

Career Technical Education Department

ASP for Academic Year 2021-2022

November 2020

Description Of Section

Connection to College Mission

The Career Technical Education (CTE) section is the instructional body providing Career Technical Education and Workforce Development opportunities for Cerro Coso Community College. The college offers Career Technical Education local and industry recognized certificates as well as associate degrees for transfer and local associate degree programs. Career Technical Education programs are reviewed and validated every two years to meet workforce needs in their service area. Programs are offered either in traditional (on ground) venue or via on-line coursework. Several of the programs are offered entirely online to provide educational opportunities for students who may not have the opportunity or means to attend classes at the college's physical sites. CTE programs support the college mission of serving workforce needs within the college service area. There are five CTE departments at Cerro Coso Community College: Allied Health; Business and Information Technology; Child Development; Industrial Arts; and Public Safety/Administration of Justice.

Review And Planning

Performance and Equity Gaps Still to be Addressed

The CTE Section continued through 2019-2020 to plan for continuous quality improvement with each unit focusing on “more and better CTE” and on narrowing or closing equity and achievement gaps. CTE uses a variety of data and other reports to guide in the evaluation of gaps being indicated per unit including the college dashboards provided by the KCCD institutional research team, the Strong Workforce performance metrics on Cal-Pass Launchboard site, and VTEA Core Indicators that provide programmatic and assessment on program performance by TOPS Code

ALLIED HEALTH – In terms of **access**, the Allied Health programs continue to struggle with enrollment of males in the programs as a whole. This is consistent with Allied Health programs throughout the state of California. In terms of **success**, Black students perform lower than other ethnic groups by approximately 15-percentage points. Much of this difference seems to come from online courses specific to the medical assisting programs, where Black students perform at a 50.0% rate compared to 67.2% for all students. The Allied Health Department shows no gaps in **outcomes** assessment.

BUSINESS AND INFORMATION TECHNOLOGY - While there has been an improvement in closing achievement gaps, there is still work to be done. In **access**, the BIT programs have done a good job overall to serve more males, rising from 36.96% five years ago to almost even with females at 48.07% in 2019-20. In terms of **success**, while the multiple programs in this department show gaps in the areas of ethnicity, gender, and age, the recurring performance gaps across all programs are in Black students and economically disadvantaged students. Overall, Black students succeed at a 19-percentage point lower rate than other students while economically disadvantaged students succeed at a 13-point lower rate (though this has steadily narrowed, down from 20-points, in the last five years). In terms of **SLO** assessments, while the department had a couple of missed targets in a couple of classes in 2019-20, the class IT C255 missed a number of targets, possibly due to a new adjunct instructor, and will be re-assessed in Fall 2020.

CHILD DEVELOPMENT Child Development department is completely online and this presents challenges in closing access and success gaps. In **access**, the program continues to be predominantly female, with males in 2019-20 accounting for only 5.50% of total enrollments, the lowest amount within the last five years. Percentage of black students has also declined in the last five years from almost 8% of total enrollments in 2015-16 to 6% in 2019-20. In terms of **success**, the program shows gaps with Black students at almost 35-percentage points, 40.0% to 74.9%, while males show a success gap of 16-points, 57.7% to 73.7%. Both groups, while not large, nevertheless represent over 140 total enrollments. In 2019-20, the department assessed all the **SLO's** in six of its program classes, and all targets were met.

INDUSTRIAL ARTS – In **access**, although there have been improvements in the gap area of women (currently, women make up

over 12% of the student population, which is 4 percentage points higher than in 2016-17), there still remains a low percentage of women in the department as a whole. In terms of **success**, the department is currently not showing any substantial gaps. First generation students perform slightly lower than the department average (71.8% to 79.8%), but many of the gap areas in CTE overall, such as Black student and socioeconomically disadvantaged student success, are not evident in Industrial Arts. Possibly, this has to do with the hands-on, laboratory, in-person nature of the coursework. No **SLO's** were assessed in Industrial Arts in 2019-20.

PUBLIC SAFETY/ ADMINISTRATION OF JUSTICE Public Service is the tale of different programs with vastly different populations and sub-populations. The baccalaureate transfer program (the AS-T) appears on the one hand to have an **access** gap in gender, with fewer than 30% of students being female. But when the prison classes are removed from the equation, the pendulum swings the other way, and females account for 60% of program students. Black students, on the other hand, appear to be over represented in the program classes, accounting for almost 17% of students, but when the prison classes are removed, they drop back to 7%, though this is in line with the college and the service-area population as a whole. In terms of **success**, there are few gaps in the program, including with Black student who perform—when prison students are removed—comparably with all other students, 61.8% to 64.3% (in prison classes, they actually OUTperform all other students, 75.5% to 73.4%). The one place there is a success gap is with economically disadvantaged students, who succeed at a 51.7% rate compared to 70.6% for other students. Again, the numbers of such economically disadvantaged students are not inconsiderable: over 150 enrollments in 2019-20. But we've seen this pattern before of low with other online-heavy programs in CTE. The department did not assess any **SLO's** in 2019-20 but knows its needs to do some wholesale revisions of SLO's in a number of the transfer courses during 2020-21.

Annual Planning: Actions Taken

Refine and create CTE programs and industry recognized certifications

Progress continues on this action and the CTE department is building the capacity of faculty and staff in order to increase the number of high-quality CTE programs. In the past year, the dean has worked with faculty, advisory boards, college administration, local businesses, and students to identify programmatic updates, changes, and additions/deletions.

To date, the following programs have been approved at the college, governing board, and regional levels. All have been submitted to the state for chaptering.

- Cloud Computing Certificate
- Digital Media Marketing Certificate
- Linux Operating System Certificate
- Medical Billing Certificate
- Medical Coding Certificate

In addition, unnecessary prerequisites are being removed from programs such as LVN and Paralegal, ensuring students are able to complete their course of study in a timely manner. The POST academy was reestablished at Cerro Coso Community College after a tremendous amount of work by faculty and staff, and the first offering was rolled out in spring 2020, one section each of ADMJ C142 and C143.

The academic year 2019-20 also saw the first full year of the newly revised Information Technology degree and certificate (formerly Computer Information Systems). By all counts, the new program has been enormously successful:

- In its first year, classes in Information Technology served 463 unique students for a total of 752 enrollments
- The IT program awarded 23 degrees and certificates

Modernize and refine the Industrial Technology Space

This initiative is on hold for the time being. Without a major funding source, there is no way to move forward with this facility request. In the meantime, starting with last year's unit plan, the focus of this initiative has been broadened to include the curriculum and coursework changes that are needed to position the industrial arts department to better prepare students for the region's workforce—not only new certificate and degree programs leading to immediate employment but also lower-division preparation for transfer to BC's bachelor degree in Industrial Automation.

Implementation of Student Success Initiatives

Students are more likely to achieve their goals when they are directed, focused, nurtured, engaged, connected, and valued. The dean, along with faculty chairs and faculty, have engaged in discussion to address the student success measures to be practiced.

This is a multi-year initiative, with the faculty chairs last year being focused on the concepts of "directed" and "focused," with some including "nurtured" in their plans.

- In 2019-20 and when the COVID-19 Excused Withdrawals are excluded, overall retention in the CTE section was slightly lower, 90.8% to 91.2%, compared to 2018-19. Removing dual enrollment and incarcerated students from the equation did not significantly alter the results.
- In 2019-20 when the COVID-19 Excused Withdrawals are excluded, overall success in the CTE section was slightly higher, 80.4% to 80.1%, compared to 2018-19. Removing incarcerated students from the equation made that rate slightly higher, 80.9%.

Initiatives for Next Academic Year

More CTE

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Aggregating the various unit plans in CTE shows that a major push for the 2021-2022 academic year is continued growth, offering greater access of more programs to more students within the service area:

- Make Progress on the New Associate Degree in Nursing Program in Allied Health
- Develop Sustainability for the POST Academies in Public Service
- Establish a Settled Base of Operations for the POST Academies in Public Service
- Begin Offering WELD C101 as a Summer Course in Industrial Arts
- Expand Paralegal Program as Dual Enrollment in Business and Information Technology
- Expand Paralegal Program in the Prison in Business and Information Technology

Lead Measure of Success:

1. After receipt of application acknowledged by the Board of Registered Nursing, the creation and submission of the feasibility study
2. New courses and course revisions for law enforcement academies submitted to CIC and approved
3. Local AA degree in Administration of Justice developed and submitted to CIC and approved
4. Creation of certificates based on new courses, submitted to CIC and approved.
5. Law enforcement academy storage, office, and program space defined at the Tehachapi campus
6. WELD C101 placed on the summer schedule.
7. Conversations with local area high schools about paralegal dual enrollment classes, instructors identified, classes scheduled
8. Identification of an ongoing paralegal instructor for the prison(s), conversations held about an ongoing source of funding for paralegal textbooks for prison courses.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

1. Establishment of a director of nursing position according to an Associates Degree Registered Nursing program job description, pay scale, and role in establishing new ADN program during hiring process after acknowledgment from BRN.
2. Successful completions in a local AA Administration of Justice program
3. Successful completions in law enforcement academy certificate

4. Increase in overall Public Service Department section offerings, FTEs, and completions.
5. Running WELD C101 in the summer
6. FTES and successful course completions from a paralegal dual enrollment program
7. FTES and successful course completions from a paralegal prison progra

Person Responsible:

Faculty Chairs and Dean, Career and Technical Education

Other

Variety of program changes for continuous quality improvement

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections, Goal 5: Strengthen Organizational Effectiveness

Better CTE

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

In addition to expanding CTE opportunities to students across the service area, a second grouping of initiatives in the various CTE departments are to improve and enrich the programs already being offered:

- Participate in the Early Childhood Education Child Development Permit Pilot under the PDG-R Grant
- Increase Student Success in Public Services Courses
- Begin partnership with the LA Iron Workers Local 433 in Industrial Arts
- Begin offering a Structural Weld Test in Industrial Arts
- Repair Damaged Equipment in Industrial Arts
- Begin Offering INDE C060 and DRFT C108 Online in Industrial Arts
- Review All Courses for Accessibility and submit Courses to OEI Exchange in Business and Information Technology
- Narrow Equity Gaps for African American students in Business and Information Technology

Lead Measure of Success:

1. Review of CAP courses and TPEs in Child Development (needs IR help)
2. Specific strategies for improving female and economically disadvantaged student success rates researched, decided on, and implemented
3. Meetings scheduled and held with representatives from the Local 433
4. D1.1 weld test materials purchased and prepped
5. Repair budget established
6. DRFT C108 and INDE C060 courses submitted to CIC for delivery mode change and approved
7. Plan and timeline developed for review of accessibility in courses; additional training and/or professional development scheduled and attended as required
8. Professional development activities attended by department members on Umoja, culturally responsive teaching, and other equity strategies

Are any of the lead measures identified above lacking assessment instruments?

Yes

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

1. Participating in these CHDV pilot projects will result in the program being fully aligned with the new requirements and prepared to continue serving students seamlessly.
2. Increased student success and retention in ADMJ classes
3. Partnership in place with the LA Iron Workers Local 433
4. Students completing structural weld test
5. Equipment repaired
6. DRFT C108 and INDE C060 offered in online format
7. Increase in Black student milestone and completion measures: retention, success, persistence, completion of 9+ units, attainment of living wage, certificate and degree completion

Person Responsible:

Faculty Chairs and Dean, Career and Technical Education

Other

Variety of program changes for continuous quality improvement

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 4: Enhance Community Connections

Resource Needs

Facilities

BUSINESS AND INFORMATION TECHNOLOGY – This section plan supports the department's request for a dedicated classroom, but only if sufficient alternative funding can be used.

CHILD DEVELOPMENT – The section plan supports the Child Development Program's support of the Child Development Center's facilities needs, especially those involving the safety of children and staff.

INDUSTRIAL ARTS – The section plan supports the items listed in the Industrial Arts unit plan, which are a scaled-down version of a complete modernization of the Oxy lab. To the extent possible, funding should be found in scheduled maintenance or CTE categorical funds to make headway on the items, in the order of safety, program efficiency, and attractiveness.

PUBLIC SERVICE – The section plan supports the need for a permanent dedicated space for the law enforcement/POST academies as explained in the unit plan. This section plan also supports the need for a large capacity printer at the Tehachapi Ed Center. Printing for both the prison program and the law enforcement academies are high-volume, and will continue to be high-volume post-COVID. This section plan views these items as high need/high priority.

Information Technology

BUSINESS AND INFORMATION TECHNOLOGY – This section plan supports the subscription to Lexis Nexis/Lexis Advanced for students as described in the unit plan. Alternative funding is available.

CHILD DEVELOPMENT – The section plan supports the WIFI in the CDC and the storage containers for the SWIVL and iPads on alternative funding first but general funding if necessary. It supports the subscription to Ed.flicks on alternative funding only.

INDUSTRIAL ARTS – The section plan supports the installation of smart projectors in rooms WW192, WW198, and WW147 as described in the unit plan as part of scheduled maintenance and/or as part of the ongoing upgrading of instructional spaces across the college. Alternative funding is a possibility.

PUBLIC SERVICE – This section plan supports the department's request for IT to provide the campus at the Tehachapi Ed Center with Zoom capacity regardless of funding source and with mobile data access and upload and maintenance of TMAS (POST Testing APP) on all program laptops on alternative funding.

Marketing

ALLIED HEALTH – The section plan supports updated brochures/pamphlet/flyers for all Allied Health programs. Alternative funding is available.

BUSINESS AND INFORMATION TECHNOLOGY – The section plan supports the department's needs across the board for marketing materials, social media outreach, and advertising to promote new certificates (four!) and to increase enrollment. Alternative funding is available.

CHILD DEVELOPMENT – The section plan supports the need for a new Child Development brochure, online marketing, and manipulatives as described in the unit plan. Alternative funding is available.

INDUSTRIAL ARTS – The section plan supports updated brochures/pamphlet/flyers as well as outreach materials to assist with increasing enrollments. Alternative funding is available.

PUBLIC SERVICE – The section plan supports the comprehensive marketing plan for law enforcement academy/POST courses as well as informative marketing to specific targeted groups and swag to hand out at events as described in the unit plan. Alternative funding is available.

Professional Development

The section plan supports all mandated professional development needs across the section as described in the unit plans, whether for certification or licensing requirements on alternative funding first but by any funding source as needed. It supports local and state-wide professional development opportunities on alternative funding. It does not support national or international professional development at this time if travel is involved; otherwise, it supports it on alternative funding.

Research and Data

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Various

Location:

CC Online, No Location Specified, Ridgecrest/IWV

Justification:

The section plan supports the requested faculty members in the following order:

1. Nursing - replacement position
2. ADMJ Director reassigned time increase from 0.200 to 0.400 - augmented position
3. Cyber Security/Information Technology - new position
4. Child Development - new position

2000 Category - Classified Staff

Various

Location:

Ridgecrest/IWV

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

The section plan supports the following classified staff request but proposes trying it out in Summer 2021 as a temporary (non-permanent) increase only. Pending the results of the welding class offered in the summer at IWV, the department would be encouraged to resubmit in Fall 2021 for a permanent position.

1. Industrial Arts TA increase from 30 hours/10 months to 30 hours/12 month

Dean of Career and Technical Education

Location:

Ridgecrest/IWV

Salary Grade:

K

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

\$116,684.96

Justification:

1. A dean whose primary responsibility is to oversee career technical programs has been a key full time position at Cerro Coso for many many years. In addition to managing programs such as VTEA, CTE enhancement funding, Strong Workforce funding, and related grants, the position is also responsible for taking the lead in planning, developing, and implementing partnerships with business and industry in the community to foster economic development.

2. A dedicated CTE dean is a higher education standard even for a smaller school such as ours to assist departments in scheduling, evaluations, professional development, recruitment of new faculty, supervision and goal-setting of classified staff, monitoring of budgets, marketing, and administering of grant programs.

The current dean position provides leadership in its area in short-term and long-term goal planning, coordination of program review

and outcomes assessment, enrollment management, submission of paperwork to the CCCCCO and ACCJC, fostering of outreach, and similar duties and responsibilities. The dean provides a level of guidance and focus in addressing all of the college's strategic goals that pertain to the career technical degrees and certificates: fostering student success, effecting continuous quality improvement, promoting professional development-as well as leading college response to the Strong Workforce program and developing partnerships and other collaborative relationships with business/industry, government agencies, and partner high schools.

Division of Career Technical Education:

- 5 departments
- 14 disciplines
- 15 full-time faculty members
- Approx. 50 part-time faculty members per semester
- 13 degrees offered
- 29 certificates offered
- 1,110 FTES (2019-20)
- 90.8 FTEF (2019-20)
- 12.2 avg. section productivity (2019-20)
- 85.3% avg. section retention (2019-20)
- 71.2% avg. section success (2019-20)
- 155 degrees awarded (2019-20)
- 269 certificates awarded (2019-20)
- 69 dual enrollment sections offered (2019-20)
- 50 incarcerated student education program sections offered (2019-20)
- 5 unit plans to be written yearly
- 1 section plan to be written yearly
- 13 program reviews
- New programs presented to and approved by
- Numerous state and federal quarterly and year-end reports submitted annually
- 9 operational budgets totaling approx. \$3,500,000 per year (labor included).

3. An interim employee is currently performing the work of the position.

4. The work is currently being performed by the interim employee.