus-wide and community resources. On the college web page cod.edu/students-in-need, there is information on:
 - ❖ Resources for Students in Need - Assistance with basic needs can relieve financial stress and provide students with the tools and resources they need for student success. Below is a list of local internal and external resources for students.

- ❖ Emergency Resources
- ❖ Employment Resources
- ❖ Food and Clothing Resources
- ❖ Healthcare Resources
- ❖ Housing and Utilities Resources
- ❖ Income Support Resources
- ❖ Technology Resources
- ❖ Transportation Resources

- **Homeless and At-Risk Students** – In an effort to provide assistance to students experiencing homelessness and in accordance with IL Public Act 102-0083, College of DuPage has designated a liaison to assist enrolled COD homeless students. On the college web page cod.edu/homeless-resources, we provide the following information:

- ❖ Resources for Homeless and At-Risk Students: Students in higher education are increasingly struggling to meet basic needs such as stable housing. We provide the most up-to-date state and local resources available to assist College of DuPage students facing homelessness or housing insecurity.
- ❖ Financial Resources
- ❖ Food and Clothing Resources
- ❖ Employment Resources
- ❖ Health and Counseling Resources
- ❖ Storage
- ❖ Internet / Technology
- ❖ Child Care

As recommended through the last three CLNA, the College has been providing additional support available through the Workforce Development/Student Resource Specialist which currently includes technology supports (laptop & hotspot loans; textbook; transportation; childcare and specific CTE lab equipment loans). However, it is also noted that though we are continuously increasing direct student support for CTE special population students, more work still needs to be done. Consequently, the CLNA steering teams recommend continuing the efforts of the Specialist to coordinate a cross-institutional team to address the additional needs of CTE special populations and to develop and implement strategies to better identify, serve and support these students and their needs. We will continue to monitor the impact and usage of student direct support for the special populations groups and make recommendations and changes accordingly.

To what extent are program materials (curricula, informational materials, and events) representative of your district's demographics and the shifts in diversity of your district such as race/ethnicity, gender, age, socioeconomics, English language learners, or disability?

- Are there certain underrepresented populations that are not represented in your materials based on race and language? Provide some solutions addressing these inequities.

The CLNA Special Populations working reviewed samples of COD program materials, brochures, and web pages to determine the extent to which they represent the district and special populations demographics. COD recently upgraded the College's website. The COD working team did notice quite

a few opportunities for improvement in terms of ease of navigation of the site as well as finding pertinent information for special populations groups.

Suggested Resources

[Equity and Career and Technical Education brief](#)

[Stewart, \(D.L. \(2017, March 30\). Language of appeasement. Inside Higher Ed.](#)

2. STUDENT PERFORMANCE

The guiding questions in this section will help you evaluate your students' performance on federal, state, and local measures and identify any equity gaps based on this data. Please examine both aggregate and disaggregated data for subpopulations defined by both Perkins V and the Workforce Innovation and Opportunity Act (WIOA). The disaggregated data allows you and participating stakeholders to identify gaps among subpopulations. We also included guiding questions that encourage you to dig deeper and uncover any racial equity gaps in the data, as research has shown that racial inequities often get overlooked or unaddressed in continuous improvement processes ([Smith, 2018](#)).

What equity gaps were identified for students in CTE programs for high-demand sectors?

- More specifically, what racial equity gaps were identified for students in CTE programs for high-demand sectors?

In terms of reviewing and assessing COD CTE student performance, the CLNA working teams used multiple metrics gleaned from a variety of data sources including:

- Comprehensive CTE Data Review.
- COD Enrollment and Student Success Dashboards
- ICCB PODS data dashboard
- CTE Advisory Committee Minutes
- COD Research & Analytics Website including Enrollment Statistics Reports, Student Success Statistics; Survey and Focus Group Research Reports, Institutional Planning documents
- Program Review Reports for each CTE area over the last five years.
- Partnership for College Completion: Accelerating action to close the graduation gap -COD Equity Plan.
- COD Equity Plan 2024 – Diversity, Equity Inclusion and Belonging Plan
- College of DuPage 2026 Environmental Scan
- College of DuPage 2025 Community Report
- COD Comprehensive Local Needs Assessment 2024
- COD Strategic Long-Range Plan.
- COD Environmental Scan.
- COD 2019 Planning Metrics Report.

- Illinois Perkins V Plan.
- Illinois Workforce Development System (Referral Relationship Guide)
- Northeast Economic Development Region (NEEDR) Regional WIOA Plan, 2024-2028 Plan Modification 2026
- Advance CTE Driving Quality and Equity in CTE: A State Guide to Developing the Perkins V CLNA
- WIOA State, Regional and Local Plans.
- Lightcast Occupational, Program and Census Reports (previously known as Economic Modeling Systems Inc. (EMSI) Occupational and Program Data Reports). and
- Feedback gathered from key stakeholders at three Open Forums held in Fall 2025 and Spring 2026

CTE Student Completion data is a performance metric that is included in the College's Program Review Process. The working teams reviewed this data for the last 5-years for CTE as a whole as well as by individual CTE program.

What equity gaps were identified for students in CTE programs for high-wage sectors?

- More specifically, what racial equity gaps were identified for students in CTE programs for high-wage sectors?

As reported in the COD Equity Plan 2024, the ILEA Core Team reviewed enrollment, cohort demographics, credit accumulation, and advancement rates (persistence, completion, and transfer rates). A breakout of these metrics was provided by race/ethnicity, first generation, and Pell recipients to show any gaps across these groups. Based on the review of the data addressed, the following gaps were identified. These statistics are based on the Fall cohorts of first-time, full-time degree/certificate-seeking students.

College-level Credits Earned in First Year

- A significantly smaller percentage of Black students earned 24 or more college-level credits in their first year than did Latinx, White, and Asian students. For Fall 2022 first-time, full-time degree/certificate-seeking students, 17% of Black students, 30% of Latinx students, 44% of White students, and 48% of Asian students earned 24 or more college-level credits in their first year (Figure 1).

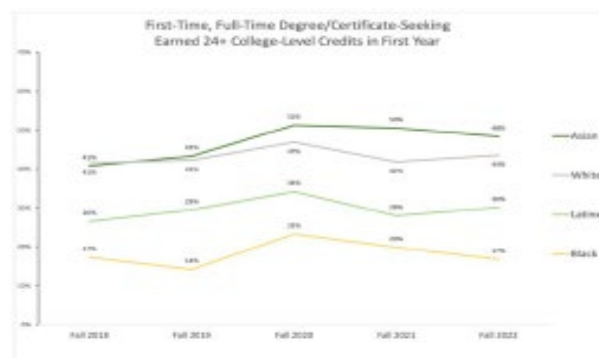


Figure 1

- A significantly smaller percentage of first-generation students earned 24 or more

college-level credits in their first year than did non-first-generation students. For Fall 2022 first-time, full-time degree/certificate-seeking students, 31% of first-generation students compared with 40% of non-first-generation students earned 24 or more college-level credits in their first year (Figure 2).

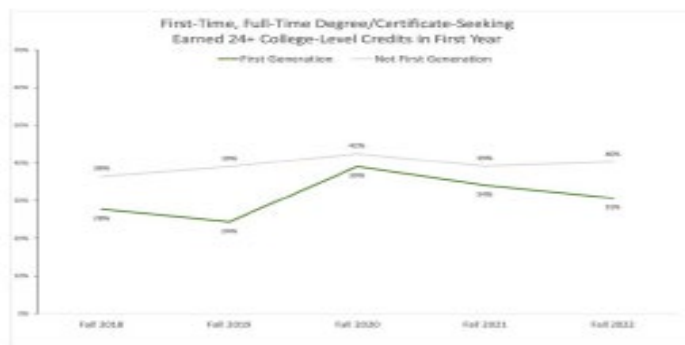


Figure 2

- A significantly smaller percentage of Pell recipients earned 24 or more college-level credits in their first year than did non-Pell recipients. For Fall 2022 first-time, full-time degree/certificate-seeking students, 31% of Pell recipients compared with 42% of non-Pell recipients earned 24 or more college-level credits in their first year. (Figure 3)

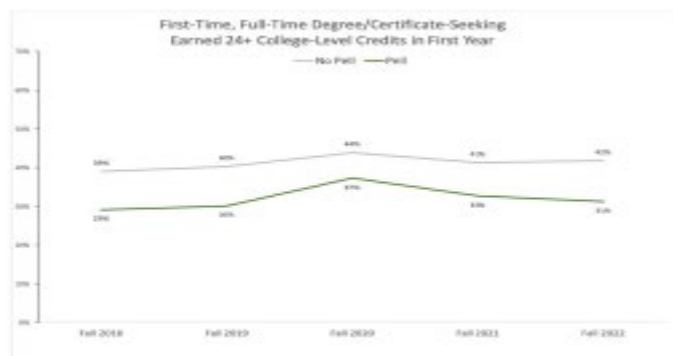


Figure 3

- The Fall-to-Fall persistence rate is significantly lower for Black students than for Latinx, White, and Asian students. For Fall 2022 first-time, full-time degree/certificate-seeking students, 50% of Black students, 66% of Latinx students, 67% of White students, and 75% of Asian students persisted to Fall 2023. (Figure 4)

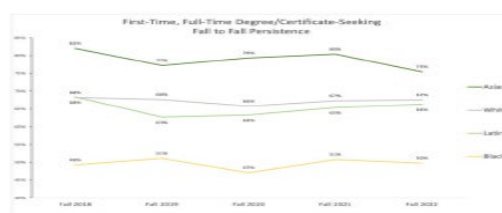


Figure 4

- The Fall-to-Fall persistence rate is significantly lower for first-generation students than for

non-first-generation students. For Fall 2022 first-time, full-time degree/certificate-seeking students, 60% of first-generation students and 67% non-first-generation students persisted to Fall 2023.

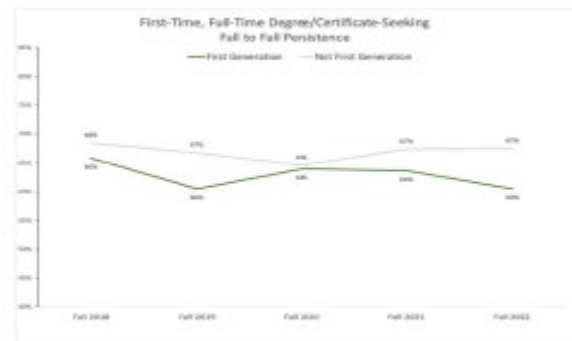
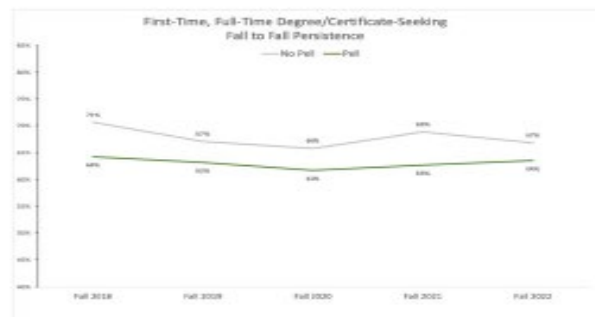


Figure 5

- The Fall-to-Fall persistence rate is lower for Pell recipients than for non-Pell recipients. For Fall 2022 first-time, full-time degree/certificate-seeking students, 64% of Pell recipients and 67% non-Pell recipients persisted to Fall 2023. (Figure 6)



Advancement Rates (completion, transfer, still enrolled after three years)

- Overall, for the Fall 2020 cohort of first-time, full-time degree/certificate-seeking students, 24% completed, 20% transferred to another institution without completing, and 14% are still enrolled within three years of their first term.
- Although the completion rate has improved for Fall cohorts of first-time, full-time degree-seeking Black students, gaps among other race/ethnicity groups still exist. For Fall 2022 first-time, full-time degree/certificate-seeking students, 19% of Black students, 25% of Latinx students, 25% of White students, and 26% of Asian students completed a credential within three years (please see Figures 7-9 below).



Figure 7



Figure 8



Figure 9

- The completion rate for first-generation students is slightly lower than for non-first-generation students. (Figure 10).



Figure 10

- For Fall 2022 first-time, full-time degree/certificate-seeking students, 23% of first-generation students and 25% non-first-generation students completed a credential within three years. (Figure 11)



Figure 11

- The completion rate for Pell recipients is slightly lower than for non-Pell recipients. For Fall 2022 first-time, full-time degree/certificate-seeking students, 22% of Pell recipients and 25% non-Pell recipients completed a credential within three years. (Figure 12)

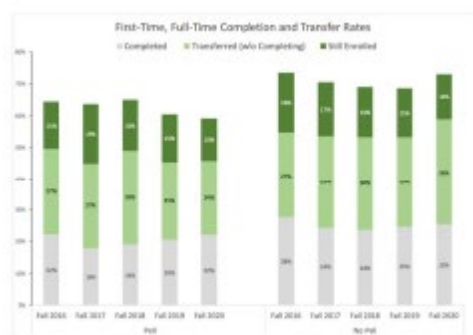


Figure 12

Based on the equity gaps you identified, what CTE programs should you prioritize to develop structures, supports, and practices that improve student performance and outcomes?

The College does offer support and resources for these students through the InterCultural Student Initiatives. Enhancing and increasing the awareness of these programs is one strategy that the College will be implementing in the upcoming year. In addition, as listed in the last CLNA, teams did develop additional resources and support to address barriers to student success. The current Workforce Development Specialist position was expanded to a full-time position titled Workforce Development/Student Resource Specialist that provides support to special students including information on how to receive support services from the College as well as referrals to other community agencies. In addition, Professional development funds will be targeted to provide faculty and staff workshops and training on this topic.

What are some of the root causes for the equity and racial equity gaps you identified in your CTE programs? [Please identify how institutional structures, systems, resources, and practices are the root cause and refrain from focusing on perceived student deficits as the cause.]

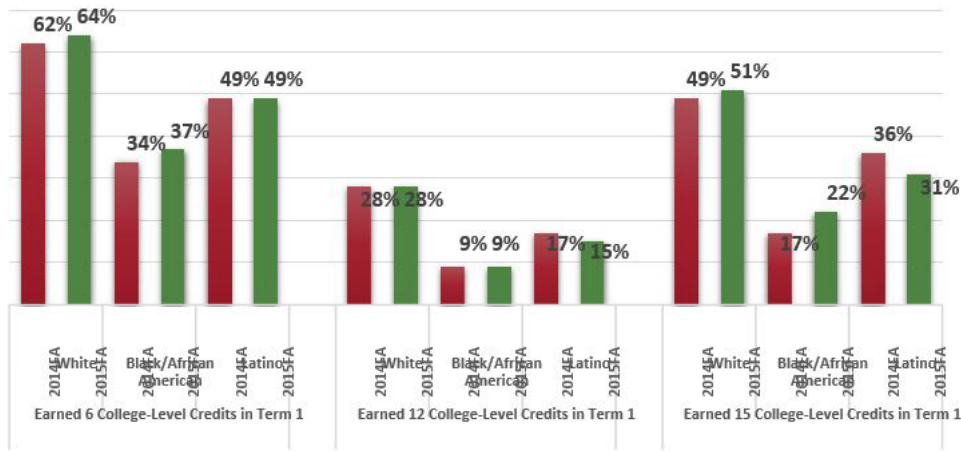
Some of the root causes that were identified include:

- Lack or Unawareness of some academic support services (advising/tutoring)
- Instructional Strategies (lack of technology)
- Early Intervention
- Self-Efficacy
- Role Models/Mentoring

How are your CTE students performing in certain gateway courses to high-wage and high-demand sectors compared to non-CTE students?

- Are there differences in performance in gateway courses based on subpopulations? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?
- Are there differences in performance in gateway courses based on race and ethnicity? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?

Early Credit Accumulation Continuum: First Term



Earned 6 College-Level Credits in Term 1

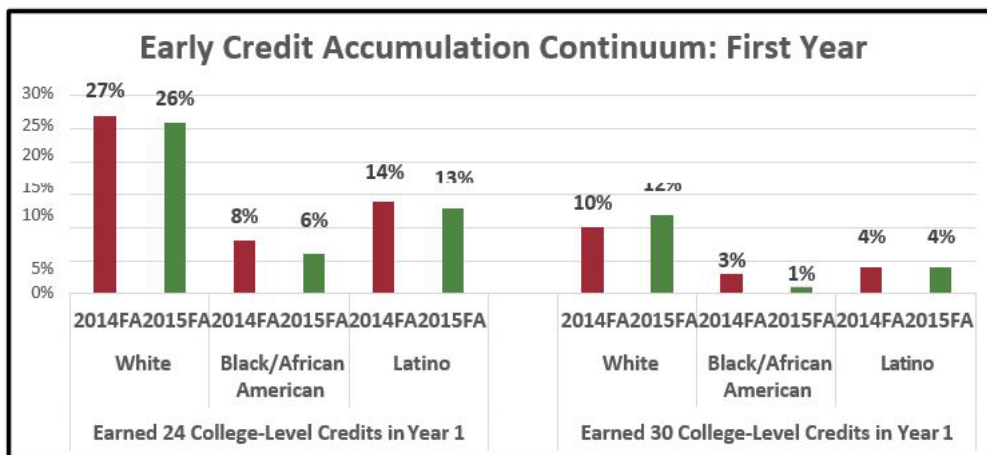
	2014FA	2015FA
White	62%	64%
Black/African American	34%	37%
Latino	49%	49%

Earned 12 College-Level Credits in Term 1

	2014FA	2015FA
White	28%	28%
Black/African American	9%	9%
Latino	17%	15%

Earned 15 College-Level Credits in Term 1

	2014FA	2015FA
White	49%	51%
Black/African American	17%	22%
Latino	36%	31%



Earned 24 College-Level Credits in Year 1

	2014FA	2015FA
White	27%	26%
Black/African American	8%	6%
Latino	14%	13%

Earned 30 College-Level Credits in Year 1

	2014FA	2015FA
White	10%	12%
Black/African American	3%	1%
Latino	4%	4%

Overall, are there any Perkins student-performance measures that you are not meeting? Identify key root causes and strategies to improve performance.

Yes, 2p1 – We reviewed the data and believe that much of the declines in credential completion were a result of changes in degree audit processes due to the pandemic and stop out from CTE students who were not able to continue their coursework in the normal fashion. We are developing a work team to address the issues.

In what ways are you examining student growth and improvement in both learning and performance (Consider formal classroom as well as clinical or practicum settings)?

The goal of this equity plan and is to eliminate disparities in degree completion rates on our campus between African-American and White students, between Latino/a and White students, and between low-income and higher income students (as indicated by Pell receipt).

Student Success

Race/Ethnicity

Black/African American Students

Target (by Spring 2021)

Increase student success by 4%

Latino Students	Increase student success by 4%
<u>Math and English Completion in the First Year</u>	
Subject	Target (by Spring 2021)
College Mathematics	Increase Math completion in students first year by 5%
College English	Increase English completion in students first year by 5%
<u>Persistence</u>	
Terms	Target (by Spring 2021)
Overall Fall to Fall	5% increase
Overall Fall to Spring	5% increase
Interim Benchmark Goals (forthcoming from ILEA as a result of the College's data submission -expected end of January 2020)	

Suggested Resources

Identify Equity Gaps

Facing Equity: Understanding P-20 Equity Conscious Leadership for College and Career Pathways

Perkins V at a Glance: Equity Gap Analysis- Local

3. RECRUITMENT, RETENTION, AND TRAINING OF CTE EDUCATORS

The questions below should assist you in evaluating current and future recruitment, retention, and professional development needs with both an equity and culturally responsive lens. In terms of equity, consider how you are recruiting faculty members from underrepresented groups and if they are reflective of the diversity of your student population and your regional and local context. You should also assess in this section the extent to which your faculty is prepared to offer curriculum and teach in a way that is culturally responsive by engaging and speaking to the experiences of your diverse student populations ([Owens, 2018](#)).

How has your institution engaged employers in the recruitment of CTE faculty?

- More specifically, what groups are underrepresented among your CTE faculty by race/ethnicity, gender, and disability? How is this underrepresentation of faculty reflective of industry as well?
- Among your CTE faculty, how are you increasing representation of underrepresented groups, especially in terms of groups that are underrepresented by race/ethnicity, gender, and disability?

The College does struggle with providing a diverse employee workforce. The College proactively posts open positions to many diversity-oriented job boards and local sources and invites diverse candidates to apply to positions via email. In addition, the College attends diversity focused career fairs when available.

All hiring managers and search committee participants are required to complete diversity training.

The College has an internal practice that at two stages of the search process at least 18% of the candidate pools are diverse. The first stage is in the pool of applicants that meet minimal qualifications and the second is the pool of applicants identified for interviewing.

Current employee recruitment and hiring practices will be examined to further identify areas for improvement. Human Resources staff, College leadership, hiring managers, search committees and others will be involved in the research of best practices in this area and the writing of recommendations and an implementation plan.

New policies and practices through an equity lens will be adopted in order to increase staff and faculty demographics to better reflect the diversity of the student body. Research has shown the more a student can see themselves in the institution's administration the higher their sense of belonging, and their confidence in seeking the support they need.

In what programs of study do you need to recruit and develop more educators? What are some strategies you have already begun to implement toward this effort?

The hiring of a full-time CTE Adjunct Faculty Manager was identified early on and we continue to support this position through our Perkins funding. They will collaborate with CTE deans, chairs and faculty to utilize the Talent Guide which includes strategies to address these concerns. The Talent guide was completed and is shared with faculty and staff.

What supports do you provide to transition industry professionals to the role of teaching, and understanding student learning and development as well as institutional culture?

The College does offer a wide array of professional development opportunities for all faculty and does offer courses and programs to address the transition to teaching in a community college setting. The College will continue Professional development for all faculty and staff around diversity, equity, inclusion and belonging (DEIB). As listed in the Equity plan, these will include monthly workshops and sessions on DEIB topics throughout the academic year. In addition, the Adjunct Faculty Center offers workshops and sessions on transitioning from the workplace to instruction.

The College also offers the Teaching Commons, a teaching and learning resource site. Throughout the site, you will find a range of practical and pedagogical resources for COD faculty and staff. In collaboration with the Office of the Provost, the Adjunct Faculty Support Office, the Employee

Development Center (formerly the TLC), and the Learning Technologies department, the Faculty Professional Development Program provides full-time and adjunct faculty development opportunities that support teaching, learning, and practice. Workshop and course offerings are available for registration. The Faculty Professional Development Program supports the College of DuPage in its commitment to eliminating racial and socioeconomic gaps in student success. The program works in collaboration with the Equity and Access Team to provide professional development to faculty, staff, and students around topics supporting equity, inclusion, and diversity.

In addition, the Adjunct Faculty Training Institute was created at the College of DuPage in 2016. The purpose of the Adjunct Faculty Training Institute is to provide a comprehensive program of professional development for adjunct faculty at the College of DuPage and other colleges and universities. Professional education offered at the Adjunct Faculty Training Institute is designed to offer best-practice teaching strategies, increase student achievement, reduce student withdrawal rates, and increase student success.

What do educators report as their needs and preferences for professional development and benefits?

Through the Program Review Feedback surveys, faculty share that the Professional Development opportunities offered through the College are beneficial and that their needs are met. Through Perkins funding, we do offer additional opportunities, especially for adjunct faculty who do not have the professional development discretionary funds that full-time staff are allocated.

How do you advance culturally responsive teaching in CTE through professional development and any other ongoing, embedded, and systemic supports for educators?

New policies and practices through an equity lens will be adopted in order to increase staff and faculty demographics to better reflect the diversity of the student body. Research has shown the more a student can see themselves in the institution's administration the higher their sense of belonging, and their confidence in seeking the support they need. A strategy to increase inclusivity and equity in recruitment, hiring, retention and advancement by increasing internal capability and updating policies and practices. Other Strategies include the following:

- Continue and enhance academic and student support systems for underserved students.
- Create an inclusive culture to foster a sense of belonging among employees and students and encourage the expression of diverse perspectives.
- Increase ownership and commitment to One COD and DEIB success at all levels.

How do you ensure that your CTE program leadership is culturally responsive (e.g., deans, vice presidents, workforce partners, advisory committees)?

Employee Climate surveys are one tool that we use and where we have benchmark data. We will recommend the use of a few questions to address the specific needs of the College. Results will then be used to develop strategies to address concerns. In 202, the College's Board of Trustees approved the additional of equity to the institution's existing core values of integrity, honesty, respect, and responsibility. College of DuPage pledges to show the community that brilliance shines in every individual. The College recognizes the need to strengthen commitment and support for DEIB initiatives. The College has a Chief Organizational Culture officer, staff and faculty.

How are you ensuring your CTE educators are meeting credentialing requirements to teach?

The College has implemented multiple checks and balance systems to ensure that all faculty including CTE educators have met the necessary teaching and credentialing requirements. Updates on provided on a regular basis. Divisional administrative staff routinely check to ensure the requirements are met.

Suggested Resources

[Culturally responsiveness in community college CTE programs brief](#)

[Culturally sustaining leadership practices podcast](#)

4. STAKEHOLDER PARTICIPATION AND VOICE

Please provide a list of stakeholders who participated in the CLNA process, their title, organization, and how they were involved. As a reminder, according to Perkins V, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum 1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals, and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals; 2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; 3) representatives of the state board or local workforce development boards and a range of local or regional businesses or industries; 4) parents and students; 5) representatives of special populations; 6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); 7) representatives of Indian tribes and tribal organizations in the state, where applicable; and 8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

	Name	Title/Organization	Role in the CLNA process
1.	Jonita Ellis	CTE Program Improvement Mgr./College of DuPage	COD Perkins Admin./CLNA Co-Lead
2.	Lisa Stock	AVPAA, College of DuPage	COD Administrator/CLNA Co-Lead
3.	Adela Meitz	Workforce Development Specialist /College of DuPage	COD Workforce/Labor Alignment and Equity and Access CLNA Working Group Team Member
4.	Christine Santos	CTE Program Specialist/College of DuPage	COD CLNA Open Forums/Steering Comm and Circle Chat

5.	Ahmet Durzun	Director, Assessment of Student Learning Outcomes	Circle Chat
6.	Ami Chambers	Program of Study Alignment Coordinator	Open Forum/Circle Chat
7.	Andrea Polites	Human Services Associate Professor	Open Forum
8.	Andreas Vrettos	Electronics Technology Professor	Open Forum
9.	Andrew Buckler	Associate Dean, Arts, Communication and Hospitality	Open Forum
10.	Anna Campbell	Dean, Nursing and Health Sciences	Open Forum/Steering Committee
11.	Anna Macdonald	Goodwill, Manager of the Workforce Connection Center	Open Forum
12.	Anne Knight	Legal Studies Associate Professor	Open Forum
13.	April Zawlocki	Education Professor	Open Forum
14.	Brandon Smith Nataraj	Horticulture Assistant Professor	Open Forum
15.	Brian Carlson	Dean, Arts, Communication & Hospitality	Open Forum
16.	Brian Clement	Horticulture Assistant Professor	Open Forum
17.	Carolyn Pinchuk	Learning Assessment Assistant - Career and General Education	Open Forum
18.	Chris Gekas	Multimedia Developer/Producer	Open Forum
19.	Chris Sikora	Manufacturing Technology Assistant Professor	Open Forum
20.	Bob Clark	HVACR Faculty Chair	Open Forum/Circle Chat
21.	Dan Deasy	Manager, CE Operations and Grant Compliance	Open Forum
22.	Danielle Kuglin Seago	Manager, Project Hire-Ed	Open Forum
23.	Davis Ellis	Welding Technology Assistant Professor	Open Forum
24.	Dawn Birkland	Associate Dean, Business & Applied Technology	Open Forum
25.	Doris Barrera	Assessment Assistant	Open Forum
26.	Doug Potts	IDES Illinois Department of Employment Security	Open Forum
27.	Eric Ramirez Thompson	Criminal and Justice Studies Professor	Open Forum
28.	Gautam Wadhwa	Graphic Design Professor	Open Forum/Steering Committee
29.	Jamie Brown	Worknet DuPage, Workforce Innovation Board Manager	Open Forum/Steering Committee
30.	Janice Kaushal	Dean, Business & Applied Technology	Open Forum/Steering Committee
31.	Jason Florin	Human Services Professor	Open Forum

32.	Jean Zaar	Early Childhood Ed & Care Associate Professor	Open Forum
33.	Jen McIntosh	Library Associate Dean, Library	Open Forum
34.	Jim Kostecki	Associate Vice President, Planning, Performance & Analytics	Open Forum/Steering Committee
35.	Joe Aranki	Automotive Service Technology Professor	Open Forum/Circle Chat
36.	Josie Wallace	Project Hire-Ed-Employer Outreach Coordinator	Open Forum
37.	Kate Wollensak	Program Manager, Business Services	Open Forum
38.	Kim Oakley	Advisor	Open Forum
39.	Kim Sirvatka	Program Specialist, Tutoring Services	Open Forum
40.	Laura Paley	Project Hire Ed-Case Manager	Open Forum
41.	Linda Jonynas	Coordinator, CTE Outreach and Career Exploration	Open Forum
42.	Lisa Schvach	WorkNet DuPage, Director of Workforce Development	Open Forum/Steering Committee
43.	Zhavonne Morse	Bridge Communities	Open Forum
44.	Lori Garcia	Program Manager, Career & Professional Training	Open Forum
45.	Meg Frey	Project Hire Ed-Apprenticeship Recruiter	Open Forum
46.	Melissa McKirdie	Diagnostic Medical Imaging Assistant Professor	Open Forum
47.	Melissa Schertz	Career Services Manager	Open Forum
48.	Mercedes Orrick	Nursing Assistant Professor	Open Forum/Circle Chat
49.	Mike Zimmerman/Mike Fumagalli	Education for Employment (EFE) System Director DAOES /Technology Center of DuPage (TCD)	Open Forum/Steering Committee
50.	Mimi Doll	DuPage Federation	Open Forum
51.	Mitzi Thomas	Ophthalmic Technician Assistant Professor	Open Forum
52.	Natalie Anderson Patch	Coordinator, Tutoring Services	Open Forum
53.	Nelson Cantada	Fashion Studies Associate Professor	Open Forum
54.	Nicholas Johnson	IDES Illinois Department of Employment Security	Open Forum
55.	Nicole Tochalanski	People's Resource Center	Open Forum
56.	Rebecca Harrington	Program Manager, Career Services	Open Forum

57.	Robyn Schiffman	Dean, Liberal Arts	Open Forum
58.	Shelly Mocchi	Interior Design Assistant Professor	Open Forum/Steering Committee
59.	Tamara McClain	Assistant Vice President, Acad. Partnerships & Learning Resources	Open Forum/Steering Committee
60.	Tony Chen	Computer & Information Technology Professor	Open Forum
61.	Tony Venezia	Motion Picture/Television Professor	Open Forum/Steering Committee

Suggested Resources

[Pathways to Results Engagement & Commitment](#)

5. LABOR MARKET ALIGNMENT

Use the guiding questions in this section to consider how your programs align with state, regional, and/or local labor-market needs and demands. Consult with stakeholders assisting you with this CLNA for current and projected labor-market needs and trends. Stakeholders from local workforce development boards, chambers of commerce, unions, and any industry associations will be especially important to include in the assessment of how your CTE programs align with the labor market. Also consider any information you have gathered such as surveys or exit interviews from alumni who have helped you understand how you have prepared them for the labor market and how they are faring there. Most of the guiding questions in this section will require you to examine labor-market alignment with an equity lens by considering any inequities certain subpopulations may experience in the labor market, why these inequities may exist, and how you can address them.

What have been emerging and/or growing occupations in your region?

- From an equity perspective, what special populations are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?
- From an equity perspective, what racial/ethnic groups are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?

As reflected in our Lightcast Occupational data as well as in the College of DuPage 2026 Environmental Scan, and in most sectors in DuPage County are looking for workers. The DuPage County unemployment rate has remained near 4% and is lower than the state average and tracks in alignment with the Midwest as whole. As of September 2025, almost 70% of DuPage County residents were in the labor force, which is about 5% higher than the state and Midwest region averages. As listed in the Environmental Scan, despite relatively strong overall incomes in DuPage County, significant racial and ethnic income gaps remain. As listed in the DuPage County Median

Household Income Table from 2024:

- Median Income for All Households \$110,668
- White - \$114,210
- African American - \$79,051
- Hispanic - \$83,082
- Asian \$142,117

These medians reflect higher incomes than the region and the Midwest as a whole. Also significant to note is the 2024 county median incomes represent almost a 40% growth from the median household incomes in 2014, not including the effects of inflation. Income growth for the county came from African American households which grew 59.3% and Hispanic households at 45.6%.

As of 2055, there were 673,224 jobs in the district, reflecting a 3.8% increase since 2015. Health care and social assistance make up about 15% of the entire employment base. The Health Care sector grew about 42% in this 10-year period which is in alignment with national growth trends for this sector and is primarily contributed due to the rising demand due to a rising aging population.

Pretty consistent with the last few CLNAs, there continues to be projected growth in the following industries:

- Health Care
- Manufacturing
- Transportation/Logistics

As reinforced in the recent Environmental Scan, the largest share of job openings for certificate and license-level certification are in transportation and health care. Total employment for certificate occupations is projected to increase 3.5% with 6,368 annual job openings with the largest share of openings at this education level being truck driving and nursing assistants. Bookkeeping clerks and teaching assistants are other occupations with more than 500 annual openings. Total employment for careers requiring an associate degree is projected to increase 8.5% through 2035. At this education level, the largest share of openings includes preschool teaching, physical therapist assistants, and paralegal / legal assistants.

About 20% of associate degree workers in DuPage County are near retirement being 55 years of age or older. Though not all workers will retire at 65, occupations with these characteristics are likely to have more employment opportunities due to replacements. The largest share of these retiring workers includes industrial engineering (34.4%), medical equipment repairers (34%) and paralegal/legal assistant (29.2%) occupations. Other occupations at or over the 20% mark are: Computer Network Support Specialists 20.1%, Radiologic Technologists and Technicians 20.6%, Dental Hygienists 24.8%, Respiratory Therapists (22.9%), Human Resources Assistants (26%), Magnetic Resonance Imaging Technologists (21.9%) and Civil Engineering Technologists and Technicians (26%).

In collaboration with other campus departments, we will continue to offer workshops and panel discussion in our Circle Chats that focus on emerging careers and trends like Artificial Intelligence, Clean Energy, and quantum computing. Additional information and workshops will also address barriers and obstacles facing new graduates and the strategies to use in overcoming them. In addition, we will continue to share Lightcast Occupational data to program faculty and staff, so they are aware of the current demographic profiles in their respective industries.

As listed in the 2024 CLNA, almost all of the CTE programs the College offers do prepare students that meet high-wage, high-skill and/or high-demand criteria. Listed below is a table depicting the top twenty occupations where COD offers degree/certificate programs with the largest anticipated growth in the next ten-year period. Reviewing this data there is some diversity in the fastest growing fields. Though, there are a few occupations listed here where minorities are slightly underrepresented. However, the occupation with the largest discrepancy is the Software Developer occupation where in DuPage County 4% are Hispanic/Latinos and only 3% Black/African Americans. Root causes that may have contributed to this include education/career preparation, access to technology, role models and mentoring.

Living Wage	Need	High Skill	Description	2021 Jobs	2031 Jobs	2021-2031 Change	Avg. Hourly Earnings
Yes	Yes	Yes	Software Developers and Software Quality Assurance Analysts and Testers	39,303	44,610	5,306	\$52.69
Yes	Yes	Yes	Laborers and Freight, Stock, and Material Movers, Hand	115,550	119,127	3,577	\$17.01
Yes	Yes	Yes	Light Truck Drivers	37,644	41,194	3,551	\$23.42
Yes	Yes	Yes	Postsecondary Teachers	43,072	45,986	2,915	\$39.46
Yes	Yes	Yes	Preschool Teachers, Except Special Education	14,376	16,825	2,449	\$17.80
Yes	Yes	Yes	Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity	14,202	16,597	2,395	\$18.07
Yes	Yes	Yes	Flight Attendants	9,819	12,121	2,302	\$25.32
Yes	Yes	Yes	Market Research Analysts and Marketing Specialists	26,318	28,611	2,293	\$33.94
Barely	Yes	Yes	Cooks, Restaurant	23,970	26,250	2,280	\$15.42
Yes	Yes	Yes	Elementary School Teachers, Except Special Education	33,114	35,036	1,922	\$35.05
Yes	Yes	Yes	Medical and Health Services Managers	8,918	10,643	1,725	\$61.26
Yes	Yes	Yes	Heavy and Tractor-Trailer Truck Drivers	41,982	43,598	1,615	\$25.38
Yes	Yes	Yes	Exercise Trainers and Group Fitness Instructors	8,417	9,976	1,559	\$23.72
Yes	Yes	Yes	Medical Assistants	13,122	14,522	1,399	\$18.41
Yes	Yes	Yes	Management Analysts	27,612	28,959	1,347	\$51.19
Yes	Yes	Yes	Secondary School Teachers, Except Special and Career/Technical Education	23,481	24,824	1,344	\$41.64
Yes	Yes	Yes	Nurse Practitioners	4,082	5,419	1,337	\$54.71
Yes	Yes	Yes	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	7,936	9,264	1,329	\$22.92
Yes	Yes	Yes	Registered Nurses	78,483	79,756	1,273	\$37.72
Yes	Yes	Yes	Social and Human Service Assistants	10,098	11,316	1,218	\$20.02
Yes	Yes	Yes	Self-Enrichment Teachers	7,045	8,176	1,132	\$22.83
Yes	Yes	Yes	Speech-Language Pathologists	4,935	6,037	1,102	\$39.81
Yes	Yes	Yes	Substitute Teachers, Short-Term	10,861	11,900	1,040	\$19.68
Barely	Yes	Yes	First-Line Supervisors of Food Preparation and Serving Workers	17,545	18,534	989	\$17.36
Yes	Yes	Yes	Financial Managers	29,571	30,542	972	\$77.93
Yes	Yes	Yes	Logisticians	6,783	7,673	890	\$29.68
Yes	Yes	Yes	Child, Family, and School Social Workers	9,601	10,478	877	\$28.71

Has your region experienced economic shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement has been developed to address these shifts.

The growing industries are the same now as they were in the previous WIOA Local and Regional Plans. There does not appear to be any shifts except for more occupations requiring technology competency regardless of occupation. As listed above, the impact of Artificial Intelligence and the emerging trends of clean energy jobs and quantum computing will be integrated into the CTE curriculums so graduates can be best prepared for the workforce.

Has your region experienced population shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement you are developing to address these shifts.

Though the district has been becoming more ethnic/racially diverse, the changes does not appear to have any significant impact on industry growth.

Among your CTE graduates, identify subpopulations that are thriving in the labor market. What structures, conditions, and resources are supporting their success?

Graduates from the Nursing and Health programs have been thriving in the labor market. The College has made strides in the diversity of the accepted applicants as well as in the graduating classes. However, through the Program Review Process discussion on the current admissions policies were discussed and asked to be reviewed to ensure the process is inclusive.

Almost all of the CTE graduates are thriving– faculty have ensured that their curriculums meet the demands of their industry and student are well prepared to meet the challenge of the workplace

Among your CTE graduates, identify subpopulations that are experiencing inequities in the labor market. Explain what inequities in opportunities, institutional structures, and resources may be the root cause.

- Are there any racial inequities in the labor market? Explain what inequities in opportunities, institutional structures, and resources may be the root cause.

As part of the Perkins FY 2024-2028 plan, a cross-sectional team including members of the COD Equity Plan and Chairs of CTE programs with low diversity will meet to identify strategies and resources to further support student participation and success.

How are your partnering stakeholders and institutions helping English language learners gain skills for high-demand and high-wage jobs?

- What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high- demand and high-wage jobs?

The ICAPS program offered through the Adult Basic Education program will be expanded to include new programs for students that prepare them for high skill, high wage occupations. Program offerings will also be increased if demand warrants it.

What are your partnering stakeholders and institutions doing to help students with disabilities gain skills for high-demand and high-wage jobs?

- What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high- demand and high-wage jobs?

The Office of Access and Accommodations have partnered with COD Career Services and have offered workshops and information sessions that prepare these students for the workforce. In addition, the College does provide a dedicated counselor that advises students on career options. In addition, the College is planning on hosting a Summit where community-based agencies and college personal can discuss how to best serve and meet the needs of special population groups and build a network of resources that available to them. In addition, it is hoped that partnerships will be further developed and the resources can be leveraged to best meet demand.

Are there certain racial/ethnic groups that your institution is not equitably preparing for high- demand and high-wage jobs?

- Are there certain racial/ethnic groups that are not being equitably supported in securing employment in high-demand and high-wage jobs?

For the most part, the College is preparing all CTE students equitably for high-demand and high-wage jobs. Since fall 2017, the College of DuPage started to implement Guided Pathways. The transformation has involved over 100 faculty, staff and students serving on working teams and oversight. Major initiatives are expected to benefit all students in their journey toward achieving their educational goals and are in alignment with our Institutional Goals and Objectives. The current initiatives are:

- ❖ Building program maps for 295 degree and certificate programs
- ❖ Building transfer program maps for the top 5 transfer institutions for 74 transfer programs
- ❖ Continue supporting the First Year Experience program summer of 2022.
- ❖ Counseling and Advising Redesign to be completed and fall of 2021.
- ❖ Data Acquisition, Access and Analysis/Interpretation for Decision-Making
- ❖ New data warehouse built to support inquiries and analysis.
- ❖ Hobson's Starfish acquired to support individual support for students and to identify and intervene with at-risk students.
- ❖ Course Leaf streamline curriculum and catalog
- ❖ Additional Tableau licenses for more faculty and staff will have access to current aggregate and disaggregate data.
- ❖ HelioCampus – Software that streamlines the Program Review, Annual Updates and Assessment Practices Fall 2024
- ❖ Program Review Annual Update includes faculty reflections on student success metrics and equity measures as well as an assessment on program need and viability start Fall 2024
- ❖ Data Drop in Sessions for faculty and Staff to learn about data availability and how to analyze and use data appropriately – start Fall 2024
- ❖ Data Literacy Workshops – Started Spring 2026

How is labor-market data used to support program improvement?

- In what ways are you using data to help identify inequitable employment outcomes, especially racial inequities?

The College utilizes labor market data from the Lightcast Data previously known as Economic Modeling Systems (ESMI), Incorporated through the following tools:

- Career Coach, an interactive career exploration tool available on the web that provides users with updated occupational information.
- Analyst – a tool that integrates, national, state, regional and local databases and presents the information in user-friendly formats. Occupational and program data for all COD CTE programs are updated quarterly and shared on the Perkins Activities team site accessible to all COD employees; and
- Alumni – A data set that matches information on past graduates and the companies where they are currently employed.

Labor market data is used routinely in the Program Review process and in program development and modification processes. Moving forward ethnic/racial occupational data will also be shared on a regular basis.

After reviewing your local labor-market data, are you missing any potential CTE programs that may be needed in your area?

Other than the truck driving program offered through the Continuing Education program, the College does not offer any other programs that would support Transportation and Logistics. The team is recommending that this program be explored for viability in next few years. In addition, as listed

above – programs need to continue to update curriculum with input from advisory committee to ensure content is relevant and in alignment with district and employer needs.

Also, does the local labor market data indicate that any CTE programs are no longer feasible for your area (i.e., oversaturated, loss of industry, etc.)?

Currently, most CTE degree and certificate programs are viable and feasible.

Some of the programs prepare students for high demand occupations, like Certified Nursing Assistant and Early Child Care workers that do not offer high wages but do provide meaningful work that can be built upon for advancement with additional education.

In the fall 2024, the College updated our Program Review Annual Update process to include a reflection, and analysis on student success metrics and equity measures. In addition, the College purchased HelioCampus a software tool that streamlines the process and allows faculty to collaborate in a seamless fashion with all discussion, and supports documents are contained within the software. As part of the CI model, across all program/discipline full-time faculty discuss, reflect, and report progress updates on their improvement activities, Student Outcome Assessment Projects (SOAPs), as well as a review and analysis of student success metrics and equity efforts the faculty worked on from the past academic year. The faculty chair will also complete a reflection rubric based on their assessment of requested support for each annual update section. The chair will then electronically submit the form through HelioCampus (the software program that houses and maintains the College's Program Review and Assessment systems) and is automatically routed to each of the program/discipline program full-time faculty for an opportunity to provide additional feedback and input on the completed form. The form is then submitted and routed back to the chair for final updates and/or program submission to the Division Dean for their review of the completed Annual Update. It is here that the dean and chair may have discussions as to the health and viability of the program and what supports may be needed for future improvement. The dean provides their assessment on needed support and/or follow-up through the reflection rubric and includes formative feedback. The dean may return the form to the chair for requested modifications and/or they can approve the Annual Update and electronically submit it through the software. The update is sent to the Assessment Director of Student Learning for their review and feedback. If approved, it will be sent to the Program Improvement Manager for final review and feedback.

Program/disciplines where there are two or more Action Needed assessments on the Reflection Rubric, the Program/Discipline Chair in collaboration with the Division Dean will need to develop and submit an action plan to the Division Dean for targeted program/discipline improvement.

Currently, there are two separate programs where a program action plan has been developed, and faculty and division deans are monitoring and will report on progress at the next program review check in during fall 2026.

Suggested Resources

[Illinois Department of Employment Security](#)

[Illinois Career Pathways & Talent Pipeline Analysis](#)

[Economic Modeling System, Inc \(EMSI\) Labor Market Analysis](#)

[Regional and local workforce boards](#)

6. PROGRAM SIZE, SCOPE, AND QUALITY

While you will refer to the state definitions of size, scope, and quality below, Perkins V requires you to assess whether the number of programs or programs of study and courses you offer meet the needs of your student population. Assessments of size could include examining class size in addition to the availability of program resources such as facilities and equipment. For scope, you can consider whether program curricular offerings are seamlessly aligned with the subsequent level of education. Finally, for quality purposes, you can assess the extent in which your programs give students the knowledge and skills critical to gaining employment and achieving success in their careers. To reiterate, please refer to the state's definition for size, scope, and quality below.

SIZE

Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.

- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor-market information. Size of programs should be informed by labor-market needs.
- Follow local board policies on class sizes.

SCOPE

A program of study means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that

- a. incorporates challenging state academic standards
- b. addresses both academic and technical knowledge and skills, including employability skills
- c. aligns with the needs of industries in the economy of the state, region, tribal community, or localities
- d. progresses in specificity
- e. contains multiple entry and exit points that incorporate credentialing
- f. culminates in the attainment of a recognized postsecondary credential

A program of study provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with all stakeholders including business and industry.

QUALITY

Through CTE programs, eligible recipients offer students the opportunity to participate in programs of study that lead to an in-demand occupation that is either a high-skill one or a high-wage one. Eligible recipients are encouraged to offer programming that meets two or three of the aforementioned characteristics of a program of study.

Programs of study:

1. Are informed by external stakeholders that include, but are not limited to, secondary partners, postsecondary partners, business and industry partners, local workforce boards, adult education providers, and community-based organizations through advisory committees. The advisory committees must meet, at a minimum, annually.
2. Provide a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.
3. Include courses and activities that provide students with a comprehensive understanding of and strong experience in all aspects of industry. This includes work-based learning and career exploration.
4. Include academic and technical instruction that is rigorous, integrated, and aligned with appropriate state and industry standards (e.g., academic standards, accreditation bodies, and professional and licensing standards) to meet the skillsets needed by employers.
5. Are led by qualified instructors and staff who are provided with opportunities for comprehensive professional development (e.g., accrediting standards and ICCB administrative rules).
6. Assist the recipients in meeting local performance indicators.
7. Are continuously evaluated and improved using a continuous program improvement process (e.g., Pathways to Results, Program Review, Comprehensive Needs Assessment, Program Quality Rubric, and other course or program evaluation methods).
8. Are offered in appropriate facilities using current technology and equipment.

9. Includes other entry and exit points to provide access and smooth transitions through programming (e.g., adult learners and veterans).

Are program-level outcomes aligned with business and industry recognized credentials and standards?

- Identify any CTE programs that are misaligned with credentials and standards of business and industry.

CTE Program Learning outcomes are in alignment with business and industry. The College recently updated and have now posted the CTE Program Learning outcomes on the individual Program web sites. The Director of Assessment has provided additional support to program faculty in developing assessment activities for their program outcomes.

Does your enrollment size have the capacity to meet the demands of the businesses and industries in your region?

Overall, CTE courses and programs do have the capacity to meet the demands of business and industry in our regions. However, some programs do have selected admissions and students need to meet the program admission requirements prior to application. The Associate Vice President of Academic Affairs with the CTE Program Improvement Manager hold Program Review discussions where capacity issues are addressed as well as other barriers that may impede student success. Discussion on accessibility, especially for programs with select admissions have occurred and a work team will be reviewing practices to ensure equity. In addition, many of the CTE programs are in need of additional space, facilities and instructional faculty to support growth in their programs. Information on that has been shared with the Facilities Planning Committee to be considered for inclusion in the upcoming updated Facility Plan.

New programs like the Machine Learning Certificate and Artificial Intelligence degree also need dedicated space to support anticipated program growth. The Certified Nursing Assistant program is moving on campus to support additional needs. As the College is experiencing growth we will need to make sure, we accommodate the demonstrated need through additional resources.

The College has to remain flexible and responsive so as to develop new programs to meet community and district needs. CTE Program Faculty stay current in their fields and update their curriculum to remain vibrant and relevant to business, industry needs and standards. Program labs need continuous maintenance and updates to replicate environments found in the workplace.

How well do your program offerings meet the needs of students and the communities you serve?

- How do you then ensure that each program is viable in terms of size, scope, and quality as well as sustainable?

Through the Program Review process, all CTE programs participate in on-going program improvement process that includes an annual update, planning phase and a writing phase. Multiple data sources and information are used in the program review process. Feedback surveys from all stakeholders provide input on the program's offerings, quality and areas for improvement. Data includes enrollment trends, demographic profiles, occupational outlooks, advisory minutes, feedback surveys, faculty ratios, grade distributions, unit cost information and graduate metrics.

Programs improvement activities and strategies are implemented to address concerns.

A Program Review Report discussion meeting is held between April and early May with Program/Discipline/Division Chairs, Program/Discipline Faculty, Divisional Dean, Associate Vice President of Academic Affairs, Director of Student Learning Outcome Assessment and the CTE Program Improvement Manager. It is here that the program/discipline faculty and chair are able to share their program/discipline story while sharing program success and challenges, student learning, quality indicator and what supports (budgetary or not) are needed for the program in the next five years.

Based on your last five years of reviewing different programs of study through the Program Review process, were there any recommendations for changes to the size, scope, or quality of any programs?

- What have you done so far to initiate and implement these changes?

Through the CTE Program Review process, recommendations for additional equipment are addressed and planned through operational and Perkins funding. In addition, faculty also share if they are planning on adding new degrees and/or certificates, other curriculum or program modifications to address industry or student learning concerns and if any of their programs are no longer viable and those that will be removed or those that need further review.

In addition, to the Program Review process, through the Comprehensive Local Needs Assessment Open Forums, Steering Committees, and CTE Chat discussions, we reported on the progress the College has made on the CLNA 2024 recommendations which include the following:

- ❖ Provided/Supported direct assistance for CTE Special Populations
- ❖ Supported new CTE degree/certificate programs in alignment with workforce needs (examples include AI – Machine Learning; Horticulture Therapy; Electric Vehicle Technician, Patient Care Technician etc.)
- ❖ Increased HS partnerships and Programs of Study (26 COD ICCB approved Programs of Study with 162 high schools; Dual credit now represents 23% of all credit students)
- ❖ Provided and enhanced instructional equipment and technology
- ❖ Provided supplemental instruction and tutoring support
- ❖ Increased work-based learning opportunities

At these same CLNA activities, program participants were asked to provide feedback and input on the current COD CTE degree and certificate programs through a SWOT (Strengths, Weakness, Opportunities and Threats analysis. Over 60 faculty, staff, external partners and community members participated in at least one of the CLNA Open Forums, Steering Committees or CTE Chat discussions.

Listed below is a summary of the identified Challenges, and Opportunities findings:

CHALLENGES

- Dealing with course/program waitlists
- Complicated on-boarding processes
- Competitions from other colleges and businesses
- Need for more clinical sites

- Need more CTE internship programs and more business partners
- Need to improve the way CTE is framed in the district high schools. Need for a Pro-active plan to inform students, counselors and parents
- COD Website is confusing – too many clicks and steps
- Stigma with CTE and Community Colleges in general
- Lack of overall awareness of CTE; messaging and direct marketing
- Sustainability of new Perkins funded initiative and the inability to transition activities and personnel from Perkins to Operating Funds
- Institutional support for new programs and hot jobs in terms of faculty support and curriculum development
- Need to develop stronger partnerships with district high schools and TCD
- Faculty credentialing for Dual Credit Instructors
- Cumbersome Internal business practices and processes
- Inconsistency of collecting and reporting of special populations student data
- Inconsistency of awarding short term certificates and credentials in general
- Inconsistency of collecting and reporting students' academic programs – especially in CTE where students may be misclassified

OPPORTUNITIES

- Better Outreach – through engagement in education and business communities (more positions like CTE Outreach)
- Multiple marketing campaigns – Embrace the CTE story
- Collective use of shared databases
- Levering AI capabilities – proactively inform advisors & counselors about CTE program both at the secondary and postsecondary levels
- Increase Career Exploration activities with additional dedicated staff
- Explore options for high school dual credit faculty qualifications
- Explore more Dual Enrollment options
- Improve partnering with the Technology Center of DuPage
- Develop CTE programs that are missing – like Logistics, Supply Chain, Quantum Computing, Drone piloting, and Clean Energy Jobs
- Dedicated position for K-12 partnerships to help coordinate campus visits, tours and school partner liaisons.

Efforts will be made to address the challenges and opportunities to improve the overall effectiveness of CTE degree and certificate programs at the College and to improve CTE student success.

Suggested Resources

Revisit your college's Program Review reports

7. PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY

The questions below will help you determine whether and how, according to Perkins V, your programs of study at the postsecondary level are a coordinated, non-duplicative sequence of academic and technical content. This portion of the CLNA will require you to do backward and forward mapping of your programs-of-study offerings to determine whether they meet labor-market projections as well as educational and economic needs and priorities of the state and your regional and local contexts. It is also important that secondary, postsecondary, and industry stakeholders in your region work closely together to assess that your programs of study, when implemented, offer structured and cohesive transition points at each subsequent educational level as well as at the transition to employment.

Which programs of study have multiple entry and exit points that lead toward earning a credential?

- What programs of study are underdeveloped and have possibilities for multiple entry and exit points?
- Identify concrete ideas, solutions, and plans for further development.

The College continues to make progress towards the development of new programs of study as well as strengthening existing programs of Study. The Coordinator of Program of Study (PrOS) Alignment was hired in 2021 to provide direct support to faculty and staff in their efforts in Program of Study development. Initially, in collaboration with the CTE Program Improvement Manager, three separate programs of study cohort training workshops provided to faculty. The coordinator also developed a guidebook template to assist faculty in the drafting of the ICCB Program of Study Approval application. As of fall 2025, the College currently has a total of 26 Programs of Study approved with ICCB. This past year, the College submitted two Programs of Study (Early Childhood Education and Hospitality & Tourism) for ICCB approval consideration. In addition, program faculty include the Program of Study including the high school partnerships as a standing Agenda Item and are discussed at the program Advisory team meetings. Annually, all PrOS teams have used the Program of Study Expectation tool to determine whether the PrOS meets minimum requirements and assist in establishing areas for program improvement.

At the College of DuPage, we see the Program of Study as an extension of the Curriculum division. As such, the coordinator reports the directly to the Assistant Vice President who is administrator responsible for the Curriculum process. As with most curriculum processes, this is an on-going effort with continuous improvement activities for the Program of Study that faculty work on throughout the year. The Program Review Annual Update for each area should include an activity which includes program of study improvement efforts from the following year.

Challenges for some of the CTE programs have occurred for CTE programs where faculty credentialing is an issue for dual credit sections. Other challenges include time issues for faculty when developing the initial Program of Study with district high schools and commitment from the district high schools and/or Technology Center of DuPage.

The College's earlier CLNAs, the Program of Study initial working group did meet to review the previous CLNA and to conduct (SWOT) Strengths, Weakness, Opportunities and Threat Analysis. Strengths included: the wide variety of programs offered through the College of DuPage; High Quality of Programs and Staff; and Math College preparedness initiative. Weaknesses included the high school faculty credentials; COD commitment to Partnership program sustainability; Opportunities included exploring virtual or on-line dual credit course offerings and revisiting dual enrollment options. Threats included competition from other Colleges offering dual credit options to district high schools.

The College plans on developing a Program of Study Advisory committee and will develop an action plan for the upcoming year.

How fully developed and aligned are your programs of study with secondary, postsecondary, and industry?

- Are there specific programs that are misaligned within secondary, postsecondary, and industry areas, and if so, why?

Programs of Study are discussed at the Program Advisory Committee and are in alignment with secondary, postsecondary and industry.

Most of the existing programs of study have been updated or are planned to be modified. Listed below are the programs that have completed the ICCB ProS application and have received ICCB approval along with the total number of high schools and technology centers partnerships involved with the ProS . This listing was included in the FY 2026 COD Perkins application plan. As required, each of these ProS have been developed with at least one high school and/or the Technology Center of DuPage (TCD) and meet the nine required sections of ProS application.

- Accountancy (ACCOU) – 5 district high schools
- American Sign Language (ASL) – 2 district high schools
- Architecture and Construction Management (ARCH) – 5 district high schools and TCD
- Automotive Service Technology (AUTO) – 5 district high schools and TCD
- Computer & Information Science (CIS) – 5 district high schools and TCD
- Computer & Internetworking Technology (CIT) – 7 high schools
- Cosmetology (COSME) – TCD
- Criminal and Justice Studies (CRIMJ) – TCD and WILCO
- Culinary Arts (CULIN) – 13 high schools and TCD
- Education (EDUCA) – 23 high schools
- Electro-Mechanical/Electronics Technology (ELECT/ELMEC) – 7 high schools and TCD
- Fashion Studies (FASHI) – 16 high schools (including a few out-of-district)
- Fire Science/Emergency Medical Services (FIRE) – TCD and WILCO
- Graphic Design, Advertising, Web and Illustration (GDSGN) – 6 high schools
- Heating, Ventilation, Air Conditioning and Refrigeration (HVACR) – TCD
- Horticulture (HORT) – 20 high schools and TCD
- Interior Design (INTER) – 2 high schools
- Manufacturing (MANUF) – 5 high schools
- Motion Picture/Television (MPTV) – 9 high schools and TCD
- Nursing/Certified Nursing Assistant (NURSI/NURSA) – TCD
- Office Technology Information (OFTI) – 4 high schools
- Ophthalmic Technician (OPTH) - TCD
- Photography (PHOTO) – 10 high schools

- Professional Writing (ENGLI) – 1 high school
- Surgical Technology (SURGT) – TCD
- Welding Technology (WELD) - TCD

The U.S. Bureau of Labor Statistics (BLS) projects that the leisure and hospitality sector will experience significant growth in the coming years. From 2023 to 2033, the sector is expected to add approximately 822,700 jobs, accounting for about one in eight new jobs created during this period. This growth represents a 5% increase, bringing total employment in the sector to around 17.4 million by 2033. Consequently, the Hospitality Management and Tourism program was chosen as the Program of Study focus for FY 2026. In FY 2026, the Hospitality and Tourism program completed their ICCB Program of Study application, and we are currently waiting for approval.

In addition to the Hospitality & Tourism program of study, the College identified Legal Studies and Diagnostic Medical Imaging Radiography as additional emerging Programs of Study in the FY 2026 Annual submission.

How are you adapting programs of study as they become more professionalized and specialized?

- What additional education and credentialing are you providing to respond to the further professionalization and specialization of the programs of study (i.e., articulation to a bachelor's degree, additional certifications, or additional skill training in specialized areas of industries)?

At the onset of the Program of Study application and submissions, over 75% of the CTE Program chairs participated in the Perkins Program Improvement Cohort training. Each Cohort group participated in three workshops held throughout the academic year. Programs Chairs reviewed the updated Expectations tools and began preparing the documentation for approval. Resources and assistance were available through the new POS Alignment Coordinator and the CTE Program Improvement Manager.

Programs of study are continuously updated and reported on an annual basis. Some have been updated to include multiple entry and exit points as well as opportunities for industry recognized credentials, if applicable. For example, the Nursing and Certified Nursing Assistant Program of Study is one such example. The Certified Nursing Assistant (CNA) course and consequent certification is a pre-requisite requirement for application into the selective admission program in the Associate Degree Nursing program. The Nursing program begins every fall and spring semester and prepares students to transfer to a bachelor's degree program. The program is designed so students can become Licensed Practical Nurses (LPN) halfway through their studies, allowing them to secure professional employment as they finish their associate degree. Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN). ADN graduates have a 95 percent pass rate on board certified exams due to the robust curriculum, rigor of the program, quality of faculty and hard work of nursing students.

College of DuPage maintains transfer agreements with many colleges and universities to ensure a smooth transition toward a bachelor's degree. Some of these are 3+1 transfer agreements. These agreements often include a defined course sequence.

- Benedictine University, AAS in Nursing to BS in Nursing
- Governors State University, AAS in Nursing to BSN
- Elmhurst University, AS to BSN (traditional format) and RN to BSN (accelerated format)
- Northern Illinois University, RN to BSN
- Purdue University- Northwest, RN to BSN

How are you ensuring that you meet each student's individual academic learning needs and mastery of employability skills and readiness?

Currently, copies of the ICCB Employability and Essential Skills handbook have been distributed to CTE program chairs and faculty. Program Review sessions include discussion of using the resources to integrate the skills into the curriculum. In addition, the College has a Student Learning Assessment Office managed by an Assessment Director and supported by an Assessment Coordinator and General Education and CTE Assessment Assistants.

Learning assessment ensures COD students have the knowledge and skills needed to be successful as they continue their education and into the workforce. The process includes collecting, analyzing and using data to improve student learning and the learning experience. The Learning Assessment office supports faculty efforts to measure and improve student learning across all levels of the curriculum.

COD's General Education Student Learning Outcomes, which were modified and reaffirmed by faculty in 2018, identify the knowledge and skills students should have when they graduate from any COD associate degree program. General Education encompasses the broad body of knowledge and skills common to all educated people, regardless of their profession. Our strong general education curriculum includes courses in the arts; the humanities which include literature, history, philosophy and foreign languages; mathematics, natural sciences, and the social sciences.

In 2025, College of DuPage faculty approved seven Collegewide Student Learning Outcomes, which ensure graduates acquire a well-rounded education that prepares them for success in both their professional and personal lives. These outcomes reflect COD's commitment to developing well-informed, capable graduates who can think critically, communicate effectively, and engage responsibly in an interconnected world. These are in alignment with some of the employability skills listed in the ICCB handbook. At the completion of any degree program, COD graduates will meet each of the seven (7) outcome categories below using one or more of the traditional assessment methods.

- Critical Thinking
 - Apply appropriate strategies to solve real-world or discipline-specific problems.
 - Develop logical, informed, evidence-based conclusions.
 - Evaluate assumptions, arguments, or conclusions
- Cultural and Historical Comprehension
 - Examine a variety of cultural perspectives, ideas, or artifacts.
 - Demonstrate awareness of historical events and ideas.
 - Participate in respectful discourse on a variety of perspectives rooted in human experience.
- Expression and Exchange of Ideas
 - Integrate modes of communication such as text, speech, image, audio, video or a combination of these, as best suited to context.
 - Apply strategies to achieve the author's purpose(s).
 - Demonstrate an understanding of audience.
- Human Behavior and Societal Impact
 - Identify various ways to gather information pertinent to your discipline.

- Describe human behavior and its impact on others in a global society.
- Describe society's impact on human behavior.
- Information Literacy
 - Locate information efficiently using a variety of search tools.
 - Evaluate information and its sources critically and in context of an information need.
 - Employ information effectively, ethically, and legally to accomplish a specific purpose.
- Quantitative Reasoning
 - Solve mathematical problems.
 - Evaluate solutions to mathematical problems to determine the reasonableness of conclusions.
 - Interpret quantitative data, such as graphs and results of analyses.
- Scientific Reasoning
 - Develop a scientific hypothesis based on observations.
 - Employ appropriate scientific procedures to collect data.
 - Evaluate the validity of conclusions drawn from scientific data.

What opportunities exist for secondary students in your programs of study to earn dual credit or enroll concurrently?

All of the existing Programs of Study offer dual credit opportunities to high schools' students. Some of the POS are available through the Technology Center of DuPage. While others are specific to individual school districts or high schools. The Dual Credit program at College of DuPage allows qualified high school students the opportunity to enroll in a college-level course and gain high school and college credit upon successful completion of the course. Students are able to get a jumpstart on earning college credit and at a lower cost. By taking dual credit courses, students can experience reduced college costs with tuition-free courses. They can also:

- ❖ Engage in college curriculum and course work, creating a college-going and college-completing culture.
- ❖ Enhance their ability and skill to complete college-level work and gain confidence for college success.
- ❖ Decrease time to degree completion and reduce college costs.

All students participating in dual credit courses should have the appropriate skills, academic preparedness and motivation to meet and exceed the expectations of dual credit courses. COD offers tutoring support for dual credit courses, along with accommodations for eligible students with disabilities.

The Dual Enrollment program offers high school students a unique opportunity to earn college credit only by taking college-level courses taught by College of DuPage faculty. With a variety of class modalities—face-to-face, virtual, or hybrid—and multiple locations, including our main and satellite campuses, or virtual classrooms, students have the flexibility to find a learning environment that best suits their needs and schedules. Reasons for participating in dual enrollment at COD include the following:

- **Jumpstart College Education:** By enrolling in college-level courses while still in high school, students get a head start on earning college credits, which can accelerate their degree completion. This can translate into significant savings on tuition and time.
- **Flexible Learning Options:** Dual Enrollment students can choose from various learning formats—whether they prefer in-person classes, online courses, or a hybrid of both. With classes offered at multiple locations, including our main campus, satellite locations, and even virtually, the program is designed to be accessible to all students.
- **Financial Benefits:** College of DuPage offers a 50% tuition reduction for Dual Enrollment students (course fees not included and reduced college tuition applies to Community College District 502 in-district students only). This makes higher education more affordable and accessible, allowing students to experience college-level academics at a fraction of the cost.
- **High-Quality Instruction:** All Dual Enrollment courses are taught by College of DuPage's experienced faculty, ensuring that students receive top-tier instruction that prepares them for future academic and career success.
- **College Experience:** Dual Enrollment students experience college life firsthand, learning to manage time, coursework, and responsibilities in a collegiate environment. This early exposure can make the transition to full-time college much smoother and help students build the confidence needed to succeed in higher education.
- **Tailored Support:** As part of the College of DuPage community, Dual Enrollment students have access to a range of academic resources and support services, including tutoring, advising, and more, to help them thrive in their coursework.

In what ways are you facilitating seamless secondary to postsecondary transitions (i.e., communication, assessments, data sharing, college and career counseling and coaching)?

These are areas where we are working to improve those functions. The Dual Credit area holds annual meetings and forums to address these issues. In addition, the Dual Credit Coordinator helps facilitate discussions and meetings between COD and high school faculty to ensure expectations are consistent and are alignment with program and course goals, outcomes and objectives. COD has developed and implemented the Transitional Math program to assist high school students with ease of transition from secondary to postsecondary coursework. Transitional Math is a collaboration between College of DuPage and area district high schools to offer a fourth-year high school math course. Transitional Math is designed to prepare students for college-level math. The course contains individual skill building, algebra content and contextualized learning projects.

The goal of the math transitions partnership between district high schools and the College of DuPage is to reduce the amount of non-credit bearing math classes a student needs. Doing well in a transitional math class during the senior year of high school helps students be successful. Earning an A, B or C in the second semester of the quantitative literacy math transitions class allows a student to enroll in math 1220 Quantitative Literacy or Math 1218 General Education Math at any community college in Illinois. It also allows high school students from District 502 to enroll in Math 1115 Technical Math, Math 1102 Math for Health Sciences or Math 1100 Business Math at College of DuPage. Enrolling in these courses can help eliminate the extra cost and time of taking non-credit bearing preparatory math courses. The transitional math course gives students practice using the ALEKS program. Students can build their math skills as well as practice taking the ALEKS college math placement test. Over 30 colleges and universities in Illinois as well as over 350 colleges and universities in the United States use ALEKS as their math placement tool.

The College also dedicates a College Transition lab and meeting spaces to ease secondary to postsecondary transitions especially for students needing additional support. Transition Supports

and Services at the College of DuPage are designed to support a student with disabilities who has the post-school plan of attending college courses independently. These supports can help a student outside of college classes in areas such as accessing social, emotional and academic supports at C.O.D., as well as developing strategies and plans to increase independence in employment, transportation and managing their time.

Suggested Resources

Principles to Guide Career Pathways and Programs of Study Implementation and Improvement

Advance CTE Programs of Study

8. PLAN OF ACTION: PREPARING YOUR LOCAL APPLICATION

Finally, to be eligible for funding, the information gleaned from the CLNA should inform the preparation of your local application. The following guiding questions should help you develop a summary description of the results from the CLNA. The summary description of the results from the CLNA should be included in your location application for funding. After submitting this application, you will return to the CLNA every six months for the next two years—at which time you will re-engage stakeholders in your next CLNA—to ensure continuous improvement and complete a check-in with ICCB on your progress toward systemic, equity-centered change for your CTE programs. We have also included guiding questions for the progress check-in.

Which specific subpopulations are not being served well by your programs?

- What institutional structures and practices are creating barriers for these subpopulations that could be addressed immediately?
- Which of the problems identified need a more comprehensive, long-term plan?
- What priorities from your CLNA will be reflected in your local application?

It is the Colleges intention, that all subpopulations are to be served well by the programs. Part of this charge is to ensure faculty and staff have the appropriate data and tools to determine if they are meeting that goal. Through the purchase of additional Tableau Licenses, faculty and staff have direct access to the newly launched data warehouse. Workshops will continue to be held to offer professional development and training on this software. In addition, the Program Review process has been updated to ensure the activities are beneficial and engaging to faculty members so that it will become engrained in the culture. The annual updates which are the continuous improvement vehicle for the program review process require faculty review, reflect and analyze their program and student data by using the College's dashboards on an aggregate and disaggregate level as well as document equity efforts in determining student and program success.

In addition for the last few years, the CTE Program Improvement Manager in collaboration with the

Director of Assessment for Student Learning and the AVP of Research and Analytics have been offering Data Drop In sessions for program faculty and staff to learn how to find and analyze the student and program data available through the employee portal and the enrollment dashboards. This past spring the collaboration included a 12-week in-person Data Literacy session where faculty and staff received hands-on instruction on various data resources.

This year we offered a total of three Open Forums for internal and external partners to collect their feedback and input on the Strengths, Weaknesses, Opportunities and Threats on the viability and status of the College's CTE programs in general. The following summaries for Challenges (weaknesses) and Opportunities are listed in the Program Size and Scope of this report. The three major challenges include:

- Activity Scaling and Sustainability. Once an activity proves to be beneficial to the program and or student success, ideally the funding or costs of the activity (whether it involves supplies or salaries/benefits) should be transitioned to the College's operational funds for continued financial support.
- Collecting and Reporting Student Data – The College still is struggling to collect special population data, process student credentials or program completions in a timely and accurate fashion; and accurately collect and report students' academic program of study.
- Increased CTE Student Outreach – since we have not transitioned existing CTE Perkins funded positions to operational funds – we do not have the capacity to increase CTE student outreach positions.

In addition to those listed earlier, some institutional processes do remain a challenge in maintaining program quality through the purchasing of instructional equipment and supplies. As well as the time and expectations on the end user to obtain vendors, quotes and contract negotiations. We are currently addressing these issues and hopefully modify processes and procedures to be more streamline and less cumbersome, and time-consuming for the end user.

What strategies will you use to support educators during the next four years to ensure your programmatic and performance goals can be met?

- Which professional development needs are most pressing?

Increase communications will be the number one strategy to support educators. We will do this by providing quarterly updates on program improvement workshops and other professional development options. In addition, being available and flexible to meeting with faculty and staff to encourage them to explore innovative ways to support CTE students and to improve and enhance their respective CTE program degree and certificates.

PROGRESS CHECK-IN TOWARD SYSTEMIC, EQUITY-CENTERED CHANGE

6 months: How have you begun to address the equity challenges you identified in your local application? Have any additional equity problems or challenges arisen since you completed your local application? What stakeholders are you engaging to address these key equity problems? What supports are you seeking out to redress identified inequities and equity gaps? Please provide examples.

Year 1: What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process?

1.5 years: What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process? What are you already foreseeing as new or ongoing equity gaps or challenges that would need to be addressed in your next local application?

Suggested Resources

Maximizing Perkins V's Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity

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