Examples of CLNA Gap Statements

Section A: Student Performance

1. The college continued to see disparities in 2P1 credential attainment across gender, race, and ethnicity. Black males, Hispanic females, and Black females were among the lowest-performing groups, highlighting the need for targeted supports such as tutoring, intrusive advising, credential exam assistance, and culturally responsive outreach.

2. The college's success rate for 1P1 Postsecondary Retention and Placement (all CTE programs combined) was 85.3%; however, not all programs of study performed at this level. Those programs (listed by curriculum parents) with success rates below the college negotiated level are included in the table below:

1P1: Student Performance Table

Program Area & Curriculum Parent	1P1 Attainment	Demographics/Characteristics
Negotiated Level	69%	N/A
BUSINESS TECHNOLOGIES		
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
HEALTH SCIENCES		
Health and Fitness Science (4563)	50.0%	Not English Learner, Not Pell Recipient, Not Single Parent, Traditional Sex, Employment at Entry: Part-Time, Unemployed
PUBLIC SERVICE TECHNOLOGIES		
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

1. 1P1 gaps in enrollment or employment existed in all areas, but greater gaps were evident in the Engineering and Transportation Systems Technology areas. These levels increased since the previous year, demonstrating growth in success. However, the need to strengthen placement and employer engagement remained evident.

2. The college continued to see program-level variation in 1P1 performance despite exceeding the negotiated level overall. Commercial and Artistic Production Technologies (50%) and Transportation Systems Technologies (66.7%) performed significantly below the institutional placement rate of 81.2%, indicating concentrated placement gaps within specific technical program areas.

3. The college's overall 2P1 credential attainment rate (40.1%) fell below the negotiated level of 43%, indicating an institutional completion gap requiring targeted intervention.

Examples of CLNA Gap Statements

4. Disaggregated analysis revealed measurable equity gaps in credential attainment, including a 9.5% gender gap and racial disparities of 7.4% between White and Black students and 25.3% between White and Multiple Race students.
5. Although the college exceeded the negotiated 2P1 benchmark overall (48.8% vs. 37%), several curriculum parents fell below the negotiated level, including Accounting and Finance (26.9%), Nurse Aide (28.6%), Motorsports (7.7%), and Construction Management (30.2%). This demonstrated uneven credential attainment despite strong aggregate performance.
6. Demographic analysis identified performance gaps among specific student populations, including Black males and Hispanic females, reinforcing the need for targeted academic supports and culturally responsive outreach.
7. Program-level credential attainment gaps existed within Construction Management, Motorsports, Accounting and Finance, and Nurse Aide, with rates significantly below negotiated benchmarks.
8. Although the college exceeded the negotiated 2P1 level overall (48.8% versus 37%), several curriculum parents fell below the negotiated level, including Accounting and Finance (26.9%), Nurse Aide (28.6%), Motorsports (7.7%), and Construction Management (30.2%). This demonstrates uneven credential attainment despite strong aggregate performance.
9. Construction and Transportation Systems program areas demonstrated lower placement and completion rates relative to institutional averages, indicating program-specific barriers to student success.
10. The college's 2P1 attainment rate of 34.2% fell below the negotiated level of 35%, indicating a system-wide credential attainment gap requiring focused improvement strategies.
11. At the college, specific program areas fell below the 1P1 negotiated level of 83%, including Heavy Equipment Operation in Construction Technologies and Collision Repair in Transportation Systems, demonstrating targeted placement gaps within technical trades programs.
12. 1P1 analysis identified underperformance concentrated among Black males, students with disabilities, Pell recipients, unemployed students, and traditional gender groups within specific programs, demonstrating clearly disaggregated performance gaps tied to defined student characteristics.
13. Program-level data reflected traditional gender concentration patterns within Trades and Cosmetology pathways, reinforcing the need for intentional recruitment strategies to increase nontraditional participation.
14. Disaggregated reporting explicitly identified program areas and student characteristics performing below negotiated benchmarks, demonstrating strong analytical specificity aligned with Perkins performance indicators.
15. Although institutional 2P1 performance exceeded the negotiated level (44.8% versus 35%), several curriculum parents including Mechatronics, Manufacturing Technology, Construction Management, and Entertainment Technology fell below the negotiated level, indicating program-level credential completion gaps masked by aggregate performance.

Examples of CLNA Gap Statements

16. Even when overall 1P1 performance exceeded the institutional goal (89.2% vs. 80%), specific program areas such as Arts A/V Technology and Finance fell below the level, demonstrating uneven placement and retention outcomes across pathways.
17. Students under 18, particularly male students under 18, performed below the institutional 2P1 level, indicating early college transition challenges within certain program areas.
18. Although overall 3P1 performance exceeded the institutional benchmark (25% vs. 18%), male participation in nontraditional programs was only 3%, substantially below the target and consistent across demographic categories.
19. Several curriculum parents demonstrated extreme nontraditional participation gaps, including Medical Assisting and Surgical Technology with 0% male participation and Plumbing and Computer Integrated Machining with 0% female participation, indicating persistent structural barriers to nontraditional enrollment.
20. Although overall 3P1 performance exceeded the institutional level (25% versus 18%), male participation in nontraditional programs was only 3%, substantially below target and consistent across demographic categories.
21. Retention gaps from year one to year two were identified across multiple CTE programs, with contributing factors including developmental course sequencing, lack of contextualized instruction, and limited embedded academic support.
22. Multiple programs fell substantially below the negotiated 2P1 level of 33%, including Building Construction Technology (11.8%), Electrical Engineering Technology (11.1%), and Information Technology (17.9%), with widespread demographic and Pell disparities identified.
23. Building Construction Technology reported a 66.7% post-program placement rate against an 81% negotiated level, with additional demographic and non-Pell disparities.
24. Emergency Medical Science reported a 13% credential attainment rate against a negotiated level of 38%, with underperformance concentrated among male, Hispanic, disabled, Pell, and unemployed students.

Examples of CLNA Gap Statements

Section B1: Size, Scope & Quality

1. Program reviews reported in the college's 2023–24 Annual Desktop Audit revealed a need to evaluate learning outcomes and assessments across several CTE programs of study in Business Technologies, Health Sciences, and Public Service Technologies.
2. Teaching and demonstration materials, equipment, and software were needed to train students on the same equipment and methods used by local employers. Include any specifics that had high priority.
3. CTE technical labs require ongoing updating, modernization, and preparation for emerging technologies. Technology updates, software, and materials were needed to remain current with employer needs and expectations of students entering the workforce. Include any specifics that had high priority.
4. At-risk students require access to resources, including academic, economic, and support systems, to promote student success.
5. With the exclusion of Nursing, CTE programs struggled with enrollment and were not filled to capacity. In the service area, persistent perceptions remained that CTE fields were "dirty jobs" and not lucrative or desirable careers. Work across campuses, county schools, and the service area was needed to market these positions, educate the community (students and parents), and change perceptions of these fields to connect students with high-skill, high-wage, and in-demand jobs.
6. The absence of a SkillsUSA chapter represented a missed opportunity to build students' technical, leadership, and teamwork skills through structured competition and professional development aligned with their fields of study.
7. Skilled workers remained in demand for area employers; however, the college was not producing graduates at the rate needed to fill available positions in the local workforce. In certain instances, this led to scenarios where students abandoned their academic path to retain employment. A stronger system of apprenticeships, internships, and related experiences was needed to balance employer workforce needs while securing the time and resources students required to complete their credential pathways. Program enrollment also needed to increase to meet regional workforce needs.
8. Persistent gaps were identified across CTE programs in several areas including enrollment, program supplies, faculty capacity, professional development, and up-to-date equipment. These gaps were observed across multiple program areas including Business Technologies, Engineering Technologies, Health Sciences, Industrial Technologies, Public Service, and Transportation Systems.
9. Several programs were constrained by space and resource barriers. For example, in Health Science programs, access to instructors, facility size, and availability of clinical sites and coordinators limited enrollment growth. In the Transportation division, the addition of hybrid and electric curriculum had been delayed by physical space and safety constraints.
10. Technical labs require modernization and updated instructional equipment to meet current industry standards and employer expectations.

Examples of CLNA Gap Statements

11. Health Science programs faced limits related to clinical site availability, instructor capacity, and facility size. These constraints restricted enrollment growth and reduced the college's ability to meet regional workforce demand.
12. Expansion of in-demand programs was restricted by physical space and resource limitations, creating infrastructure-related enrollment barriers.
13. Several in-demand technical programs required updated equipment in areas such as aviation, HVAC, plumbing, electrical systems, diesel and heavy equipment, radiography, and sonography to ensure training aligned with current technologies.
14. Few programs offered apprenticeship opportunities, and some areas had no work-based learning placements. This limited experiential learning may have led students to leave the workforce early before earning credentials.
15. The local labor market projected 1,022 annual job openings requiring some college or an associate degree, but persistence and completion challenges limited the college's ability to meet workforce demand.
16. Advisory committees reported outdated equipment in Automotive Technology, Welding, and Horticulture, which reduced students' ability to train on industry-standard tools.
17. Regional healthcare facility expansion required updates to simulation labs and additional instructional space to support advanced healthcare technologies.
18. Program-level analysis reflected workforce demand in skilled trades and public service fields while enrollment and completion levels remained insufficient to meet employer needs, suggesting capacity and scaling gaps within technical programs.

Examples of CLNA Gap Statements

Section B2: Labor Market Alignment

1. Advisory committee minutes (on file and summarized in the annual Desktop Audit) reflected the expressed need to ensure faculty members remained current and proficient in their technical areas. Members emphasized that faculty needed to ensure students were prepared to utilize the same equipment and methods used by local employers and to train using current industry standards. This concern was expressed across all CTE program areas for this CLNA.
2. Regional healthcare workforce data showed 28 registered nurse vacancies locally compared to significantly fewer degrees awarded, demonstrating a measurable supply-demand imbalance in in-demand health occupations.
3. More than 15,000 regional job openings were identified alongside rising unemployment, suggesting a skills mismatch between credential production and labor market needs.
4. Workforce demand data indicated persistent vacancies in key technical and health fields while credential production in several program areas remained below regional employer needs.
5. Employer engagement and advisory participation demonstrated strong workforce input; however, placement and completion data indicated the need to increase graduate output in in-demand trades and public safety fields to better align supply with employer demand.
6. Employer survey data indicated that 61% of regional employers struggled to find qualified talent and anticipated continued business growth, signaling expansion pressure on CTE pathways.
7. Employers waived education requirements due to workforce shortages, creating structural competition between immediate employment and credential completion.
8. High-skill, high-wage, and in-demand associate-level occupations with five-star ratings included Physical Therapy Assistants, Occupational Therapy Assistants, and Dental Hygienists, reinforcing the need to strengthen aligned CTE pathways.

Examples of CLNA Gap Statements

Section C: Pathways

1. CTE students required access to advisors and counselors for information related to career planning, CTE program requirements and timelines, employment preparation, and financial resources to support success and retention.
2. Career pathways had not been developed for all programs and were especially needed in the areas of Business Technologies, Health Sciences, and Public Service Technologies.
3. Students required strengthened access to career advising, credential mapping, employment preparation, and financial navigation support to improve persistence and credential attainment.
4. The college's analysis reflected the importance of structured advising and employer engagement to strengthen transitions from enrollment to employment in skilled trades and public service pathways.
5. Current curriculum pathways lacked sequencing diagrams, credential stacking visuals, and transfer articulation clarity, and no formal pathway review process existed.
6. Career Coaches and Success Coaches carried advising loads averaging 300 students per semester, limiting individualized pathway development and progression support.
7. Students required strengthened access to career advising, credential mapping, employment preparation, and financial navigation support to improve persistence and credential attainment.

Examples of CLNA Gap Statements

Section D: Faculty & Staff

1. Often, the individuals recruited were experts in their field but did not have prior teaching experience. Pedagogy training and additional support were needed to help these subject matter expert instructors succeed in the classroom.
2. Training was necessary for counseling and advising staff to ensure students were not funneled into stereotypical or historical career pathways based on race, ethnicity, economic background, or gender. Students needed to be presented with the full scope of career options by college staff and supported in determining which path best met their academic and personal goals.
3. Across programs, disparities in pass rates by method of instruction indicated possible inequities in online versus face-to-face and hybrid instruction. The college needed to provide equitable instruction to all students regardless of course delivery method.
4. Faculty retention rates fell below NCCCS averages, with one-year curriculum faculty retention at 75% compared to the system average of 79%.
5. Employer advisory feedback emphasized the need for faculty to remain current in evolving industry technologies and standards, reinforcing professional development as a system-wide priority.
6. Retention and instructional equity challenges indicated the need for expanded embedded tutoring and contextualized academic support within technical programs.
7. The college's engagement with secondary Public School Unit partners, local workforce centers and boards, and employers reflected strong collaboration; however, continued investment in instructional alignment and program-level support structures remained necessary to address identified performance gaps.
8. Full-time Black faculty retention was 50% compared to the NCCCS average of 87%, indicating significant demographic retention disparities.
9. Faculty required continued professional development and return-to-industry training to remain current with evolving technologies and workforce expectations.
10. New CTE faculty entering from industry required structured onboarding and pedagogical support to ensure instructional effectiveness.

Examples of CLNA Gap Statements

Section E: Universal Access

1. Faculty and staff required greater awareness and training on the various categories of special populations, available resources, and instructional strategies to ensure universal design for all students.
2. Across programs, disparities in pass rates by method of instruction indicated the possibility of inequities in online versus face-to-face instruction. The college needed to provide equitable instruction to all students regardless of course delivery method. Additionally, all online content needed to be Americans with Disabilities Act compliant and accessible for students.
3. The following concerns were noted by community partners regarding special populations:

    - Transportation is a major hurdle for low-income families.
    - Low-income students struggle with financial resources for education as well as needed supplies. While financial aid may assist with the costs of school, it may not provide enough assistance for other life needs.
    - Housing instability makes attending school a challenge for some students from special populations.
    - Lack of family or community support creates a barrier for students in special populations.
    - Lack of understanding of how to navigate college may discourage students from special populations from enrolling or persisting.
    - Lack of reliable childcare can pose a barrier for students from special populations, especially single parents.
    - Older workers face challenges transitioning to less physically demanding jobs. New skills may be needed for new employment opportunities.
    - Families are struggling with work-life balance and social/emotional/mental well-being. Employers have noted that the college needs to foster mental health/self-care into business situations.

4. Residents with disabilities accounted for 20% of the county population but were underrepresented in college enrollment by 14%, indicating an access gap.
5. Growing Hispanic student populations outpaced available Spanish-speaking student services personnel, creating service capacity gaps in advising, financial aid, and enrollment processes.
6. Programs were not meeting negotiated targets for male participation in Early Childhood Education, Cosmetology, and Esthetics.
7. Persistent nontraditional participation gaps across multiple curriculum parents indicated structural recruitment and support barriers requiring intentional intervention strategies.
8. Demographic analysis clearly identified student subgroups performing below negotiated levels, including students with disabilities and Pell recipients, reinforcing the need for targeted equity-focused supports within technical programs.

Examples of CLNA Gap Statements

9. Gender overrepresentation persisted across clusters, with males concentrated in Construction and STEM fields and females concentrated in Health Sciences and Education pathways.