

## All CTE CLNA Summary Report Template

College: **Coastal Carolina Community College**

Date Submitted: May 14, 2025

Team/Stakeholders involved – refer to Perkins Act §134(e) for requirements.

Representative	Name(s)	Organization/Position
Secondary District CTE Director	Will Lane	Onslow County Schools (OSC)/Career and Technical Education Director
High School CTE Teachers	Terry Braddom	Eastern NC Regional Skills Center/HVAC Instructor
	Susi Burger	Eastern NC Regional Skills Center/Robotics & Manufacturing/Instructor
	Kari Cobb	Eastern NC Regional Skills Center/Instructor
	Kendra Hobbs	Eastern NC Regional Skills Center/Nursing Instructor
	Adam Houston	Eastern NC Regional Skills Center/Automotive Instructor
	Kenneth Kellum	Jacksonville HS/Instructor
	Courtney Rogers	Eastern NC Regional Skills Center/3D Modeling, Animation, Game Art & Design Instructor
	James Zirnheld	Jacksonville HS/Instructor
High School Career Development Coordinator	Madeline Tucker	OCS/Curriculum and Instruction Management Coordinator
High School -- Other	John Shannon	OCS/Director, Eastern NC Regional Skills Center
College CTE Educators	Brett Cabradillia	CCCC Computer Programs/Dept. Head, Instructor
	Jodi Crowell	CCCC Dental Programs/Dept. Head, Instructor
	Mark Dowling	CCCC Culinary Arts/ Dept. Head, Instructor
	Shawn Hall	CCCC Air Conditioning, Heating & Refrigeration Tech/Dept. Head, Instructor
	Donnie Heck	CCCC Architectural Technology/ Dept Head, Instructor
	Beth Himes	CCCC Emergency Medical Science/Director, Instructor
	Gary Potter	CCCC Automotive Systems/Dept. Head, Instructor

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<b>Representative</b>	<b>Name(s)</b>	<b>Organization/Position</b>
	Lynn Reyes	CCCC Cosmetology/Dept. Head, Instructor
	Justin Sokoloski	CCCC Electronics Engineering/Dept. Head, Instructor
	Robert Touhey	CCCC Hospitality Management/Dept. Head, Instructor
	Tonia Watkins	CCCC Business Programs/Dept. Head, Instructor
College CTE Administrators	Matthew Herrmann	CCCC/Chief Academic Officer
	Annie Beck	CCCC/Division Chair for Business Technology & Legal Services/Instructor
	Grant Carter	CCCC/Division Chair for Industrial and Applied Technology/Instructor
	Wes Lee	CCCC/Division Chair for Nursing and Allied Health/Instructor
	Jessica Mand	CCCC/Division Chair for Student Services
College Disability Services	Diamond Outlaw	CCCC/Coordinator for Disability Services
College -- Other	Andrea Herrmann	CCCC/Director, Institutional Effectiveness & Student Success
	Heather Calihan	CCCC/Director for Admissions & Counseling Services
	Elaina Stromberg	CCCC/Coordinator for Human Services/Specialist for Financial Aid Services
	Beverly Goodson	CCCC/Lead Success Coach/Career and Technical Success Coach
	James Andersen	CCCC/Student Activities and Career Placement Advisor
	Mishelle Dupuis	CCCC/Director for Data Management Services/Registrar
	Christina Wallace	CCCC/Director for Financial Aid Services
	Emily Ellis	CCCC/Public Information Officer/Executive Director, College Foundation
Workforce Development Board(s) Director (or designee)	Bill Green	East Carolina Workforce Development Board/Executive Director

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Representative	Name(s)	Organization/Position
Area Employers	Advisory Committee Members	CCCC Advisory Committees representing all Program Areas: Business Technologies, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Service Technologies, Transportation Technologies
Economic Development/ Industry Associations	Laurette Leagon	Jacksonville●Onslow Chamber of Commerce/President
CTE Students	Student Graduate Surveys	2022-23 Graduate Surveys 2023-24 Graduate Surveys
	Student Focus Group	Focus group of representatives from various CTE program areas, comments from student activities
	Course Evaluation	Student comments from program course evaluations (anonymous)
Vocational Rehabilitation	Lisa Temple	Vocational Rehabilitation, Jacksonville Office/Vocational Evaluator
Department of Social Services Director (or designee)	Susan Thigpen	Onslow County Social Services/Director
Indian Tribe/tribal organization (if applicable)	N/A	
Other stakeholders	Christopher (C.J.) Crooks	Onslow Community Outreach: homeless shelter, soup kitchen, medical & dental clinics/Executive Director
	Don Herring	OUTS (Onslow United Community Transit Service)/Board Member; Sturgeon City Environmental Education Center/Board Chair; Onslow Community Outreach/Board Member

Briefly explain gaps in each part of the CLNA as applicable to this CLNA focus area. These gaps will directly link to activities funded on the activities/budget form.

A. Student performance
Using Power BI, list gaps for each performance indicator for all CTE students, for special populations, for program areas, and/or for curriculum parents.
<b>1P1 – Student Performance</b> <ol style="list-style-type: none"> <li>The College's Success Rate for 1P1 <i>Postsecondary Retention and Placement</i> (all CTE programs combined) was 85.3%, however, not all programs of study performed at this level. Those programs (listed by curriculum parent) with success rates below the College Negotiated Level</li> </ol>

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of 69.0% and identified demographics and characteristics of students performing below the Negotiated Level include:

Program Area & Curriculum Parent	1P1	Demographics and Characteristics of Students Performing Below College Negotiated Level
College Negotiated Level	<b>69.0%</b>	
<b>BUSINESS TECHNOLOGIES</b>		
Medical Office Administration (2531)	68.2%	White Female, Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Unemployed at Entry
Office Administration (2537)	62.5%	White Female, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Unemployed at Entry
<b>HEALTH SCIENCES</b>		
Health and Fitness Science (4563)	50.0%	Not English Learner, Not Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Unemployed
<b>PUBLIC SERVICE TECHNOLOGIES</b>		
Cosmetology (5514)	61.5%	Female: White, Hispanic; Black Male; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Unemployed at Entry

**2P1 – Earned credentials (curriculum certificates, diplomas, and degrees)**

1. The College's Success Rate for 2P1 *Curriculum Certificate, Diploma or Associate Degree Attainment* (all CTE programs combined) was 45.8%, more than 10% below the College Negotiated Level of 51.0%. Programs of study (listed by curriculum parent) with success rates below the College Negotiated Level of 51% and the demographics and characteristics of students performing below the Negotiated Level in those programs include:

Program Area & Curriculum Parent	2P1	Demographics and Characteristics of Students Performing Below College Negotiated Level
College Negotiated Level	<b>51.0%</b>	
<b>BUSINESS TECHNOLOGIES</b>	36.8%	
Business Administration (2512)	35.2%	White Male, Female: Black, Hispanic, White; Not Disabled, Disabled, Not English Learner, English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Nontraditional Sex, Traditional Sex, Employment at Entry: Part-Time, Full-Time, Unemployed
Hospitality Management (2511)	29.4%	Male: Black, White; White Female, Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Full-Time, Unemployed

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<b>Program Area &amp; Curriculum Parent</b>	<b>2P1</b>	<b>Demographics and Characteristics of Students Performing Below College Negotiated Level</b>
Information Technology (2559)	26.1%	Female: Black, Hispanic; Not Disabled, Disabled, Not English Learner, Pell Recipient, Not Pell Recipient, Nontraditional Sex, Traditional Sex, Employment at Entry: Part-Time, Full-Time, Unemployed
Medical Office Administration (2531)	27.7%	Female: Black, Hispanic, White; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Unemployed
Office Administration (2537)	50.0%	Hispanic Male, Female: Black, White; Not Disabled, Not English Learner, Not Pell Recipient, Single Parent, Traditional Sex, Employment at Entry: Full-Time, Unemployed
<b>HEALTH SCIENCES</b>	<b>44.6%</b>	
Associate Degree Nursing (4511)	33.9%	Male: Asian, Black, White; Female: Asian, Black, Hispanic, White; Not Disabled, Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Nontraditional Sex, Traditional Sex, Employment at Entry: Part-Time, Full-Time, Unemployed
Dental Assisting (4524)	43.2%	Hispanic Male; Female: Asian, Black, Hispanic White; Not Disabled, Not English Learner, Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Full-Time, Unemployed
Emergency Medical Science (4534)	50.0%	Male: Asian, Black, Hispanic; Not Disabled, Not English Learner, Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Full-Time, Unemployed
Health and Fitness Science (4563)	35.3%	Male: Black, Hispanic; Female: Asian, Black, Hispanic, White; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Unemployed
Medical Laboratory Technology (4542)	44.4%	Female: Asian, White; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Unemployed
Surgical Technology	45.5%	Female: Black, White; Not Disabled, Disabled, Not English Learner, Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Unemployed
<b>PUBLIC SERVICE TECHNOLOGIES</b>	<b>31.7%</b>	
Basic Law Enforcement Training (5512)	0.0%	No data available

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Program Area & Curriculum Parent	2P1	Demographics and Characteristics of Students Performing Below College Negotiated Level
Cosmetology (5514)	42.0%	Female: Hispanic, White; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Full-Time, Unemployed
Criminal Justice Technology (5518)	25.0%	Male: Hispanic, White; White Female, Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Nontraditional Sex, Traditional Sex, Employment at Entry: Part-Time, Unemployed
Early Childhood Education (5522)	43.8%	Female: Hispanic, White; Not Disabled, Disabled, Not English Learner, Pell Recipient, Nontraditional Sex, Not Single Parent, Traditional Sex, Employment at Entry: Full-Time, Unemployed
Emergency Management (5546)	35.7%	White Male; Not Disabled, Not English Learner, Not Single Parent, Nontraditional Sex, Part-Time Employment at Entry
Fire Protection Technology (5524)	30.8%	White Male; Not Disabled, Not English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Full-Time, Unemployed

2. For all Coastal CTE programs combined, the following demographics and characteristics were identified for student success below the 51% College Negotiated Level for 2P1: Male: American Indian/Alaskan, Black, Hispanic, Black, White; Female: Asian, Black, Hawaiian/Pacific Island, Hispanic, White; Not Disabled, Disabled, Not English Learner, English Learner, Not Pell Recipient, Pell Recipient, Not Single Parent, Single Parent, Nontraditional Sex, Traditional Sex, Employment at Entry: Unemployed, Part-Time, Full-Time.

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**3P1 – Non-traditional Program Enrollment**

1. The College's Success Rate for 3P1 *Non-traditional Program Enrollment* (all CTE programs combined) is 18.5%. However, not all programs of study achieved success at this level. The following table identifies programs of study (listed by curriculum parent) with success rates *below* the College Negotiated Level of 13.0%. The table also identifies performance gaps for non-traditional gender students in those programs, defined as success rates *below* the 2P1 Local Negotiated Rate of 51%:

Program Area & Curriculum Parent	3P1	Non-traditional Gender for Field of Work	2P1 Success Rate of Non-traditional Gender	Non-traditional Gender Performance Gap <51%
College Negotiated Level	<b>13.0%</b>			
<b>CONSTRUCTION TECHNOLOGIES</b>	3.6%			
Program Area & Curriculum Parent	3P1	Non-traditional Gender for Field of Work	2P1 Success Rate of Non-traditional Gender	Non-traditional Gender Performance Gap <51%
Air Conditioning, Heating & Refrigeration Technology (3510)	3.8%	Female	100%	
Electrical Systems Technology (3513)	3.4%	Female	0%	Performance Gap
<b>ENGINEERING TECHNOLOGIES</b>	27.0%			
Electronics Engineering Technology (4020)	9.5%	Female	100%	
<b>HEALTH SCIENCES</b>	8.0%			
Associate Degree Nursing (4511)	10.7%	Male	33.3%	Performance Gap
Dental Assisting (4524)	6.8%	Male	66.7%	
Dental Hygiene (4526)	12.2%	Male	100%	
Practical Nursing (4566)	0.0%	Male	0%	Performance Gap
Surgical Technology	4.5%	Male	100%	
<b>PUBLIC SERVICE TECHNOLOGIES</b>	20.2%			
Cosmetology (5514)	1.4%	Male	0%	Performance Gap
Early Childhood Education (5522)	6.3%	Male	50%	Performance Gap

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Fire Protection Technology (5524)	0.0%	Female	0%	Performance Gap
<b>TRANSPORTATION SYSTEMS TECHNOLOGIES</b>	15.2%			
Automotive Systems Technology (6016)	10.3%	Female	66.7%	

- For all combined Coastal CTE programs of study, the following demographics and characteristics were identified for student success below the 13% College Negotiated Level for 3P1: Male: Black, Hispanic and White; Disabled.

**Gaps identified using other sources**

**NCCCS Dashboards:**

- Success Rate (Fall 2020 Cohort) of Coastal CTE students in College Level English (PM2): 58% (drop from 67% in 2019); CCCC overall 68.4%.
- Success Rate (Fall 2020) of Coastal CTE students in College Level Math (PM3): 35% (drop from 49% in 2019); CCCC overall 54.2%.
- Licensure and Certification (PM6): 2023 Passing rates for Cosmetology Licensure Exam for first time test takers: 63%; a decline from 74% in previous year.

**2023-24 Coastal Carolina Desktop Audit (Annual Performance Review)**

- Additional performance gaps for Graduation Rates and Withdrawal Rates (in highest credential offered) of identified Programs of Study as reported in the College's 2023-24 Annual Desktop Audit (DTA):

	Graduation Rate*	Withdrawal Rate*
<b>BUSINESS TECHNOLOGIES</b>		
Accounting and Finance (2580)	22%	53%
Business Administration (2512)	14%	51%
Hospitality Management (2511)	27%	45%
Information Technology (2559)	31%	42%
Medical Office Administration (2531)	38%	34%
Office Administration (2537)	57%	47%
<b>HEALTH SCIENCES</b>		
Associate Degree Nursing (4511)	60%	9%
Emergency Medical Science (4534)	64%	25%
Health and Fitness Science (4563)	27%	62%
<b>PUBLIC SERVICE TECHNOLOGIES</b>		
Cosmetology (5514)	86%	14%
Criminal Justice Technology (5518)	22%	47%
Early Childhood Education (5522)	29%	26%

*\* Rates given for highest credential offered in program of study*



B1. Size, scope, and quality of program
<ol style="list-style-type: none"> <li>1. Program Reviews reported in the College's 2023-24 Annual Desktop Audit (DTA) revealed a need to evaluate learning outcomes and assessments across several CTE programs of study in Business Technologies, Health Sciences, and Public Service Technologies.</li> <li>2. A continued review and evaluation of CTE program curricula, technical instruction, skill application, student outcomes, and assessments to support local employer demand is needed in all CTE program areas: Business Technologies, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Service Technologies, and Transportation Technologies.</li> <li>3. A review of CTE program sequence of courses to reflect current workforce needs, new and emerging technologies, employability skills, and possible alignment with high school curricula is needed.</li> <li>4. Fundamental CTE skill instruction requires higher order thinking skills and competences that were previously considered advanced level training and expertise. CTE instructional needs continue to expand to meet current industry standards. Technology and professional development are needed to facilitate the instruction of fundamentals and advanced skills necessary for the workplace and to support student learning at various levels of comprehension.</li> <li>5. Teaching and demonstration materials, equipment, and software are needed to train students on the same equipment and methods used by local employers.</li> <li>6. CTE technical labs are in constant need of updating, modernization, and preparation for emerging technologies. Technology updates, software, and materials are needed to keep current with employer needs and expectations of students entering the workforce.</li> <li>7. CTE technical lab space is limited to accommodate full-scale equipment for practical application instruction. Dedicated (lab) instructional time is often limited to accommodate all levels of teaching, practical application, and remediation. Technology is needed to simulate work-based learning, provide additional learning opportunities for skills development, troubleshooting, diagnostic procedures, problem solving, and remediation to support all levels of student achievement. This is needed across all program areas.</li> <li>8. Need for additional employer interaction and partnerships across CTE program areas: Business Technologies, Construction Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Service Technologies, and Transportation Technologies. <ol style="list-style-type: none"> <li>a) Additional employer interaction is needed to ensure graduates are prepared with skills that are in demand by local employers.</li> <li>b) Additional clinical sites are needed for Health Sciences.</li> <li>c) On-site opportunities are needed for work-based learning for Business Technologies, Public Service Technologies, and Transportation Technologies.</li> </ol> </li> <li>9. Technology to enhance in-class instruction is needed, to include computers and peripherals, monitors, audio/visual, or other items to support instructional engagement and learning.</li> <li>10. Course instruction using various modalities is needed to support students, with attention given to special populations. Traditional, face-to-face, online, hybrid, and Hy-Flex instruction options and facility support are needed across CTE program areas.</li> <li>11. Resources to support student remediation are needed for related academic courses and CTE technical courses.</li> <li>12. Resources to support student remediation are needed for preparation of (technical) credential, certification, and licensure.</li> <li>13. CTE Advisory Committees' minutes (on file and summarized in the annual Desktop Audit) expressed the following needs and expectations for CTE programs: <ol style="list-style-type: none"> <li>a) Faculty need to remain current and proficient in their technical areas of expertise.</li> </ol> </li> </ol>

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<p>b) Students need to be prepared for employment with experience using current technology, software, and equipment used in the workplace.</p> <p>c) Students need technical certifications or credentials (or be prepared to move forward with the credentialing process) when entering the workplace. For example, EPA Technician Certification for handling refrigerants.</p> <p>d) Students need preparation support to achieve successful passing rates on state licensure examinations and other technical certifications.</p> <p>e) Students need to be prepared to enter the workplace with appropriate knowledge and understanding of technical and safety protocols.</p> <p>14. Training is needed for CTE faculty using new and emerging technology, equipment, and employer-requested skills.</p> <p>15. CTE student resources and retention strategies are needed to support student success.</p> <p>16. Resources are needed to support special populations prior to and during program enrollment.</p> <p>17. CTE labs need additional technology for student skill development, remediation, and workplace preparedness to promote CTE achievement at all levels.</p> <p>18. Faculty need access to resources to support at-risk students.</p> <p>19. At-risk students need access to resources, including: academic, economic, or support systems to promote personal well-being to foster student success.</p> <p>20. Students need assistance in developing educational plans to meet their short-term and long-term education and career goals.</p> <p>21. Students need resources and support to navigate barriers or obstacles to completing goal(s) and degree completion.</p> <p>22. Student success beyond the certificate level is needed. Resources to assist student success and retention are needed.</p> <p>23. Students expressed concern regarding the ability to pay for program tuition or purchase required tools for CTE programs.</p> <p>24. CTE students need access to advisors and counselors for information and access to career planning, CTE program requirements and timelines, employment preparation, and financial resources to support success and retention.</p>																	
<b>B2. Alignment to local/regional labor market needs (if applicable)</b>																	
1. Census data (2023) for Onslow County identified the major occupations and industries as:	<table> <tr> <td>Transportation</td><td>5.30%</td></tr> <tr> <td>Finance and Insurance</td><td>7.00%</td></tr> <tr> <td>Construction</td><td>7.50%</td></tr> <tr> <td>Arts/Entertainment</td><td>8.60%</td></tr> <tr> <td>Retail</td><td>11.20%</td></tr> <tr> <td>Manufacturing</td><td>11.70%</td></tr> <tr> <td>Professional, Scientific, Administration, Waste Services</td><td>12.30%</td></tr> <tr> <td>Federal, Healthcare, Social Assistance</td><td>22.50%</td></tr> </table>	Transportation	5.30%	Finance and Insurance	7.00%	Construction	7.50%	Arts/Entertainment	8.60%	Retail	11.20%	Manufacturing	11.70%	Professional, Scientific, Administration, Waste Services	12.30%	Federal, Healthcare, Social Assistance	22.50%
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Federal, Healthcare, Social Assistance	22.50%																
2. The NC Department of Commerce's Star Jobs Outlook ranked the following occupations within the Jacksonville/New Bern region with 3 stars or better:	<table> <tr> <th></th><th>Star Rating</th></tr> <tr> <td>Computer Network Support Specialist</td><td>4</td></tr> <tr> <td>Architectural &amp; Civil Drafters</td><td>4</td></tr> <tr> <td>Electrical and Electronics Technicians</td><td>3</td></tr> <tr> <td>Paralegal &amp; Legal Assistants</td><td>3</td></tr> </table>		Star Rating	Computer Network Support Specialist	4	Architectural & Civil Drafters	4	Electrical and Electronics Technicians	3	Paralegal & Legal Assistants	3						
	Star Rating																
Computer Network Support Specialist	4																
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Teachers - Preschool	3
Registered Nurse	4
Dental Hygienist	4
Medical Equipment Repairer	4
Paramedic/EMT	3
Surgical Technologist	3
LPN	3
Cosmetologist/Esthetician	3
Automotive, Diesel Technician	4
HVAC Technician	4
Diesel Technician	4

Star Rating System: 5\* Best, 4\* Very Good, 3\* Good, 2\* Fair, 1\* Poor

- NC Department of Commerce “Star Jobs” publication of top careers with high wages and employment growth for the Jacksonville-New Bern Region includes: Firefighter, Fire Inspector, Paramedic, HVAC installer/technician, Nurse (LPN, RN), Computer Network Specialist, Electrical and Electronics Technician, and Paralegal and Legal Assistant (2023, most recent publication).
- Employment Outlook data for each program published in the Desktop Audit indicates strong demand and growth for CTE programs and related occupations.
- Some program graduates are military dependents or individuals who have recently completed military service and often relocate to other parts of the country upon program completion.
- Students need to be able to practice and demonstrate skill competency at the level needed for local employers.
- Students self-report employment status to the College’s Institutional Effectiveness and Student Success Office. This often impacts accuracy of the data within the annual DTA, including low employment rates and low Employer Survey response rates.
- Advisory Committees’ minutes (on file and summarized in the annual DTA) reflect the expressed need to ensure faculty members remain current and proficient in their technical areas. Members expressed the need for faculty to ensure students are prepared to utilize the same kind of equipment and methods as local employers, using current industry standards. This concern is expressed across all CTE program areas for this CLNA.

**C. Progress toward implementing 9-14 pathways and programs of study (if applicable)**

- Career Pathways have been developed in program areas of Construction Technologies, Engineering Technologies, Industrial Technologies, Public Service Technologies, and Transportation Technologies. However, pathways have not been developed for all programs of study and are especially needed in the areas of Business Technologies, Health Sciences, and Public Service Technologies.
- Awareness of career pathways across programs is needed for internal and external community partnerships.
- Career exploration opportunities and activities are needed prior to enrollment, as well as during program participation.
- Promotion of CTE programs, occupations, and careers is needed. A large portion of the local population is transient in nature due to military transfers. Continued promotion of career and technical education programs, local occupations, and pathways to employment are needed.
- A process and timeline to regularly update and review established career pathways, new pathways, curriculum alignment, and local course articulation is needed.

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6. Career pathways, in various formats, need to be available to all potential and future CTE students and community partners.
7. Additional relationship building with the local school system, as well as private and home schools, including Eastern NC Regional Skills Center, are needed to promote pathways to postsecondary programs and employment.
8. A review of courses and curriculum for possible (local) Articulation Credit and Credit for Prior Learning is needed across identified CTE program areas. While the College utilizes the statewide Articulation Agreement (list and requirements for granting credit), an updated review of courses for possible local articulation is needed.
9. Increased web-based access to career resources for students based on long-term and short-term goals is needed. This may include labor market data, career planning tools, resume center and local job postings prior to and during program enrollment.

**D. Faculty and Staff recruitment, retention, and training**

1. The curriculum faculty retention rate (October 2023 Cohort, NCCCS Data Dashboards, Employee Retention) is 76.2%; this includes both Full Time (FT) and Part Time (PT). The retention rate specifically for FT is 81.6%. Of the FT faculty, Females had an 84% retention rate and Males had 91%. Retention rate by demographics: Black 83%, Hispanic 100%, Other 57%, and White 89%.
2. Faculty recruitment can be difficult for several CTE programs, particularly Health Sciences, where industry employment demand and wages remain relatively high for the occupation(s).
3. Advisory Committees' minutes (on file and summarized in the annual DTA) reflect the need to ensure faculty remain current and proficient in their technical area of expertise and instruction.
4. Fundamental skills instruction requires higher order thinking skills and competences, previously considered advanced level training and expertise. CTE instructional needs continue to expand to meet current industry standards. Technology and professional development are needed to facilitate the instruction of fundamental and advanced skills necessary for the workplace and support student learning at various levels of comprehension.
5. Training is needed for CTE faculty using new and emerging equipment, technology, and employer-requested skills.
6. New full-time faculty, as well as adjunct faculty and staff, need training and orientation of campus resources, community services, and other programs to assist students and promote student success.
7. Training is needed for faculty and staff at all levels to recognize at-risk students and strategies for connecting students to appropriate resources.
8. In addition to technical skills, CTE faculty need training in teaching techniques, instructional skills, new and emerging instructional technology, and strategies to enhance academic rigor. This is especially needed for new full time faculty and adjunct instructors.
9. Updated information and awareness are needed for CTE leaders and Perkins Team members on Perkins grant guidelines, reporting requirements, and expenditure restrictions.
10. Regular updates and communication are needed for Perkins Team members regarding the status and progress of activities within the Perkins Local Plan and Budget.

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**E. Progress toward improving access and equity for all students**

Using the OGA Dashboards and heatmap provided during the Feb. 2025 Mid-Year meeting, list any gaps identified in enrollment by all CTE students, by cluster, and by curriculum parent.

1. Under-Representation of Female Enrollment by Curriculum Parent and Career Cluster

Curriculum	% Under-Represented	Career Cluster
Air Conditioning, Heating & Refrigeration Technology	44	Architecture & Construction
Automotive Systems Technology	36	Transportation, Distribution & Logistics
Electrical Systems Technology	44	Architecture & Construction
Electronics Engineering Technology	38	STEM
Fire Protection Technology	36	Law & Public Safety
Welding	34	Manufacturing Technology
Basic Law Enforcement Training	23	Law & Public Safety
Information Technology	23	Information Technology

2. Under-Representation of Male Enrollment by Curriculum Parent and Career Cluster

Curriculum	% Under-Represented	Career Cluster
Accounting	28	Finance
Associate Degree Nursing	46	Health Sciences
Cosmetology	53	Human Services
Dental Assisting	49	Health Sciences
Dental Hygiene	41	Health Sciences
Early Childhood Education	51	Education & Training
Medical Lab Technology	40	Health Sciences
Medical Office Administration	53	Business, Management & Administration
Curriculum	% Under-Represented	Career Cluster
Office Administration	45	Business, Management & Administration
Practical Nursing	56	Health Sciences
Surgical Technology	48	Health Sciences

3. Race/Ethnicity Under-Represented by Curriculum Parent and Career Cluster

Curriculum Parent	Latinx	Career Cluster
Emergency Management	14	Law & Public Safety
Emergency Medical Science	14	Law & Public Safety
Fire Protection Technology	14	Law & Public Safety
White		
Architectural Technology	17	Architecture & Construction
Culinary Arts	11	Hospitality and Tourism

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Health and Fitness Science	23	Human Services
Medical Office Administration	11	Business, Management & Administration
Office Administration	12	Business, Management & Administration

## 4. Students With Disabilities (SWD) Under-Represented by Curriculum Parent and Career Cluster

Curriculum	% Under-Represented	Career Cluster
Air Conditioning, Heating & Refrigeration Technology	17	Architecture & Construction
Architectural Technology	17	Architecture & Construction
Automotive Systems Technology	17	Transportation, Distribution & Logistics
Collision Repair	17	Transportation, Distribution & Logistics
Cosmetology	17	Human Services
Electrical Systems Technology	17	Architecture & Construction
Emergency Management	17	Law & Public Safety
Fire Protection Technology	17	Law & Public Safety
Medical Lab Technology	17	Law & Public Safety

5. Students Classified as Economically Disadvantaged (ED) Over-Represented in CTE Programs: All CTE Programs contain 10% or greater ED students with the exception of BLET and Health and Fitness Science. Of the 29 CTE programs, 17 programs have 20% or more students classified as ED (58.6%).
6. Students classified as Out of Work (OOW) Over-Represented in CTE Programs: All CTE programs, except Fire Protection Technology, contain 10% or greater students classified as OOW. In 10 of 29 total programs (34.5%), the rate of students is 50% or higher and in 28 of 29 programs (96.6%), the rate is 20% or higher.
7. Summary of percentages of student classified as SWD, ED, and OOW in CTE program enrollment:

Total CTE Students	1136	
SWD	65	5.7%
ED	447	39.3%
OOW	544	47.9%

## 2025-26 CLNA Coastal Carolina Community College

**Gaps identified using other sources**

1. The 2023 Census Data provides for the Comparison of Onslow County Demographics to College Enrollment:

	Onslow County % Population	Coastal Carolina % Enrollment	
		All Students	CTE Programs
Gender			
Male	55.8	56	40
Female	44.2	44	60
Ethnicity			
White	69.2	65	61
Black	12.5	12	18
Latinx	13.8	14	15

CTE programs have overall lower rates of Male enrollment.

2. Need to collaborate with Public Information Office to review materials to promote career opportunities with program information and resources across gender and ethnic groups.
3. Need for awareness and training for faculty and staff on the various categories of special populations, resources available, and review of instructional strategies to ensure (universal) design for all students.
4. Need to provide opportunities for promotion of available WIOA resources, particularly to eligible special populations, to assist with retention resources and out-of-pocket expenses.
5. Need for additional relationship building with the local schools to promote career opportunities, to include non-traditional genders and ethnicities.