

Career Technical Education Department

ASP for Academic Year 2024-2025

November 2023

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. More recently, CTE also includes a series of noncredit courses to address short term vocational training for incumbent workers or those looking to upskill their career readiness.

Career Technical Education programs are reviewed and validated every two years to meet workforce needs in their service area. Programs are offered either in a traditional (in-person) venue or via online 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 six CTE departments at Cerro Coso Community College: Allied Health; Business and Paralegal Studies; Information Technology and Digital Media Arts; Child Development; Industrial Arts; and Public Safety/Administration of Justice.

Review And Planning

Performance and Equity Gaps Still to be Addressed

As summarized from the individual unit plans

Allied Health: Low enrollment of males in nursing related courses/programs that are typical to state and national trends. Current national trends show males comprise of roughly 8% of nursing. Continued low enrollment of males in medical assisting courses/programs as evident by regional and national trends.

Business & Paralegal Studies: The department will continue to monitor progress towards male students and those 17 or younger.

Child Development: The department has been closely watching several target demographics. and is concerned by the change in retention for African American students (retention down -8% from 2021-22 to 2022-23) and the DSPS students served (retention down -9% from 2021-22 to 2022-23).

Industrial Arts: The female population remains to be underrepresented compared to the college as a whole. This is to be expected as the female population of welders only equals 6% in the United States.

Information Technology & Digital Media Arts: (BSOT)-The success rate rose from 63% to 66% from 2021-22 to 2022-23, however, it is significantly below the college average. The American Indian population significantly declined in success from 71% to 33% whereas other ethnic groups moved up. (IT)-The success rates, for IT/Cyber dropped from 2021-2022 of 79% to 73% in 2022-23. The success of men fell 2% from 76% to 74% whereas women's rates fell from 84% (2021-22) to 72% (2022-23). The completion rates are also below college levels. The college completion rate is 89% and the IT department rate is 86%. This completion rate is just 3% lower. (DMA)-Overall, significant gaps include department completion and success, men's success, women's completion, African American success, and Hispanic/Latino completion and success.

Public Services: The department was able to achieve more female instructor hires, and the female student equity gap closed by 1.9% this year (from 25% to 26.9%). The ethnographic distribution of our students is more concentrated in some areas, for instance college-wide data for Hispanic/Latino students is 46.5% vs PUBS 63.2%. For white students, college-wide 34.8% vs PUBS 24.7%. These differing percentages both demonstrate a shift in department areas of focus and geographic locations, due

to course offerings in the ACAD series being offered in Bakersfield through the KCSO partnership. From an ethnographic perspective, more effort in the Eastern Sierra for American Indian and service area wide for African American students needs to be addressed by more course offerings in these geographic areas and through subject matter inclusion, like UMOJA content in ADMJ and Traditional Knowledge in our upcoming forestry courses. The longest standing and most significant gap remains the female population. As more courses and programs are developed this current academic year like Fire and Forestry, we hope this will balance the proclivity of male dominated subjects like ACAD and ADMJ to be more balanced department wide.

As indicated in Institutional Research program data sheets

Significant gaps (6% or more from college average) were found in the following programs:

- Addiction Studies: Overall Success and Completion Rates
- Human Services: Overall Completion Rate
- Business: Overall Completion Rate
- Paralegal: Overall Success and Completion Rates
- Business Office Tech: Overall Success and Completion Rates
- Digital Media Arts: Overall Success and Completion Rates
- Information Technology: Overall Success and Completion Rates
- Administration of Justice: Overall Success Rate

Last Year's Initiatives

Increase CTE Program Pathways & Enrollment

Completed, and ongoing.

CTE at Cerro Coso has seen tremendous growth over the past three years. Between AY2021-22 and AY2022-23, CTE has increased the number of CTE courses offered by +11%, the number of sections offered by +15%, census day enrollments by +18%, FTES by +15%, and FTEF by +13% as indicated in the table below (KCCCD Tableau Dashboards).

CTE COURSE	2020-21	2021-22	2022-23	LY Change
Course Count	147	161	179	+11%
Section Count	444	482	555	+15%
Census Enrollment	9,742	8,795	10,418	+18%
FTES	1,139	1,069	1,235	+15%
FTEF	90.70	94.74	106.87	+13%

New CTE programs that have been developed include: Addiction Counseling Studies, Industrial Process Technician, Nutrition & Dietetics, Wildland Fire Technology, Cloud Computing, Linux, Child Development Associate Teacher in Spanish, and a reorganization of the Business Office Technology courses.

In nontraditional settings, CTE programs have expanded within dual enrollment to include a business pathway at Cal City high school and a digital media arts pathway at Tehachapi high school. In the prison, paralegal studies pathways have been implemented across the yards. Allied Health's medical assisting program has launched a partnership with nonprofit organizations to reach students across the state, as well as entered into Bakersfield's service area (by request) to offer the highly desired program for those looking to enter healthcare fields.

There has been a significant amount of growth across CTE in a short amount of time. Departments continue to seek new opportunities for course development and programs that meet student interests and employment needs of regional industries. This will be an ongoing initiative with a target 3% growth rate.

Non-credit Course Development

Completed, and ongoing.

Most recently, CTE has brought forth two noncredit programs and a series of courses that will be developed into short-term vocational programs. CTE faculty have built the curriculum for a noncredit truck driving program, including endorsements. There are also a series of Allied Health courses being offered as noncredit and an ESL for the Workplace training series. In addition, departments are continuing to look at the current programs to determine if noncredit options are a more viable option.

Initiatives for Next Academic Year

Improve Workforce Programs that Respond to Local Industry

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

As a continued CTE initiative, the departments will create, develop, and refine programs to respond to workforce needs. This would include strengthening support for existing programs and identifying additional needs for new programs.

As summarized from individual unit plans

This initiative includes new development of:

- Clinical Medical Assisting Dermatology and Esthetics Certificate
- Clinical Medical Assisting Radiology Assistant
- Forklift training certification
- OSHA 10 certification
- Fluxcore D1.1 structural tests
- Airframe and Powerplant Certificates
- Project Management Professional Certificate
- Baccalaureate degree(s)
- Certified testing centers for licensure
- Forestry program
- Computer Application Specialist program
- Computer Basics noncredit program

This initiative includes support for:

- **Strengthening career center services at the college**
- Seeking American Bar Association (ABA) approval for paralegal studies
- Increasing dual enrollment pathways in local high schools
- Classroom space for in-person pathways at Tehachapi campus
- Expanding available pathways at ESCC campuses
- Increasing pathways in prison education program
- Bringing more programs through the OEI process
- Increasing availability for courses taught in Spanish
- Increasing access to OER resources for students
- Expanding POST training courses
- Becoming a POST certified Modular I training facility
- Continuing assigned Director/Coordinator load for specific programs (Addiction Studies, EMT, LVN, RN, ACAD)

Early Observational Data, or "Lead" Measure(s):

- Faculty identified to champion new programs
- Advisory meetings held to develop and revise curriculum
- Adequate facility spaces will be explored for programs
- Training/professional development for faculty to update certifications

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

- Increased number of CTE programs available
- Increased noncredit options for Career Development and College Preparation (CDCP)
- Improved quality of existing programs and ongoing support to maintain stability
- Improved outcomes from success and retention, to completion and direct employment

Person Responsible:

Dean, Faculty Chairs, Faculty Leads, Faculty, Employer Engagement/Advisory Boards

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal, It addresses an Educational Master Plan direction

Strengthen Career Pathways to Employment

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- **Hire the staffing needed to support a robust career services center at the college** (*This initiative will not be effective without support for implementation*)
- Utilize grant funding (LAEP) to support and engage employers in internship opportunities across multiple CTE departments
- Engage advisory boards, local employers, and community members in job training for students
- Participate in Career Fairs, Career Exploration events, and outreach to increase awareness of CTE program/career pathways available
- Develop career readiness workshops for students
- Create a "Career Closet" with charitable contributions for appropriate job attire to support students in need
- Maintain the college's Job Speaker platform to post current positions and internships available
- Advise students towards career strengths and interests

Early Observational Data, or "Lead" Measure(s):

- Recruit for staffing of a management and classified position to run the Career Services Center
- Employers will actively participate in job postings on the college Job Speaker platform
- Employers/Students will engage in meaningful paid/unpaid internships during their course of study
- Increased number of apprenticeship opportunities
- Funding will be explored to supplement paid work experience opportunities and support students in training
- Increased participation with Employer Training Resource to support students engaged in work experience
- Students will receive job training skills, and support through the application process (resume building, cover letters, interview prep, mock interviews, career counseling, etc)
- Increased student participation and recruitment through the college Job Speaker platform

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

- Career Services Center will be staffed with a manager and classified position (at minimum) to effectively meet student needs
- Students will connect with jobs related to their field of study
- Students will find employment after program completion
- Students will earn a living wage after program completion
- Students will gain valuable work experience to strengthen career readiness and employability
- Student enrollment in CTE programs will increase (due to increased marketability with direct employment outcomes)

Person Responsible:

Dean, Faculty Chairs, Faculty Leads, Faculty, Employer Engagement/Advisory Boards

Unit gap or institutional goals addressed:

It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal, Other. Explain below

It addresses the employment metric for CTE funding (Perkins/SWP) and the Student Centered Funding Formula.

Scaled Implementation of Credit for Prior Learning

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

CTE will be championing the implementation of credit for prior learning processes at the college. This will allow students with military or specific training backgrounds to be able to earn college credits for their experience, improving momentum toward students' end goals.

Early Observational Data, or "Lead" Measure(s):

- Identify programs in CTE that can implement credit for prior learning
- Develop procedure and process for faculty/administration to award and students to apply for CPL
- Market the availability of CPL to targeted groups that could benefit most from CPL
- Form a collaborative working group of CTE, counseling, admissions, and other constituents for wraparound support in implementation
- Curriculum will be brought through CIC with the CPL option

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

- Information on CPL process will be posted on the website
- Application and intake forms will be available for students
- CORs will include CPL options, as applicable
- Students will earn credits towards applicable certificate and degree programs
- A designated CPL Coordinator will be identified

Person Responsible:

Dean, Counseling, Admissions and Records, Faculty Chairs, Faculty Leads, Faculty

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Resource Needs

Facilities

Office Space and Storage:

- Ongoing office space for new employees (faculty, management, and classified) at IWV
- Ongoing space for classroom instructional materials, in which the equipment needs to be near or in a dedicated classroom space
- Storage options for CTE promotional materials and non-instructional supplies that are accessed on a frequent basis

CTE Vehicles:

- Ongoing collaborative support with M&O and CTE to schedule servicing and maintenance on fleet vehicles

Includes approved requests from the individual unit plans

Allied Health:

- Additional cabinets for the skills lab area for nursing to help with storage and security of items (all sites).
- Additional offices, classrooms, laboratory space, student areas (study rooms, computer rooms, break rooms) to include an area for advising/counseling for students.

Facilities requests for the Tehachapi campus include space, plumbing (for sinks), and adequate storage.

Business & Paralegal Studies:

- None at this time.

Child Development:

- Support for replacement of Child Development Center Facility equipment and classroom materials, as it represents a "lab" environment for student learning.

Industrial Arts:

- Requests from INDA will be evaluated based on immediate needs and alternative funding sources available

Information Technology & Digital Media Arts:

- Adequate space to run IT programs at the Tehachapi site, to include space for laptop carts to run an IT C101 course.

Public Services:

The requests below were included in the Tehachapi facility master plan requests and address space issues to adequately run CTE programs at the site location.

- Dedicated space at Tehachapi campus to effectively run a POST academy, to include:
 - Minimum 600 sqft of storage space for equipment
 - Secured parking area for academy vehicles (3 patrol vehicles and 2 trailers)
 - Arrest Control space 10sqft per student, minimum of 2,000 sqft, ideal 3500sqft
 - Work Sample Test Battery obstacle course, approximately .25 mi long and a 1.25 mi running track or space

- 1500ft x 1500ft driving area without obstacles (i.e. parking curbs, basketball hoops, etc.)
- Electronic sign usage during academy training with vehicles, approximately 10 days during the academy
- 1 workout room, approximately 2,000 sqft
- 3 dedicated offices able to be secured to store academy files and private meeting space with students due to sensitive background issues, approximately 600 sqft total
- Shooting range access in the Tehachapi area
- Locker/changing room for students
- Break room/fridge area (students spend 24 hours a week minimum at the academy with weekend days exceeding 10 hours)
- Open or modular classroom approximately 2,000 sqft

Information Technology

Includes approved request from the individual unit plans

Allied Health:

- Collaborating with IT on in-class computers for Vocational Nursing, Medical Assisting, and Emergency Medical Technicians as part of normal rotation and confirmation of need.

Business & Paralegal Studies:

- Continued support for LinkedIn Learning subscription service. *Can be fulfilled with alternative funding.*
- Continued funding for LEXIS+ for students at a current cost of approx. \$5,760/year. Costs may vary by year and number of students. NexisUni access is currently provided by the library. *Can be fulfilled with alternative funding.*

Child Development:

- Continue subscription to Ed.flicks. Currently videos are not able to be embedded into our Canvas shell. This creates a process where students have to click through several links outside of their class to view the videos. This continues to be a challenge for faculty and students. If there is a way to be able to embed them the videos will be used even more often, and would be of great value to our online course content. *Can be fulfilled with alternative funding.*
- Child Development Center classrooms need to have secure storage for the Swivl and iPads when not in use.

Industrial Arts:

- Organize wiring in office
- Install new phone line for lab aide desk

Information Technology & Digital Media Arts:

- Continued subscription for LinkedIn Learning *Can be fulfilled with alternative funding.*

Public Services:

- ADMJ needs to maintain 35 laptops for the Modular POST academy to meet certification/accreditation requirements. It currently has 16. *Can be fulfilled with alternative funding.*

Marketing

As summarized from the individual unit plans

All Departments have indicated the need for more advertising, flyers, pamphlets, promotional materials to be given out at events and over a variety of media platforms. A need for increased presence at events across multiple sites, updated website pages, additional boosted advertisement of any new and developing programs.

Professional Development

As summarized from the individual unit plans

All Departments - have indicated the need for continuous training, maintenance of certifications and skills, and conferences for professional development. *This can be supported through alternative funding.*

Other Needs

As summarized from the individual unit plans

- **Bilingual support** services and resources across college departments, as the Spanish-speaking student population continues to grow, we need to have adequate support services for them across the college (library, bookstore, counseling, etc)
- Adequate staffing for the **Career Center** to support internship opportunities, employer engagement opportunities, student employment services, job readiness, and placement assistance to improve on the CTE metrics for job placement.
- **Admissions and Records** support for CTE's unique student populations in apprenticeships, academy, and third-party contracts that require manual enrollment management. Tracking and supporting the enrollment of these programs and assisting students requires more support.

Specific to the POST Academy courses:

The ACAD program is requesting an instructional professional expert hourly rate increase to maintain partnership and enrollment abilities in our ISA contracts. Bakersfield College has begun paying police professional experts \$55/hr, while ours is \$45/hr. We are requesting a \$58/hr pay rate. For 5 years the program accepted a reduced rate for 115 instructors in our ISA contracts to ensure program solvency. This program has exceeded FTE and SCFF expectations and only continues to grow, both in curricular growth and enrollment. This program now accounts for 5% of the college wide FTEs. As the growth increases, the demand on instructors is increasing as well with additional professional certification requirements by POST, cost of living, and release time cost for the law enforcement agencies. These instructors are specifically excluded from the KCCD-CCA contract for labor negotiations and therefore need to be represented within the departmental budget.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Program Manager - Career Center (COF)

Location:

Ridgecrest/IWV

Justification:

Cerro Coso Community College's Career Center has been lacking key personnel to be able to sustain essential services and reach its full potential within the areas of Career Technical Education (CTE). The Career Center is responsible for a number of career readiness and job skills services. One of the most vital, being the intake and onboarding of student workers, which impacts the productivity of multiple administrative departments at the college. At this time, that duty has been supported by the classified staff in the Office of Instruction and requires a minimum of 40 additional hours a month, which cannot be sustained.

In addition to student workers, another avenue of employability for students is through employer job postings (currently integrated using Job Speaker platform), work-experience courses, apprenticeships, and internships (both paid and unpaid). The college currently doesn't have the capacity to expand on all of these areas under the current structure of the Career Center, which historically was run by one classified Job Development Specialist position.

As a standalone classified position previously, the Career Center struggled to provide the full scope of services in an efficient manner for students. It is recommended that we have a Program Manager to lead the initiatives and provide adequate support to sustain and grow the career services available to students and the community. This person would oversee grants programs related to apprenticeships, employment assistance (LAEP), and work with local work force development boards, and partnerships with Employer Training Resource.

As part of the accountability for categorical grants, Perkins and Strong Workforce, the college needs to report on progress toward the following metrics:

- student employment rates (Perkins)
- percentage of students employed in their field of study (SWP)
- median annual earnings (SWP)
- students who attain a living wage after completion (SWP), and
- students employed in 2nd fiscal quarter after completion (SWP/Perkins)

Attainment of the regional living wage is also a metric within the Student Centered Funding Formula. Allocating the necessary support staff to the Career Center will enable us to assist students to reaching not only their educational goals, but also their career and workforce preparation goals.

The duties of the Program Manager (Career Center) – COF proposed position include:

- Manage the implementation of job skills workshops such as resume building, interview preparation, soft skills training, dress for success
- Manage the implementation of career exploration events with local high schools, college, and community
- Manage the timely processing of student worker job postings, applications, and training
- Organize and implement student success strategies using variety of career exploration tools, job readiness skills
- Represent Career Technical Education career services at community meetings, Chamber of Commerce, and work force development boards
- Develop employer partnerships for potential internships and apprenticeships, prepare and maintain contracts
- Manage implementation of contract education opportunities with employers
- Engage with CTE Advisory Boards
- Managing timely updates to database for employer contracts, articulation agreements, employer MOUs, CalJobs, Job Speaker, Employer Training Resource
- Monitor the careerservices@cerrocoso.edu email inbox and facilitate responses as applicable
- Supervise and coordinate department planning and operations; personnel supervision, including development and evaluation of all support staff.
- Coordinate the release of project information and outreach activities to familiarize students with the services and programs of the college
- Participate in meetings and conferences related to programs within the assigned area; disseminate information, coordinate projects and implement procedural changes; follow up on action items, and develop program reports as needed;

The Program Manager (Career Services) - COF would coordinate and manage the following areas within Career Technical Education: internships, apprenticeships, work experience courses, student employment, CalJobs program management and contracts, contract education, career exploration events, employer education partnership MOUs, career readiness workshops and tools, Job Speaker account management, LinkedIn Learning account management, Career Center budget management, and Learning-Aligned Employment Program (LAEP) management.

Currently the Dean of Career Technical Education supports the management of these programs. At this time, these programs are not able to be managed as effectively as possible due to the increased work load of CTE. CTE programs have increased in the number of courses, students, faculty, and scope of courses available across services areas and online. Categorical funding is partially contingent on showing progress in career outcomes of students and the college would benefit from a comprehensive structure focused on career-oriented services.

For reference:

Program Manager: Grade D

This position would be supported by a percentage of categorical grants, and would be contingent on funding.

Allied Health

Location:

Ridgecrest/IWV

Justification:

This section plan supports the requested positions:
 Social Work/Human Services and Addiction Studies Faculty Position
 Nursing - Faculty position

Child Development

Location:

CC Online

Justification:

This section plan supports the following position requests:

Bilingual Adjunct Librarian

Full-time Child Development / Early Childhood Education (Bi-lingual in Spanish/English)

Public Services

Location:

EKC Tehachapi

Justification:

This section plan supports the following positions request:

Academy Instructor

Information Technology

Location:

CC Online, Ridgecrest/IWV

Justification:

This section plan supports the following position requests:

Computer Application Specialist Instructor (formerly approved last year as a BSOT instructor)

Information Technology/Cyber Security Instructor for baccalaureate program

2000 Category - Classified Staff

Allied Health

Location:

Ridgecrest/IWV

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

This section plan supports the following position requests:

Program Coordinator for Medical Assisting (COF) - to be supported through Futuro Health

Administrative Secretary (COF) - to be submitted through Kern Health Systems Grant

Laboratory Technician I (COF) - to be submitted through Kern Health Systems Grant

Admissions and Records

Location:

Ridgecrest/IWV

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

This section plan supports the request from A/R for:
Technician