

Cerritos College

Environmental Scan

A research document prepared in conjunction with the update to the
Cerritos College Educational Master Plan

DRAFT

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introduction and overview

THE ENVIRONMENTAL SCAN provides background information and quantitative and qualitative data in support of the Cerritos College Educational Master Plan (EMP) update. The overarching purpose of the Educational Master Plan is to provide clear strategies to further the College's educational goals in respect to academic programs, support services and facilities.

The Environmental Scan will inform the EMP by identifying existing and projected future conditions that will affect program delivery. The Environmental Scan highlights internal and external trends including population demographics, employment projections, college success rates, and programs offered by surrounding community colleges. The Scan also includes a summary of campus and community feedback which identifies the needs and priorities of Cerritos College communities of interest.

KEY FINDINGS

Major findings from this Environmental Scan are summarized below.

Context

- Cerritos College serves a broad, diverse region with a range of employment opportunities and demands.
- The College is located between several freeways (Interstates 5, 605, and 105, and State Route 91), which make it geographically convenient for students coming from throughout the region.

Demographics

- Over a 22-year time frame, Service Area cities are projected to grow in population by 4.5%.
- By 2035, the proportion of the population under 16 will have decreased, while the number of seniors will have grown from less than 11 percent of the population in 2010 to 18 percent in 2035.

- As the regional population ages, the College will need to consider expanding programs to accommodate older adults, such as those looking to gain skills for a second career.
- Several cities in the Cerritos College District have a higher percentage of residents who identify as Hispanic compared to the County average.

Economic Trends

- Cities in the Cerritos College service area are slowly recovering from the economic recession. Each city experienced a reduction in their respective unemployment rates between 2013 and 2015.
- Manufacturing and Retail trade are among the top industries for employment in the region, however these industries experienced declines in between 2015 and 2016.
- Industries forecasted to experience the most growth through 2040 include Health and Education, Wholesale & Retail Trade, Professional Services, and Government.
- Most of the job growth projected for LA County is for low-skill jobs in industries that pay low wages, e.g. retail sales, food preparation and serving, and maintenance.

Enrollment Trends

- Over a six-year period from 2010 to 2015 student enrollment levels have been relatively stable.
- Enrollment levels at the division level show an increase in annual FTES and unduplicated headcount (enrollment) for Humanities & Social Sciences; Liberal Arts; and Science, Engineering & Mathematics.
- During a six-year time period, Business Education; Health Occupations; Health, Physical Education, Dance & Athletics; and Technology experienced declines in enrollment.
- Each year between 2010 and 2015, the majority of students at Cerritos

College (~60%) were enrolled part-time, less than one-third were full-time students (~30%).

Student Demographics

- Most students at Cerritos College (64%) come from nearby local cities (39% within the service area, and 25% from cities within the adjacent service area).
- Over one-third (35.6%) come from zip codes outside the adjacent service area. Of these students, nearly 30% (over 2,300) come from cities just beyond the adjacent service area, such as Bell, Buena Park, and Compton.
- As of spring 2016, students over the age of 25 represent over 40% of enrollment.

Student Success

- Cerritos College performs below the State average when it comes to college completion rates.
- Although nursing has consistently been the top major declared by students it was not the top major for AA/AS degrees awarded, although it was among the top 10.
- Between 2009 and 2014 more certificates were awarded in Cosmetology and Barbering than in any other disciplines, accounting for over 13% of all certificates.
- Culinary arts was the second most popular certificate program, accounting for just over 10% of all certificates during the same time period.
- College preparedness is a strong predictor of whether a new student will complete their educational program successfully. A new student who arrived at Cerritos College prepared for college was nearly two times more likely to graduate than an unprepared student.
- Since unprepared students represent a large majority of students (88%), they constitute a systemic problem for the College.

- Completion rates for prepared and unprepared students varied by race and ethnicity.
- Completion rates are much lower for students unprepared for college, who must first take Basic Skills classes.
- Cerritos College provides a wide range of support services to increase success and completion rates.

Economic Status

- Most Cerritos College students are economically disadvantaged (64%) and many are first generation college students (55%).
- The data shows that unprepared, economically disadvantaged, and first generation students require more support to be successful in college.

OUTREACH SUMMARY

Members of the Cerritos College Community, including students, administrators, faculty, staff, and neighbors, have shared their ideas regarding the upcoming Educational Master Plan through a series of facilitated focus groups and an online questionnaire. A summary of their feedback results is included in this document in the “Campus and Community Feedback” section.

Note: Due to the timing of the community survey the Campus and Community Feedback section of the environmental scan will be developed following the last day the survey is still active and available for input from the public. After January 20, these findings will be integrated with findings from all outreach activities as a part of the environmental scan report.

Emerging Issues and Opportunities

At the time this draft environmental scan is being prepared the community survey is still underway. Nevertheless, a preliminary set of key issues have emerged from the focus groups and interviews with the Board of Trustees that have been conducted during the first phase of the planning process for the Educational Master Plan. These themes define a set of opportunities and challenges facing Cerritos College and a set of potential directions that the College can address through strategies and specific actions to be developed for the EMP. Given the major role they play in the EMP, these themes will continue to be refined in coming months as more is learned through the continuing outreach and planning effort including the need to assess them in light of findings from the community survey, and through further conversations within the College community.

- Strengthening the **culture of completion** at the College by highlighting clear educational and career pathways for ALL students and providing the programs, guidance and support they need to achieve their educational goals in a timely manner.
- Ensuring all **educational programs are aligned** with current and future industry trends and labor market needs.
- Expanding **professional development opportunities** for faculty and staff to support curriculum innovation and course relevancy.
- Enhancing and expanding **partnerships** with K-12, CSUs and UCs.
- Documenting policies and procedures and creating succession plans for key positions to **ensure administrative continuity**.
- Increasing **investment in information technology** and ensuring all hardware, software, training and support is state of the art.
- Improving **internal communication systems** to ensure timely, accurate and consistent delivery of vital information.

- Enhancing **external communication and brand identity** to call attention to the college's success in transfer rates, innovative programs, overall performance, and its new state-of-the-art facilities with the aim of increasing student enrollment.
- **Streamlining and simplifying college systems and processes** where feasible (e.g., planning, class scheduling, catalog updating, committee meetings, etc.)
- **Diversifying revenue sources** to maximize discretionary funding opportunities.

METHODOLOGY

This environmental scan makes extensive use of data that the College has collected as institutional research. These resources have been supplemented with additional data collected from national, state and private research institutions. When possible, data has been compiled specifically for the District and College service areas. Where service area data is not available, county or regional data are used as a proxy. This document is also informed by feedback gathered during an extensive community and stakeholder outreach process that began in Fall 2016.

CHAPTER ONE

**regional demographics
and trends**

regional demographics and trends

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chapter one: regional demographics and trends

This chapter focuses on demographic trends and population characteristics within the Cerritos College service area and in the broader Los Angeles County region. This discussion is intended to provide insight into the external forces that impact the College and its students in order to inform the College decision-making process regarding future programs and services.

1.1 RELATED PLANNING

The Cerritos College Educational Master Plan builds upon previous planning efforts conducted by the college including:

- 2010-2016 Cerritos College Educational Master Plan
- Cerritos College Environmental Scan Report, Fall 2008
- 2010-2016 Cerritos College Educational Master Plan, February 2010
- Cerritos College Facilities Master Plan, 2011
- Cerritos College 2014-2015 Strategic Plan
- Cerritos College Sustainability Plan, 2015

1.2 SERVICE AREA, CAMPUS LOCATIONS AND GOALS

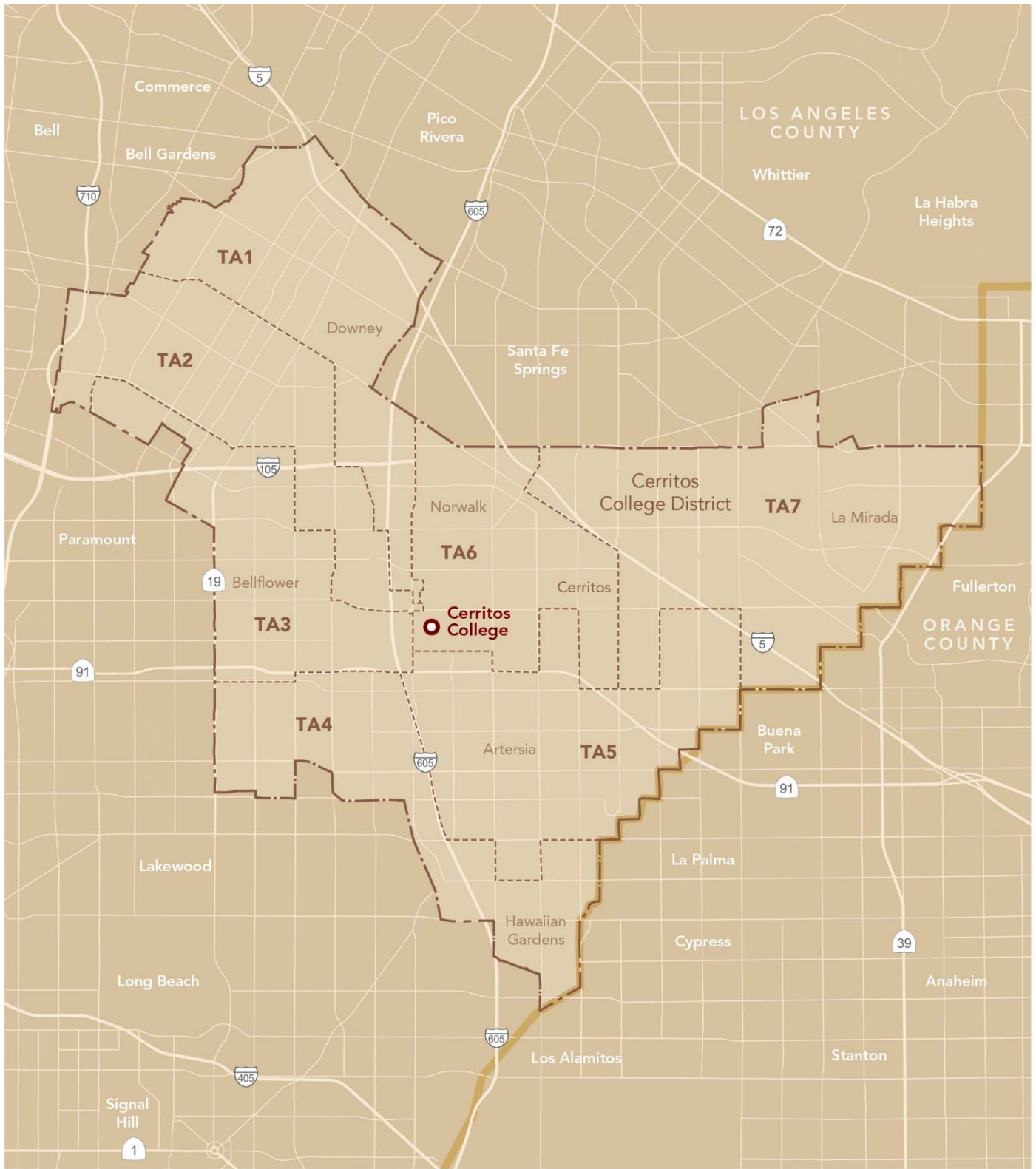
The Cerritos Community College District serves eight cities in southeastern Los Angeles County, including Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, La Mirada, Lakewood, and Norwalk. Cerritos College is the only college in the Cerritos Community College District, but is one of 21 community colleges serving Los Angeles County at large.

Established in 1955, the College is located in the City of Norwalk. The College is located near the intersection of Interstates 5, 605, and 105, and State Route 91, making it geographically convenient for students coming from Southeastern Los Angeles County as well as Orange County. As such, the college pulls students from far beyond the boundaries of its formal District service-area.

regional demographics and trends

Cerritos College is one of the five largest community colleges in Los Angeles County with an average annual enrollment of 22,000 students¹. The College aims to provide students with clear pathways to achieve their educational and career goals, including earning career and technical education (CTE) certificates and transitioning to four-year universities. The College offers Transfer Admissions Guarantee (TAG) to five UC campuses, including: Davis, Irvine, Riverside, Santa Barbara and Santa Cruz, as well as Cal State Dominguez Hills. Out of state TAGs include Arizona State University, Western Oregon University, and Historically Black Colleges and Universities (HBCU).

¹ California Community Colleges Chancellor's Office, Cerritos College Quick Look.



Legend

- Community College Campus
- Community College District Boundary
- Cerritos College Trustee Areas (TA)
- County Boundary

Source: Los Angeles County Register-Recorder/County Clerk; Cerritos College, 2016.



Map 1: Cerritos College District Service Area

Findings

- The Cerritos Community College District covers a geographic area that encompasses approximately 6% of Los Angeles County, though students come from a much broader area.

Figure 1: County and District Service Area Population, 2013

LA County	9,951,320
Total Service Area	508,587
% Of County	6.2%
Artesia	16,736
Bellflower	77,593
Cerritos	49,707
Downey	113,242
Hawaiian Gardens	14,446
La Mirada	49,133
Lakewood	81,121
Norwalk	106,589

Source: American Community Survey estimates, 2013

Community College Districts

The Los Angeles region offers a wide range of educational opportunities. Within 15 miles of the Cerritos College campus there are 11 other nearby community colleges to choose from, as well as many others throughout both Los Angeles and Orange Counties. Students who choose to go to a four-year institution have numerous nearby options including Cal State Long Beach and Dominguez Hills, UCLA and UC Irvine, as well as several private institutions. This dense and rich educational environment creates competition for the College but also provides opportunities for partnerships and collaboration that can enrich the educational experience of its students.

Cerritos College draws students from throughout the region, including many from outside of the Cerritos Community College District. Out of-district students may choose to attend Cerritos to access a particular program, or (TBD: insert reasons why students choose Cerritos College from questionnaire responses). In 2015, approximately 8,000 students from outside the service area enrolled in the College.



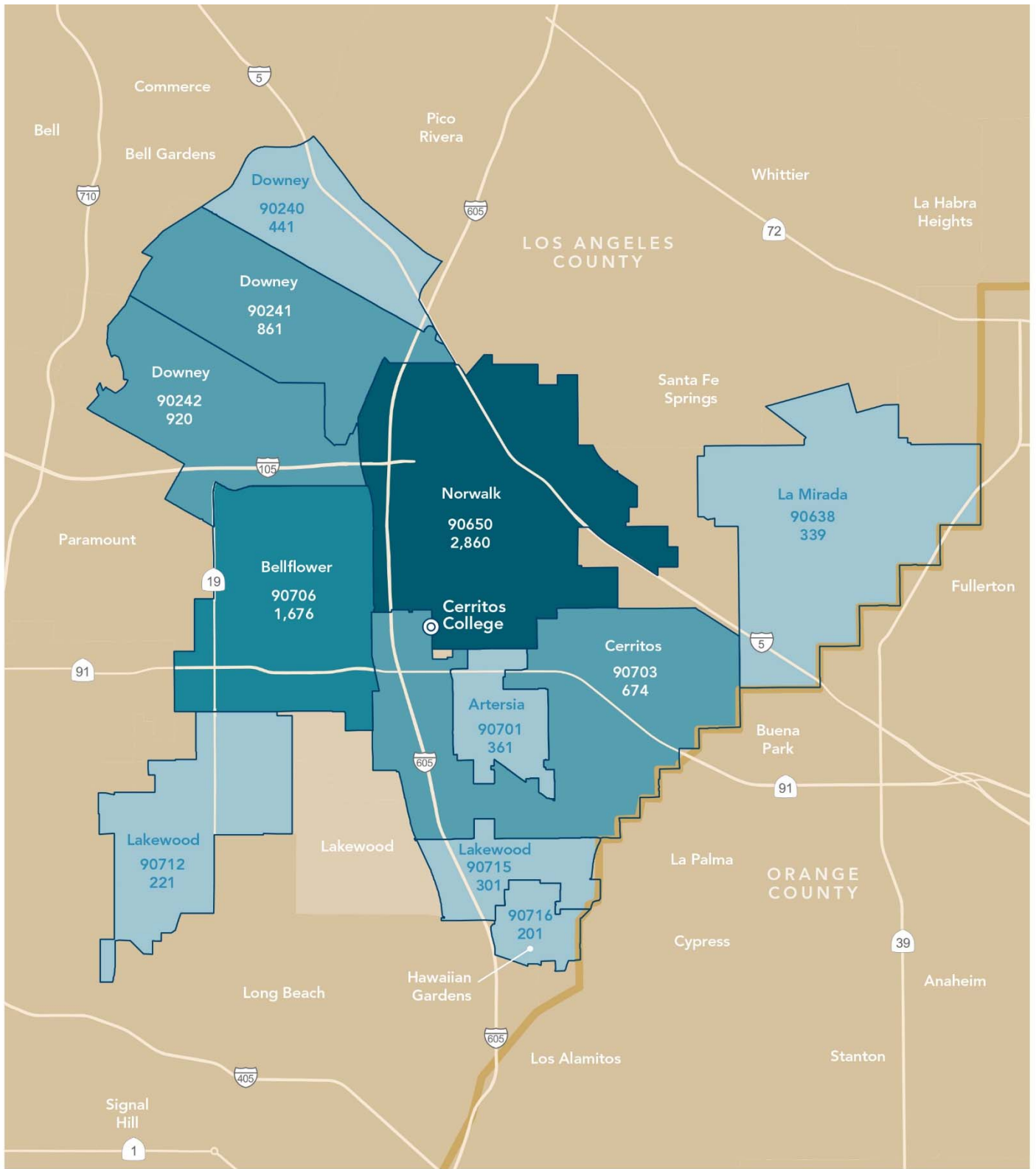
Legend

- Community College Campus
- Community College District Boundaries
- County Boundary

Source: California Community College's Curriculum Inventory, 2016.



Map 2:
Community College Districts
in the Southern California Region



Legend

Enrollment by Zipcode/City

200 - 500
501 - 1,000
1,001 - 2,000
2,001 - 3,000

- Community College Campus
- County Boundary

Source: Cerritos College Institutional Effectiveness, Research, Planning Factbook.



Map 3: Top Cities Served by Cerritos College

Findings

- Over the past few years there has been a modest decline in overall enrollment at the College.
- This is particularly true of students from cities located within the immediate service area, which has seen a ten percent enrollment decline from 2012 to 2015.
- During the same time period the number of students enrolling in the College from the adjacent service area communities of Bell Gardens, Long Beach, Lynwood, Paramount, and South Gate, has increased.

Figure 2: Enrollment by City and Zip Code, 2012-2015

Zip Code	City	2012	2013	2014	2015
Service Area					
90650	Norwalk	2960	6,052	3,102	2,860
90706	Bellflower	1695	1,766	1,807	1,676
90241	Downey	926	931	926	861
90242	Downey	949	992	1,009	920
90240	Downey	455	456	503	441
90703	Cerritos	817	854	859	674
90638	La Mirada	531	568	471	339
90701	Artesia	529	560	524	361
90702	Artesia	12	6	9	2
90715	Lakewood	351	353	315	301
90712	Lakewood	265	240	238	221
90716	Hawaiian Gardens	279	283	263	201
90704	Avalon	0	0	2	0
Total		9,769	10,061	10,028	8,857
Adjacent Service Area					
90670	Santa Fe Springs	338	327	323	247
90660	Pico Rivera	543	541	530	485
90640	Montebello	103	118	137	116
90040	Los Angeles	80	72	72	71
90201	Bell Gardens	860	982	1,038	1021
90280	South Gate	932	1042	1,055	1033
90262	Lynwood	581	629	637	630
90723	Paramount	817	921	902	901
90805	Long Beach	650	776	748	672
90623	La Palma	93	84	67	74
90620	Buena Park	148	128	126	127
90621	Buena Park	118	96	100	93
92833	Fullerton	76	69	58	69
90602	Whittier	133	139	140	116
Total		5,472	5,924	5,933	5,655
All Other Zip Codes		8,835	8,977	8,926	8,027
Total		23,576	24,962	24,887	22,539

Source: Cerritos College Institutional Effectiveness, Research, and Planning Factbook

Findings

- The population of cities in the Cerritos Community College District is expected to grow by an average of 4.5% over the 22-year time frame between 2013 to 2035.
- Downey and Hawaiian Gardens will experience the most growth at 8%, while Lakewood's population will decrease by 1%.

Figure 3: Projected Population Growth in District Cities, 2013-2035

City	2013	2020	2035	% Change
Artesia	16,736	16,700	17,000	2%
Bellflower	77,593	76,600	81,300	5%
Cerritos	49,707	49,400	49,800	0%
Downey	113,242	116,200	122,700	8%
Hawaiian	14,446	14,800	15,600	8%
La Mirada	49,133	50,300	52,800	7%
Lakewood	81,121	80,500	80,600	-1%
Norwalk	106,589	109,100	114,200	7%
Total Cities	508,567	513,600	534,000	5%
LA County	9,951,320	10,404,000	11,353,000	14%

Source: American Community Survey Estimates, 2013; SCAG Growth Forecast, 2012

1.3 AGE

The College needs to take into account potential shifts in the age distribution of prospective and incoming students in order to plan academic programs and support services that appropriately meet student needs. Students entering college straight after high school will have needs very different from those of older adult students who may have been in the workforce for many years.

Findings

- Over the next 25 years the senior population (65 years and older) is expected to increase significantly as a percentage of the overall population, while there will be a smaller percentage of children and younger adults. At the regional level, the overall population is also getting older. By 2035, the proportion of the population under 16 will have decreased, while that of seniors will grow from nearly 11% in 2010 to 18% of the overall population in 2035.
- A growing senior population will increase demand for certain types of programs. The College should consider expanding programs to accommodate seniors, such as those looking to gain skills for a second career, or those interested in non-credit courses.

Figure 4: District Population by Age, 2016

Age Group	District Area	% of District Area
15-19	29,322	8%
20-29	76,678	21%
30 and above	251,342	70%
Total (Ages 15+):	357,342	99%

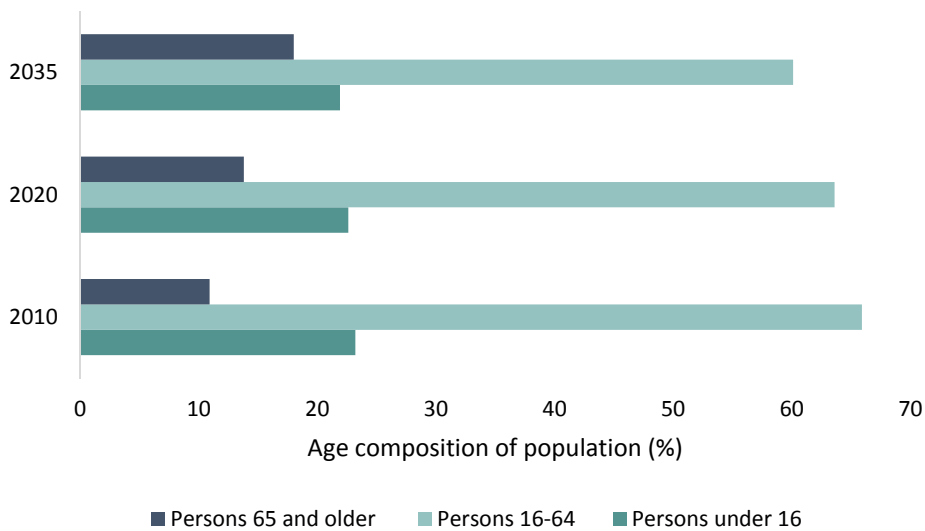
Source: Cerritos College Economic Modeling Specialists International Analyst Report

Figure 5: Southern California Population Growth by Age, 2010-2035

Age Composition of Population (%)	2010	2020	2035	Difference 2010-2035	% Change 2010-2035
Persons under 16	23.2%	22.6%	21.9%	-1.3	-5.6%
Persons 16-64	65.9%	63.6%	60.1%	-5.8	-8.8%
Persons 65 and older	10.9%	13.8%	18%	7.1	65.1%

Source: Southern California Association of Governments, 2013 projections

Figure 6: Projected Population Growth by Age in Southern California



Source: Southern California Association of Governments, 2013 projections

1.4 RACE AND ETHNICITY

Information concerning the ethnic diversity of LA County and the District served by the College is used to inform the development of programs and services for the student body as well as outreach to the broader community.

Findings

- The demographic diversity of the Cerritos Community College District mirrors that of LA County as a whole, with Hispanics now constituting the largest ethnic group in both the County and the District, followed by Whites.
- Although the District is ethnically diverse, some of these ethnic groups tend to cluster in particular cities. Much of the Asian population is concentrated in the city of Cerritos, while Hispanics in the cities of Downey, Hawaiian Gardens and Norwalk constitute a much higher share of the population than they do in either the District or the County. The percentage of White residents is at its highest in the city of Downey and La Mirada. The ethnic diversity of the District is reflected in the student body of the College where as of 2016, 69% of students enrolled at Cerritos identify as Hispanic².

² Cerritos College 2015-2016 Annual Report

Figure 7: Race/Ethnicity of Service-Area Population by Percent, 2013

	White (alone)	African American (alone)	Am Indian/ Alaska Native	Asian (alone)	Native HI / Pac Islander	Hispanic (any race)	Two or more races
Artesia	21%	4%	1%	37%	0%	36%	4%
Bellflower	20%	14%	1%	12%	1%	52%	5%
Cerritos	16%	7%	0%	62%	0%	12%	4%
Downey	17%	4%	1%	7%	0%	71%	4%
Hawaiian Gardens	NA	4%	1%	11%	0%	77%	4%
La Mirada	36%	2%	1%	18%	0%	41%	4%
Lakewood	40%	9%	1%	16%	1%	31%	6%
Long Beach	29%	14%	1%	13%	1%	41%	5%
Norwalk	12%	4%	1%	12%	0%	71%	4%
District %	25%	5%	0.50%	8%	0.30%	48%	2%
County %	27%	8%	0.50%	14%	0.30%	48%	4%

**Hispanic (of any race) includes any population group with Hispanic origins. People who identified as Hispanic may also be included in other race categories including those labeled (alone).*

Source: American Community Survey estimates, 2013

1.5 EDUCATION

Educational attainment varies considerably across the College's service area. Tracking educational attainment on a city-by-city basis will help the College to understand which communities will likely have students with the greatest need.

Findings

- Compared with the County overall, the Cerritos Community College District has a slightly higher percentage of residents who lack a high school degree. However, the District's percentage of residents with a Bachelor's degree or higher is significantly higher than that of the County.
- Educational levels within some cities do vary from that of the rest of the District. For instance, with 49% of the population having earned a Bachelor's degree or higher, residents in the city of Cerritos have a much higher educational attainment level in comparison with other in-district cities.
- At the other end of the educational spectrum, Hawaiian Gardens has the highest percentage of residents without a high school degree as well as the lowest percentage of residents with a bachelor's degree or higher.

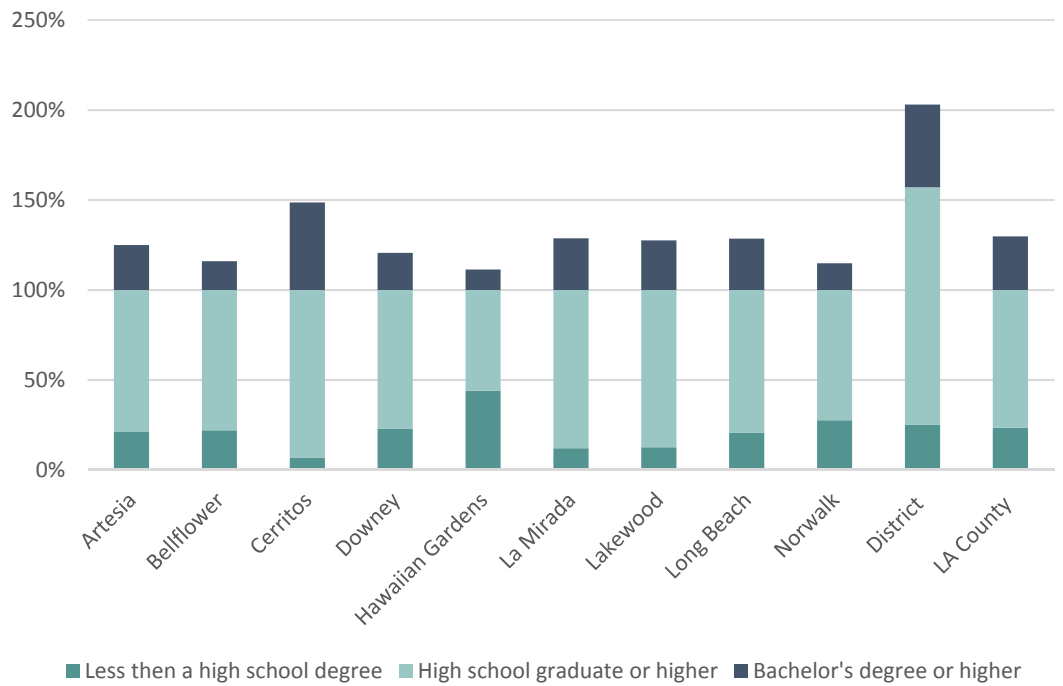
Figure 8: Educational Attainment, District and County Comparison, by Percent 2009-2013

	Less than a high school degree	High school graduate or higher*	Bachelor's degree or higher	Total Population 25 and older
Artesia	21%	79%	25%	10,995
Bellflower	22%	78%	16%	46,700
Cerritos	7%	93%	49%	34,795
Downey	23%	77%	21%	70,454
Hawaiian Gardens	44%	56%	11%	8,589
La Mirada	12%	88%	29%	31,503
Lakewood	13%	87%	28%	53,229
Long Beach	21%	79%	29%	297,936
Norwalk	28%	72%	15%	65,404
District	25%	132%	46%	619,605
LA County	23%	77%	30%	6,456,722

**Percentages include educational attainment levels higher than the degree listed. Totals will be greater than 100%.*

Source: American Community Survey 5-Year Estimates, 2009-2013

Figure 9: Educational Attainment, District and County Comparison, 2009-2013



Source: American Community Survey 5-Year Estimates, 2009-2013

1.6 HOUSEHOLDS, INCOME AND POVERTY

Income and poverty levels within communities are frequently correlated with educational attainment as well as the capacity to afford the expense and time required to attend college. Students from lower income households require some form of financial assistance and may also need to maintain part-time or full-time jobs while in school.

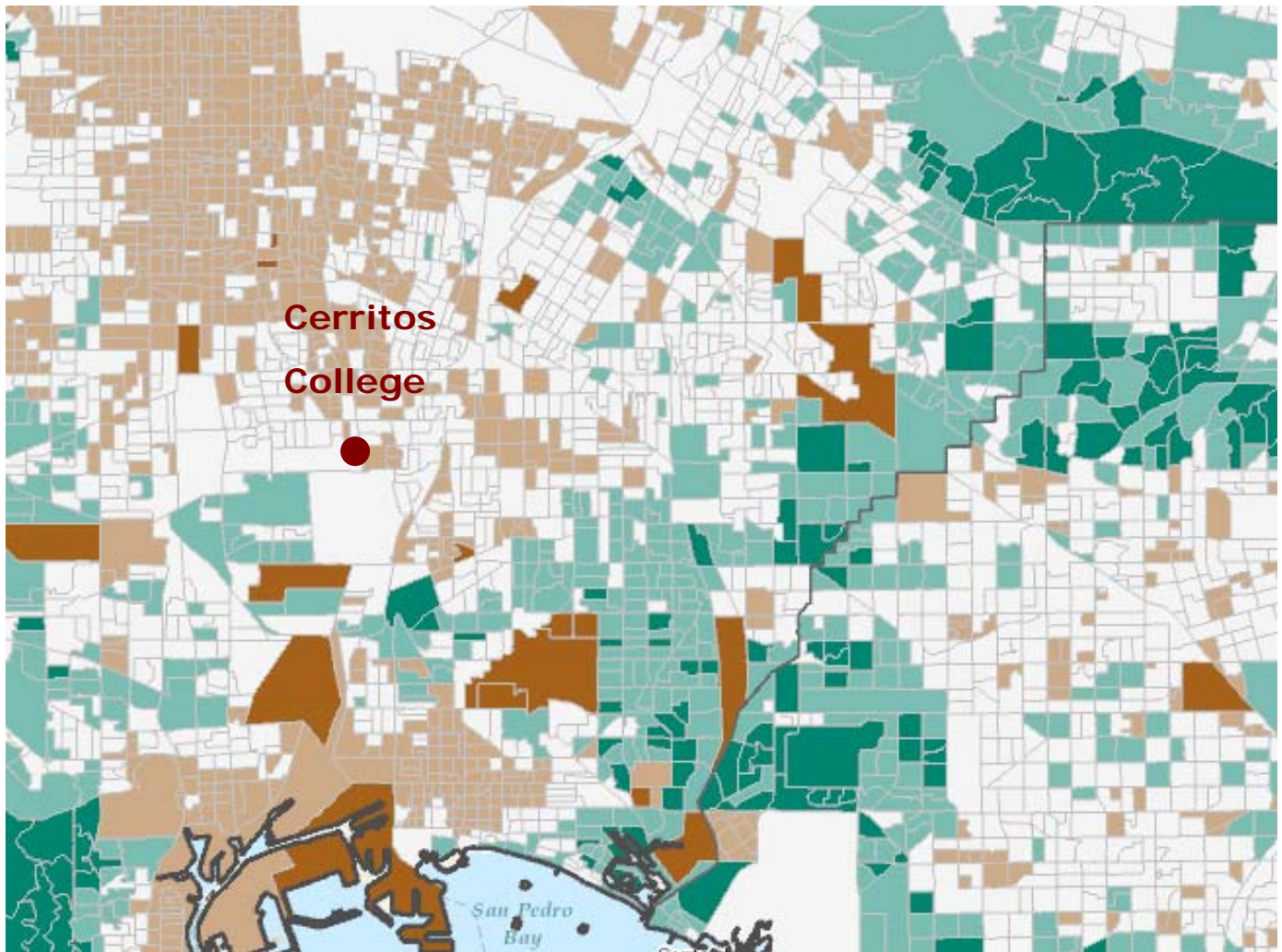
Findings

- Most cities in the Cerritos College service area have poverty rates comparable to the County level of 17.8%. The City of Hawaiian Gardens, however, has a high percentage (24.4%) of persons living below poverty level.
- The median income in Cerritos (\$89,594) and Lakewood (\$77,786) is considerably higher than the County average of (\$55,909). These communities also have higher educational attainment levels.
- The Cerritos College service area, and other surrounding communities from which it draws students, encompasses many geographic areas where a majority of households have less than \$57,000 available in disposable income. These households may struggle to pay for tuition, course fees, or textbooks and supplies.
- This is particularly true for communities located immediately north and west of Cerritos College.

Figure 10: Household size, Median Income and Percent Living Below Poverty by County and In-District Cities

	Persons per household	Median household income (2009-2013)	Persons below poverty level (2009-2013)
LA County	3.18	\$55,909	17.80%
Artesia	3.53	\$59,845	13.50%
Bellflower	3.25	\$49,637	17.10%
Cerritos	3.26	\$89,594	5.50%
Downey	3.40	\$60,939	11.80%
Hawaiian Gardens	3.92	\$42,017	24.40%
La Mirada	3.25	\$81,961	7.00%
Lakewood	3.05	\$77,786	8.10%
Norwalk	3.85	\$60,770	12.90%

Source: American Community Survey 5-Year Estimates 2009-2013



2014 USA Median Disposable Income

Block Group

- \$ 0 - 12,000 per household
- \$ 12,000 - 35,000 per household
- \$ 35,000 - 57,000 per household
- \$ 57,000 - 80,000 per household
- \$ 80,000 - 110,000 per household

Map 4:

Household Disposable Income Levels
Within and Near Cerritos College Service Area

1.7 EMPLOYMENT

The College can use information concerning occupational and other economic trends to develop and refine academic programs designed to improve economic prospects for its students.

Findings

- Employment distribution patterns by industry within the District are similar to those at the County level but there are some differences.
- Educational Services, Health Care and Social Assistance is the leading industry for employment at both the District and County level. Other key industries are Professional Services; Retail Trade; Arts, Entertainment and Recreation; and Manufacturing, but in the District Manufacturing plays a larger role than it does in the County overall.
- Changes in employment distribution at the County level will likely be reflective of the District service area as well.
- Unemployment rates in both LA County, as well as all cities in the Cerritos College service area, have experienced significant improvement between 2013 and 2015 as the region recovered from the economic recession.
- Long Beach and Norwalk experience unemployment rates higher than the County average.
- Overall, unemployment rates in the Cerritos College service area are comparable to the rest of the region.
- However, there are pockets of high unemployment in some nearby communities adjacent to Cerritos College as well as areas within the cities of Compton, Commerce, and Los Angeles. These areas have experienced some of the highest unemployment rates in the region.

Figure 11: Employment by Industry

Industry by Occupation (2010-2014)	LA County		In-District Cities		Service Area Cities	
	Population	Percent	Population	Percent	Population	Percent
Agriculture, forestry, fishing and hunting, and mining	26,458	1%	1,241	1%	13,762	1%
Construction	279,541	6%	12,663	6%	160,565	6%
Manufacturing	471,726	10%	30,269	13%	284,994	11%
Wholesale trade	164,029	3%	10,163	4%	93,228	3%
Retail trade	509,564	11%	26,372	12%	293,871	11%
Transportation and warehousing, and utilities	271,060	6%	17,078	7%	128,313	5%
Information	206,647	4%	4,099	2%	123,138	5%
Finance and insurance, and real estate and rental and leasing	300,484	6%	13,665	6%	165,838	6%
Professional, scientific, and management, and administrative and waste management services	629,848	13%	20,901	9%	342,869	13%
Educational services, and health care and social assistance	993,951	21%	52,045	23%	538,805	20%
Arts, entertainment, and recreation, and accommodation and food services	540,940	11%	19,542	9%	314,355	12%
Other services, except public administration	288,947	6%	11,369	5%	181,409	7%
Public administration	148,165	3%	9,656	4%	71,767	3%
Civilian employed population 16 years and over	4,831,360		229,063		2,712,914	

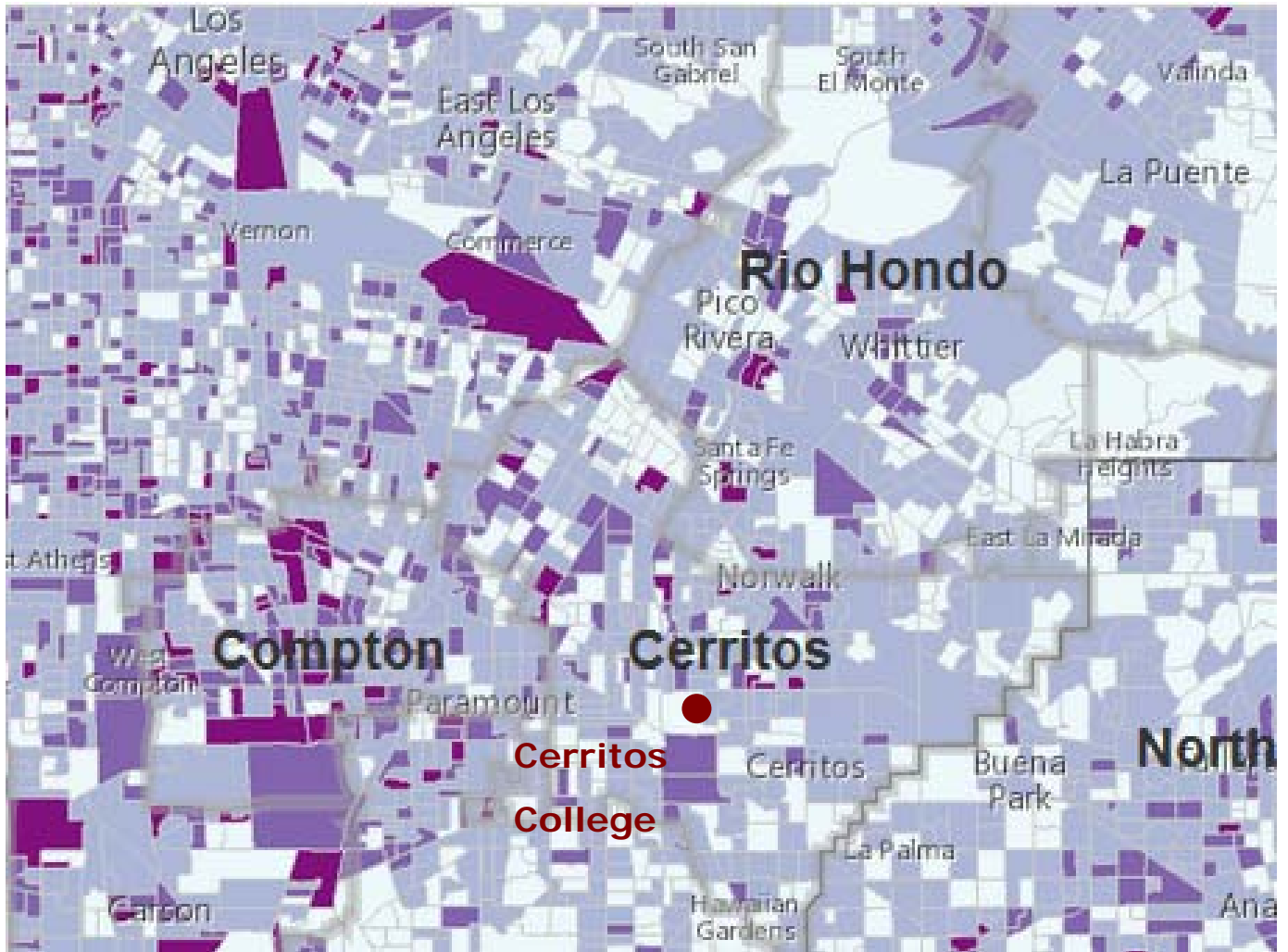
*Service Area Cities: Anaheim, Bell, Bell Gardens, Buena Park, Carson, Compton, Cudahy, Cypress, Fullerton, Hacienda Heights, Huntington Park, La Habra, La Habra Heights, La Palma, La Puente, Long Beach, Los Angeles, Maywood, Montebello, Paramount, Pico Rivera, Santa Fe Springs, South Gate, and Whittier.

Source: American Community Survey 5-Year Estimates, 2010-2014

Figure 12: Unemployment by County and In-District Cities, 2013 vs. 2015

		2013	2015
LA County		10.2%	6.9%
Artesia		10.2%	6.9%
Bellflower		9.7%	6.5%
Cerritos		7.6%	5.1%
Downey		9.1%	6.1%
Hawaiian Gardens	10.2%	6.9%	
La Mirada	7.2%	4.8%	
Lakewood	7.9%	4.8%	
Long Beach	11.1%	7.5%	
Norwalk	10.4%	7.0%	

Source: American Community Survey Estimates, 2013 and 2015



Legend

2014 USA Unemployment Rate

Block Group

- 0 - 5.2 %
- 5.2 - 12.6 %
- 12.6 - 19.9 %
- 19.9 - 100 %

Map 5:

Unemployment Rates Within and Near Cerritos College Service Area

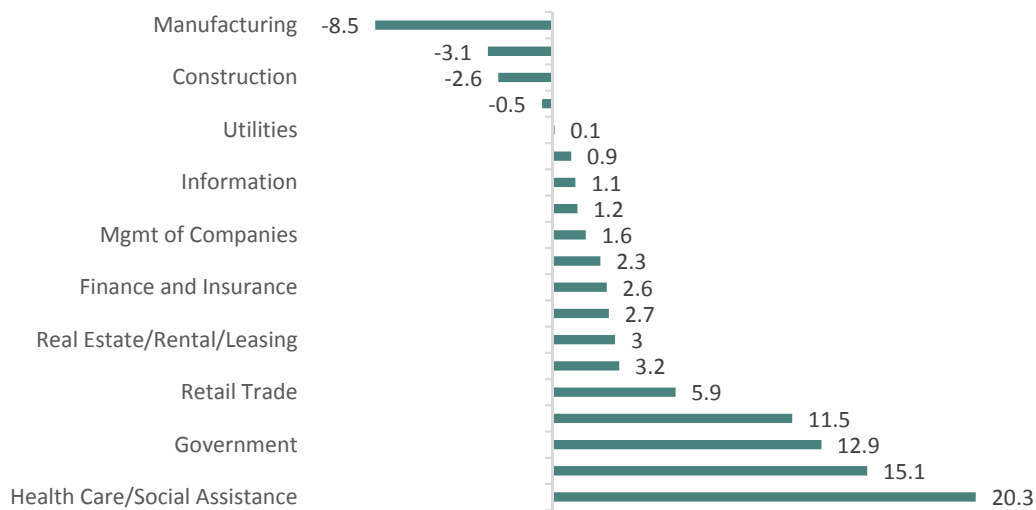
1.8 REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

Cerritos College plays a pivotal role in preparing students for the workforce. The college must keep informed of the region's growing industry sectors to strategically plan program investments and classes that teach skills necessary for professional success.

Findings

- At the County level, the fastest growing industries over a one-year period (from 2015 through 2016) included Health Care/Social Assistance, Accommodation/Food Services, and Government.
- However, two of the region's top employing industries (Manufacturing and Wholesale Trade) saw an employment decline.
- Employment projections suggest that the industries that experienced the most growth in 2016 (Figure 14) will continue to grow until 2040.
- Industries forecasted to experience the most growth through 2040 include Health and Education, Wholesale & Retail Trade, Professional Services, and Government.

Figure 13: Employment Change by Industry Sector, Los Angeles County, 2015-2016



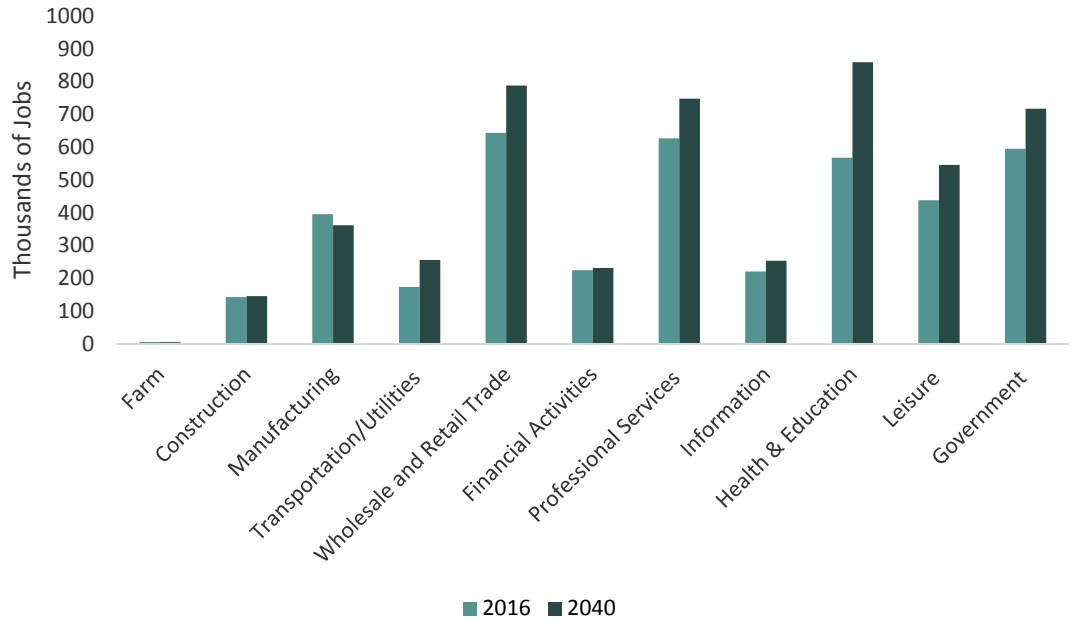
Source: *Economic Update for Los Angeles County, Los Angeles Economic Development Corporation*

Figure 14: LA County Employment Projections by Sector (Thousands of Jobs)

Year	2010	2015	2020	2025	2030	2035	2040
Total Wage & Salary	3,775.30	4,143.00	4,313.20	4,535.70	4,735.80	4,992.00	5,111.50
Farm	6.35	5.86	5.69	5.6	5.55	5.51	5.48
Construction	104.3	141.6	143.9	137.9	141.5	142.8	145.6
Manufacturing	374.2	392.5	383.1	377.3	374.7	368	361.5
Transportation & Utilities	150.3	170	188.9	208.7	222.8	238.4	255.6
Wholesale & Retail Trade	588.1	635.2	671.3	706.4	735.2	761.3	788.1
Financial Activities	209.2	225.4	217.3	213.6	221.7	226.3	231.7
Professional Services	526.1	618.9	639.6	680.9	713.4	733.5	748.7
Information	192.4	217.4	222.7	229.3	237.9	245.7	253.6
Health & Education	522.7	560.4	604.1	677.5	735.6	796.8	858.8
Leisure	384.6	427.9	456.2	478.8	500	522.7	546.3
Government	576.6	590.5	615	641.6	665.6	690.6	717

Source: *LA County Employment Forecast*

Figure 15: Projected Fastest Growing Occupations in LA County



Source: LA County Employment Forecast

Leading and Emerging Industries

An annual economic update prepared by the Southern California Association of Governments identified the following leading and emerging industries in Los Angeles County (see Figures 16 and 17). The College can use forecasted employment data to determine which academic programs will provide students with the skills needed to excel in the job market.

Figure 16: Leading Industries in Los Angeles County, 2016	
Construction	The Construction sector is expected to grow as the housing market continues to recover.
Information	The Information sector, including broadcasting and news media industries, is projected to grow.
Professional and Business Services	This sector is projected to experience significant job growth, particularly in administrative and support industries.
Education and Health Services	The Education and Health Services sector is expected to add almost 100,000 new jobs in health care and social assistance over the next five years.
Leisure and Hospitality	The food service industry is projected to experience the most growth within the Leisure and Hospitality sector.

Source: LA County Economic Update, Southern California Economic Summit 2016.

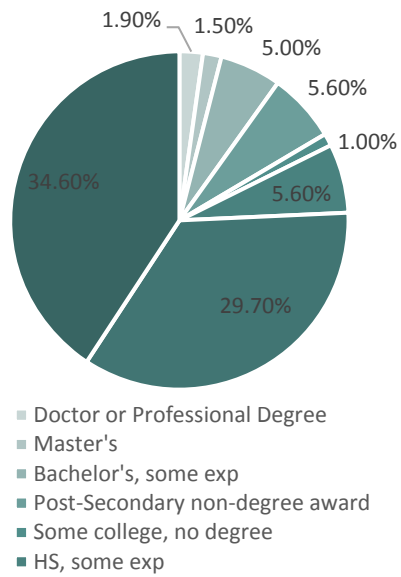
Figure 17: Emerging Industries in Los Angeles County, 2016	
Digital media/Digital Tech	The changing nature of media consumption across multiple platforms has created an emerging market for digital media and digital tech services in Los Angeles.
Advanced Transportation and Fuels	California's progressive environmental policies have created an emerging market for transportation innovation in Los Angeles.
Biosciences	Medical and bioscience research institutions have potential to grow in the Los Angeles region.

Source: LA County Economic Update, Southern California Economic Summit 2016.

Findings

- 15% of all entry level jobs (shown on the right side of Figure 18) in LA County are unavailable to those who have not attended some college or more. These are also the best paying jobs.
- Although there are a large number of entry level jobs in LA County available to those without a college degree, the wages associated with these jobs are typically too low to support a modest standard of living in LA County.
- Based on figure 19, not all occupations in the Los Angeles region that require more education to qualify for entry level positions are necessarily correlated with higher annual wages.
- Educational attainment has a significant correlation with both unemployment and poverty rates.
- Unemployment rates are significantly less only for those who attain a Bachelor's degree or higher.
- Poverty rates in Los Angeles County are high for those with only a high school degree or less. Even those with "some college or an AA degree" have a relatively high poverty rate.
- The gap between the poverty rate and the unemployment rate for all educational levels, except those with a BA or higher degree, suggests that many at lower educational levels are employed. However, these "working poor" are in jobs where wages are not sufficient to keep them above the poverty level.

Figure 18: Entry Level Education and Experience Requirements for All Jobs in LA County (2015-2020)



Source: *Economic Update for Los Angeles County, Los Angeles Economic Development Corporation*

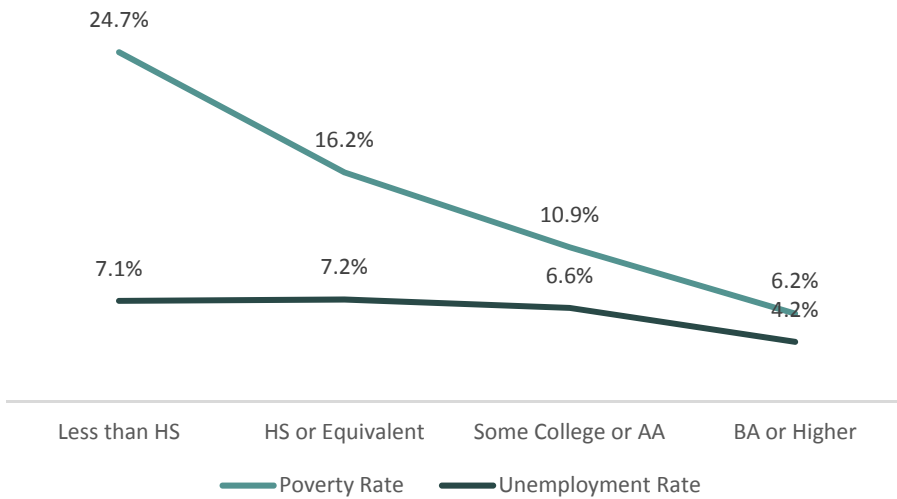
Figure 19: Entry Level Requirements for the Top 20 Occupations

Occupation	Annual Mean Wage	Edu	Work Exp
Food Prep/Serving	\$21,745	8	None
Cashiers	\$28,092	8	None
Waiters and Waitresses	\$20,795	8	None
Retail Salespersons	\$22,863	8	None
Office Clerks, General	\$25,107	7	None
Customer Service Representatives	\$28,040	7	None
Laborers and Material Movers	\$32,342	8	None
Registered Nurses	\$95,455	4	None
Janitors/Cleaners	\$38,705	8	None
Stock Clerks and Order Filers	\$129,464	8	None
Personal Care Aides	\$77,366	8	None
General and Operations Managers	\$25,979	3	<5 yrs
Counter Attendants, Cafeteria	\$27,774	8	None
Secretaries and Admin Assistants - not Legal/Exec	\$59,570	7	None
Childcare Workers	\$39,030	7	None
Accountants and Auditors	\$27,334	3	None
First-line Supervisors of Admins	\$21,234	7	<5 yrs
Nursing Assistants	\$24,402	5	None
Receptionists/Information Clerks	\$44,868	7	None
Home Health Aides	\$30,080	8	None

**Education Key: 3=Bachelor's degree; 4=Associate's degree; 5=Post-secondary non-degree award; 6=Some college, no degree; 7=High school diploma or equivalent; and 8=Less than high school.*

Source: Economic Update for Los Angeles County, Los Angeles County Economic Development Corporation

Figure 20: Poverty, Unemployment and Education in Los Angeles County



Source: *Economic Update for Los Angeles County, Los Angeles County Economic Development Corporation*

CHAPTER TWO

**cerritos college
demographics
and trends**

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chapter two: cerritos college demographics and trends

Understanding the demographic composition of the Cerritos College student body is crucial to evaluate the college's performance and identify key gaps in the provision of services. This section explores metrics such as enrollment trends, college preparedness, and completion rates to determine important factors for the college to monitor in the coming years.

2.1 ENROLLMENT TRENDS

Findings

- The level of student enrollment is measured in a number of different ways including: the actual number of physical student bodies (**headcount**), the number of course sections in which these students are registered (**enrollment**) and a calculation used by the State to determine funding levels per student (**Full Time Equivalent Student, or FTES**). One FTES represents 525 class hours of student instruction/activity in credit and non-credit courses based on the number of days of instruction required each year (175 days) and a student attending 3 hours per day for 175 days will be in attendance for 525 hours.³
- Over the six-year period from 2010 to 2015 student enrollment levels by all three measures has been relatively stable with enrollment (unduplicated headcount) showing the greatest change with a 5.5% decline during this time period.
- There was a modest but noticeable decline in all three measures between 2011 and 2012 followed by a recovery in 2013.

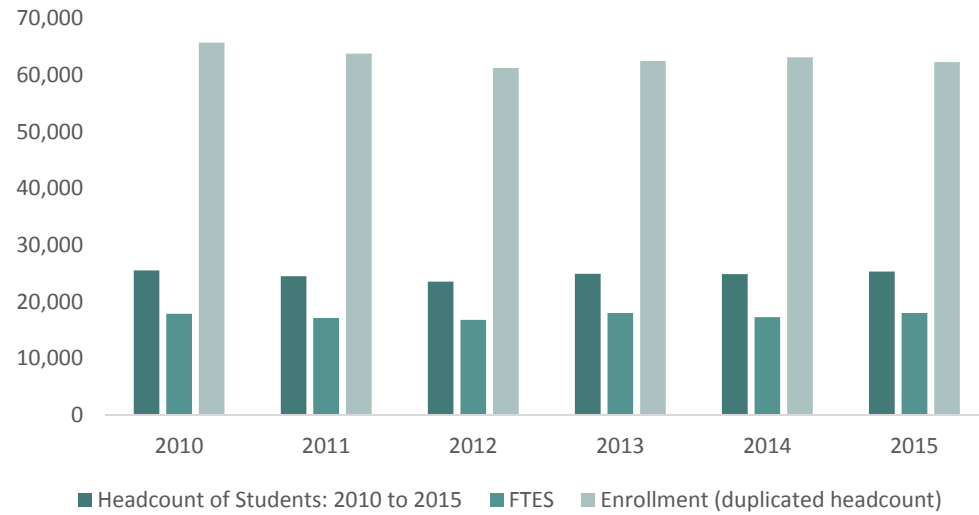
³ Source: California Postsecondary Education Commission – Glossary of Terms

Figure 21: Annual Enrollment 2010 to 2015

	Headcount of Students: 2010 to 2015	FTES	Enrollment: Duplicated Headcount
2010	25,538	17,909.38	65,724
2011	24,531	17,181.19	63,783
2012	23,576	16,824.84	61,224
2013	24,962	18,049.81	62,485
2014	24,887	17,308.07	63,120
2015	25,350	18,045.94	62,276

Source: Cerritos College, Institutional Effectiveness, Research, and Planning, Fact Book

Figure 22: Annual Enrollment 2010 to 2015



Source: Cerritos College, Institutional Effectiveness, Research, and Planning, Fact Book

Findings (continued)

- Since 2010, overall enrollment has decreased by roughly 3,500 students. However, enrollment of full-time students has seen a modest increase (see figure 26).
- Enrollment levels at the division level show an increase in annual FTES and unduplicated headcount (enrollment) for Humanities & Social Sciences; Liberal Arts; and Science, Engineering & Mathematics.
- During the same six-year time period, Business Education; Health Occupations; Health, Physical Education, Dance & Athletics; and Technology experienced enrollment declines.
- Between 2009 and 2011, the percentage of degrees awarded dropped by 24% but by 2014, at the end of the six-year period, the # of degrees awarded had returned to the 2009 level.
- During the same six-year period, the # of certificates awarded had steadily climbed from 436 in 2009 to 773 in 2014, a 77% increase.
- Each year between 2010 and 2015, the majority of students at Cerritos College (~60%) were enrolled part-time, less than one-third were full-time students (~30%), and the balance are non-credit students (~12%).
- Enrollment data from the recent spring 2016 semester are consistent with the six previous years. As of 2016, the majority of students at Cerritos College (60%) are enrolled part-time. 39% are taking between 6 and 11.9 units, and 21% are taking less than 6 units. Approximately 11% were non-credit students.

Figure 23: Annual FTES by Division

Division	2010	2011	2012	2013	2014	2015
Business Education	1695.73	1639.52	1563.13	1582.44	1478.31	1553.39
Adult Education	651	530.03	668.91	1316.43	373.91	925.89
Counseling	72.8	58.31	77.13	79.08	88.69	99.13
DSPS *	8.42	8.17	7.69	7.9	6.66	4.67
Fine Arts & Communication	1386.03	1338.02	1253.19	1295.14	1330.83	1276.32
Health Occupations	1494.27	1447.21	1355.55	1288.92	1205.58	1185.52
Health, Physical Education, Dance & Athletics	1535.14	1420.08	1430	1350.99	1228.55	1213.18
Humanities & Social Sciences	2548.37	2509.01	2493.01	2515.61	2703.93	2820.84
Learning Resource Center	12.8	17.03	18.13	30.95	23.26	15.78
Liberal Arts	2968.44	2906.8	2778.35	3177.18	3472.05	3465.91
Science, Engineering, & Mathematics	3822.9	3750.6	3584.03	3785.22	3905.11	4161.71
Technology	1713.48	1556.41	1595.72	1619.95	1491.19	1323.6
Total	17,909.38	17,181.19	16,824.84	18,049.81	17,308.07	18,045.94

*DSPS = Disabled Student Programs and Services

Source: Cerritos College, Institutional Effectiveness, Research, and Planning, Factbook

Figure 24: Annual Enrollment (Unduplicated Headcount) by Division

Division	2010	2011	2012	2013	2014	2015
Business Education	4,406	4,405	4,262	4,038	3,457	3,280
Counseling	279	159	274	275	245	307
DSPS *	39	30	33	31	15	19
Fine Arts & Communication	6,324	6,140	5,665	6,030	6,087	5,664
Health Occupations	4,235	4,158	4,048	3,851	3,800	3,572
Health, Physical Education, Dance & Athletics	8,700	8,192	8,012	7,330	7,147	6,720
Humanities & Social Sciences	10,971	10,728	10,585	10,694	10,906	11,145
Learning Resource Center				324	270	258
Liberal Arts	11,893	11,751	11,329	11,668	13,552	13,305
Science, Engineering, & Mathematics	14,211	13,658	12,866	14,458	13,982	14,456
Technology	4,705	4,592	4,183	4,177	3,674	3,569
Total	65,724	63,783	61,224	62,845	63,120	62,276

*DSPS = Disabled Student Programs and Services

Source: Cerritos College, Institutional Effectiveness, Research, and Planning, Factbook

Figure 25: Degrees and Certificates Awarded

	2009	2010	2011	2012	2013	2014
Degrees	1,330	1,173	1,011	1,209	1,120	1,354
Certificates	436	650	516	745	712	773

Source: Cerritos College, Institutional Effectiveness, Research, and Planning, Fact Book

Figure 26: Headcount by Credit Load, 2010-2015

	2010		2011		2012		2013		2014		2015	
Full-time	#	%	#	%	#	%	#	%	#	%	#	%
12 or more units	7,141	28	7,059	28.8	6,643	28	7,135	28.5	7,254	29	7,239	31
Part-time												
Part-time students	14,945	58.5	14,211	57.9	14,042	59.6	14,537	58	14,539	58.4	14,839	63.5
Non-credit students	3,452	13.5	3,261	13.3	2,891	12.4	3,290	13.5	3,094	12.6	1,272	5.5
Total	25,538	100	24,531	100	23,576	100	24,962	100	24,887	100	23,350	100

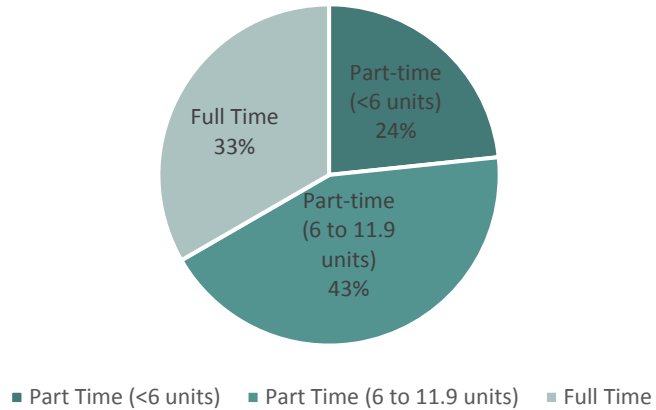
Source: Cerritos College, Institutional Effectiveness, Research, and Planning Factbook

Figure 27: Headcount by Credit Load, Spring 2016

Part Time		60.2%
0 to 5.9 units	4,994	21.5%
6.0 to 11.9 units	9,011	38.7%
Full Time		29.3%
12.0 to 14.9 units	4,468	19.2%
15+ units	2,351	10.1%
Non-credit	2,441	10.5%

Source: California Community Colleges Chancellor's Office Data Mart

Figure 28: Headcount by Credit Load, Spring 2016



Source: California Community Colleges Chancellor's Office Data Mart

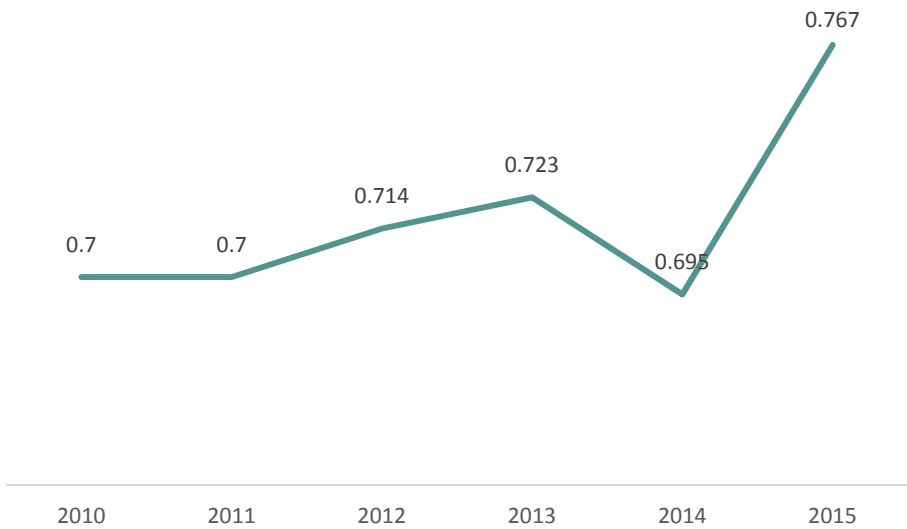
Findings (continued)

- Beginning in 2011, Cerritos College saw a modest increase in full-time enrollment as the economy slowly improved in the wake of the 2008 recession.
- In 2013, Cerritos College experienced a decline in full-time student enrollment but saw an immediate recovery the following year.

Figure 29: FTE Factor (FTE/Headcount)			
Year	Student FTE	Headcount	FTE/Headcount
2010	17,909.38	25,536	.70
2011	17,181.19	24,531	.70
2012	16,824.84	23,576	.714
2013	18,049.81	24,962	.723
2014	17,308.07	24,887	.695
2015	18,046	23,350	.767

Source: Cerritos College, Institutional Effectiveness, Research, and Planning Factbook

Figure 30: FTE Factor (FTE/Headcount)



Source: Cerritos College, Institutional Effectiveness, Research, and Planning Factbook

Findings (continued)

- Most students at Cerritos College (64%) come from nearby local cities (34% within the service area, and 25% from cities within the adjacent service area.
- Still, over one-third (35.6%) are coming from other zip codes that lie outside the adjacent service area. Of these students, nearly 30% (over 2,300) come from cities just beyond the adjacent service area, such as Bell, Buena Park, and Compton.
- On a city-basis, the largest number of students attending Cerritos College come from Norwalk (12%)
- Although Compton lies outside even the adjacent service area, in fall 2015 among all cities it sent the 7th largest contingent of students (3.9% of the student body).

Figure 31: Headcount by Residency

Official Residence	2012		2013		2014		2015	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Service Area*	9,769	41%	10,061	41%	10,028	40%	8,857	39%
Adjacent Service Area**	5,472	23%	5,924	24%	5,933	24%	5,655	25%
All Other Zip Codes	8,158	35%	8775	35%	8745	35%	7851	35%
International Students	177	<1%	202	<1%	181	<1%	176	<1%
Total	23,576	100%	24,692	100%	24,887	100%	22,539	100%

*In-District Cities = Norwalk, Bellflower, Downey, Cerritos, La Mirada, Artesia, Lakewood, Hawaiian Gardens, Avalon

**Service Area Cities = Santa Fe Springs, Pico Rivera, Montebello, Los Angeles, Bell Gardens, South Gate, Lynwood, Paramount, Long Beach, La Palma, Buena Park, Fullerton, Whittier

Source: Cerritos College, Institutional Effectiveness, Research, and Planning Factbook

Figure 32: Cerritos College Local Residence, Headcount of Students per City, Fall 2015

City	Students	Percent
Norwalk	2,860	12.7%
Downey	2,222	9.9%
Bellflower	1,676	7.4%
South Gate	1,033	4.6%
Bell Gardens	1,021	4.5%
Paramount	901	4.0%
Cerritos	674	3.0%
Long Beach	672	2.9%
Lynwood	630	2.8%
Lakewood	522	2.3%
Pico Rivera	485	2.2%
Artesia	363	1.6%
La Mirada	339	1.5%
Santa Fe Springs	247	1.1%
Buena Park	220	0.98%
Hawaiian Gardens	201	0.89%
Montebello	116	0.51%
Whittier	116	0.51%
La Palma	74	0.32%
Los Angeles	71	0.31%
Fullerton	69	0.30%
Avalon	0	0.0%
Total – Local Residence	14,512	64.4%
Total – All Other	8,023	35.6%
Total	22,539	100.0%

Figure 32: Adjacent Service Area Cities with >100 Students

Adjacent Service Area Cities with >100 Students	Students
Bell	332
Buena Park	290
Compton	896
Cudahy	275
Cypress	120
Huntington Park	335
La Habra	141
Total	2,389

Source: Cerritos College Department of Institutional Effectiveness, Research, and Planning

Findings (continued)

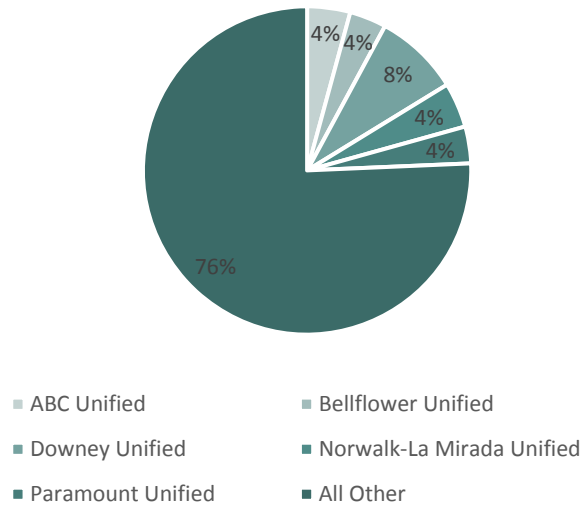
- Most high school students entering Cerritos College come from outside of the local school districts.
- Most of the students coming to Cerritos College from local school districts come from Downey Unified.

Figure 33: School districts of incoming High School Students, Fall 2015

School District	Number of Students	% of incoming students
ABC Unified	188	4.2%
Bellflower Unified	163	3.6%
Downey Unified	373	8.3%
Norwalk-La Mirada Unified	197	4.4%
Paramount Unified	162	3.6%
Whittier	26	0.58%
Subtotal	1109	25%
All Other	3381	75%
Total 1st Time Students*	4490	100%

Source: Cerritos College, Institutional Effectiveness, Research, and Planning Factbook

Figure 34: School districts of incoming High School Students, Fall 2015



Source: Cerritos College, Institutional Effectiveness, Research, and Planning Factbook

2.2 AGE

The students at Cerritos College are in many ways a reflection of the surrounding community and region. Shifts in area demographics, including the age of the population, will require the College to anticipate and plan for potential changes in program and course offerings as well as support services needed by students in different age groups.

Findings

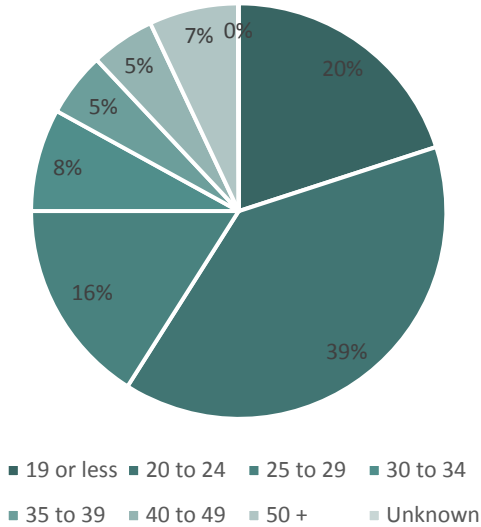
- In terms of 5-year age brackets, the largest share of students at Cerritos College (39%) are between the ages of 20 and 24.
- As of spring 2016, students over the age of 25 represent over 40% of enrollment.

Figure 37: Age Distribution of Students, Spring 2016

Age Group	Number of Students	Percentage of Student Body
19 or less	4,705	20%
20 to 24	8,968	39%
25 to 29	3,968	16%
30 to 34	1,825	8%
35 to 39	1,062	5%
40 to 49	1,262	5%
50 +	1,616	6.95%
Unknown	11	0.05%
Total	23,365	100%

Source: California Community Colleges Chancellor's Office Data Mart

Figure 38: Age Distribution of Students, Spring 2016



Source: California Community Colleges Chancellor's Office Data Mart

2.3 RACE AND ETHNICITY

Cerritos College has successfully adapted to shifts that have taken place over the years in the racial and ethnic composition of its student body. Among Hispanic serving community colleges in California, Cerritos College now ranks third in the number of associate’s degrees granted to Hispanic students⁴.

Findings

- The Cerritos College student body is relatively diverse. Hispanic students represent the largest share of students (69%).
- Since 2010, Cerritos College experienced a significant decline in African American, Asian and White students, while the percentage of Hispanic students grew significantly.

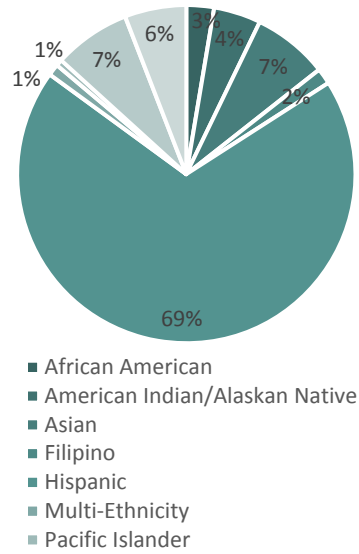
Figure 39: Race and Ethnicity of Students, Spring 2016

Race/Ethnicity	Number of Students	Percentage of Students
African American	617	2.65%
American Indian/Alaskan Native	1,050	4.51%
Asian	1,683	7.23%
Filipino	355	1.53%
Hispanic	16,078	69.11%
Multi-Ethnicity	259	1.11%
Pacific Islander	143	0.61%
Unknown	1,709	7.35%
White No-Hispanic	1,371	5.89%
Total	23,365	100.00%

Source: California Community Colleges Chancellor’s Office Data Mart

⁴ California Community Colleges Chancellor’s Office website

Figure 40: Race and Ethnicity of Students, Spring 2016



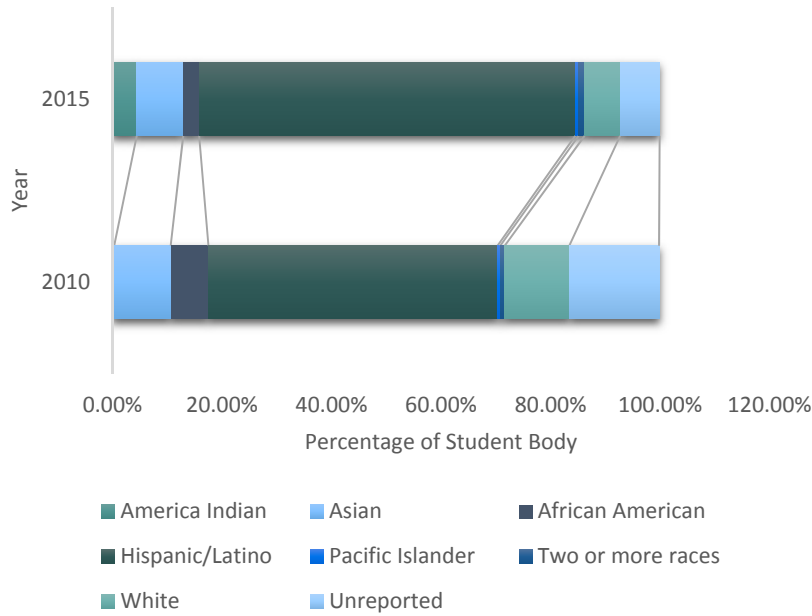
Source: California Community Colleges Chancellor's Office Data Mart

Figure 41: Race and Ethnicity of Students, 2010 vs. 2015

Race/Ethnicity	2010	2015
America Indian	0.3%	4.4%
Asian	10.3%	8.5%
African American	6.9%	2.9%
Hispanic/Latino	52.8%	68.7%
Pacific Islander	0.5%	0.6%
Two or more races	0.8%	1.1%
White	11.8%	6.5%
Unreported	16.4%	7.2%

Source: Cerritos College Institutional Effectiveness, Research, and Planning Factbook

Figure 42: Race and Ethnicity of Students, 2010 vs. 2015



Source: Cerritos College Institutional Effectiveness, Research, and Planning Factbook

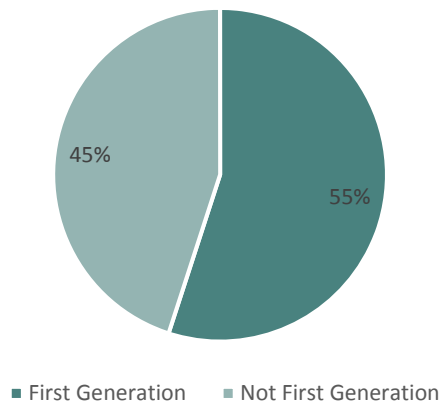
2.4 STUDENT PREPAREDNESS

Student preparedness for college is a strong indicator of whether a new student will complete their educational program successfully.

Findings

- In 2015, over half of the students at Cerritos College were first-generation students. First-Generation students may need additional support navigating academia.
- First time students tend to be younger (ages 16 to 18) than returning students. However, the percentage of first time students who are ages 25 and older has begun to increase since 2014.
- The ethnic distribution of first time students is largely similar to the student body at large, with the majority of first time students identifying as Hispanic or Latino.

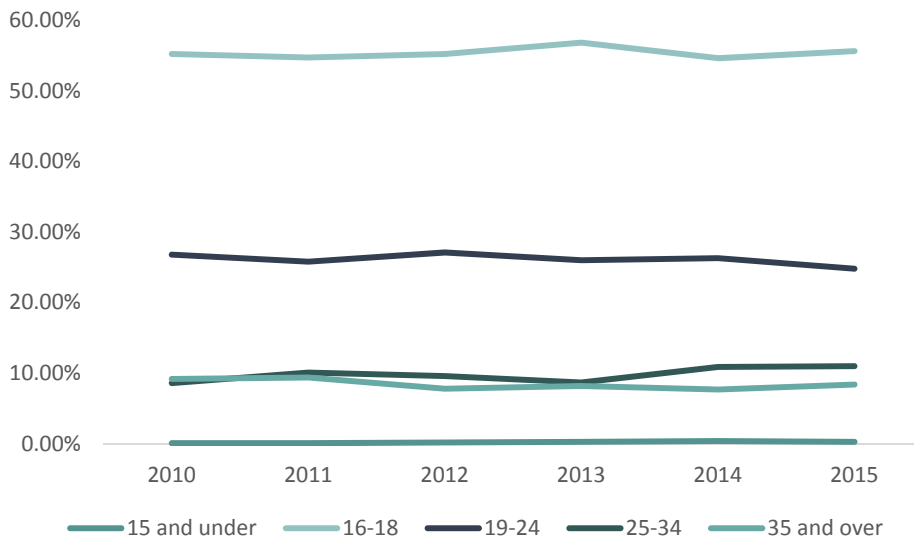
Figure 43: First Generation Student Status, All Students 2014-2015



**First Generation Student: A student who DOES NOT have at least one parent with a baccalaureate degree.*

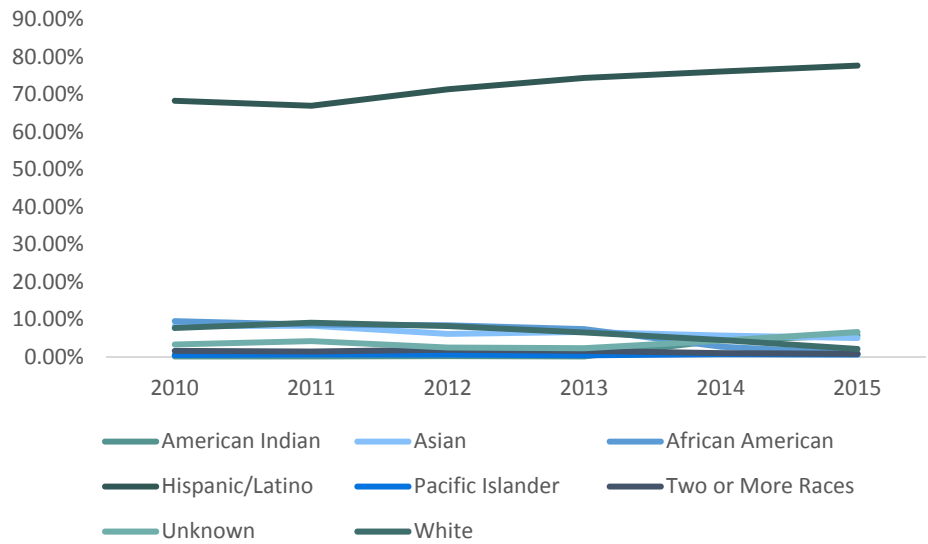
Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2014-15 academic year

Figure 44: First-Time Student Headcount by Age, 2010-2015



Source: Cerritos College Institutional Effectiveness, Resource, and Planning Factbook

Figure 45: First-Time Student Headcount by Ethnicity, 2010-2015



Source: Cerritos College Institutional Effectiveness, Research, and Planning Factbook

Findings

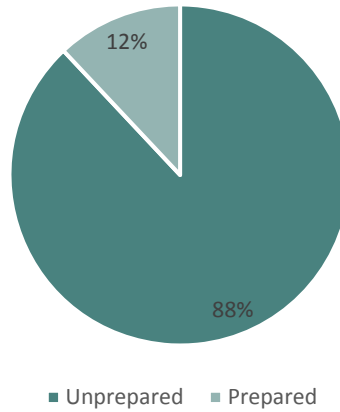
- Academic preparedness is an urgent problem facing Cerritos College. 88% of students entering in 2009-2010 were unprepared to perform college-level work.
- Cerritos College serves as an extension of high school for many students.
- 85% of students in 2014-2015 who completed the assessment requirement placed into Basic Skills English Writing, and only 15% placed into College Level English Writing⁵.
- 60% of students placed into Basic Skills Reading, 40% into College Level Reading.
- 98.5% of students placed into Basis Skills Math, and only 1.5% placed in to College Level Math.

<i>Figure 46: Student Preparedness 2009-2010</i>		
Cohort size 2009-2010: 3421	Number of Students	Percent
Prepared	408	11.9%
Unprepared	3013	88%

Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2014-15 academic year

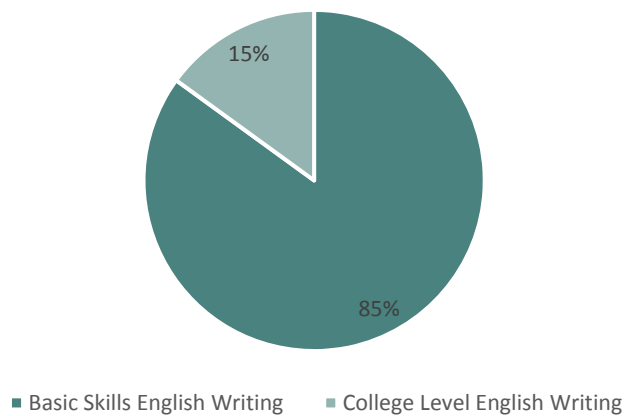
⁵ Most new to college students are required to complete Assessment-Orientation Counseling (AOC) and a large majority of these students, but not all, will actually complete the assessment. As an example, in the fall 2014 and spring 2015 semesters, 4826 students were required to complete the AOC, and of these 4548 (or 94%) completed the assessment requirement.

Figure 47: Student Preparedness 2009-2010



Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2014-15 academic year

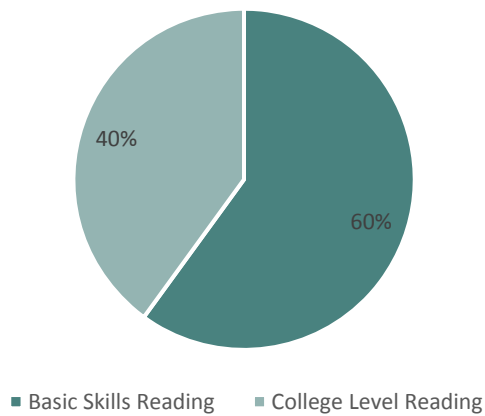
Figure 48: Percent assessed into Basic Skills English Writing, 2014-2015



**percentage of all entering students that take the assessment exams*

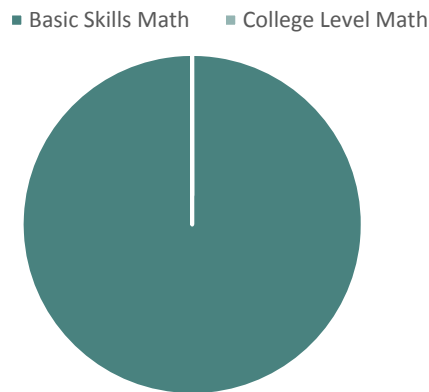
Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2014-15 academic year

Figure 49: Percent assessed into Basic Skills English Reading, 2014-2015



Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2014-15 academic year

Figure 50: Percent assessed into Basic Skills Math, 2014 -2015



Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2014-15 academic year

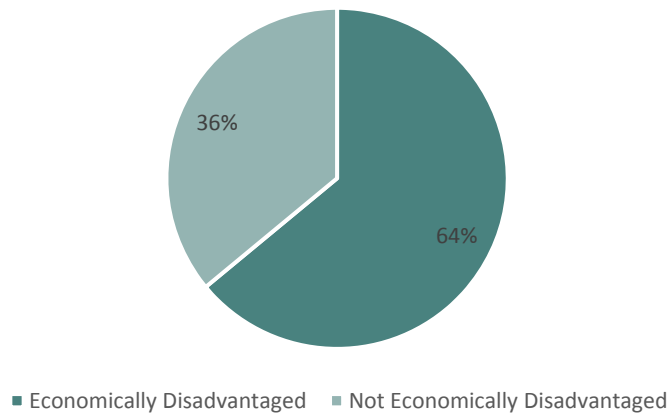
2.5 ECONOMIC STATUS

The economic status of incoming students will significantly shape their educational experience while they are in college and potentially determine its outcome.

Findings

- Most students at Cerritos College come from economically disadvantaged backgrounds. These students may require additional financial assistance to pay for things like tuition, course fees, and school supplies.
- Incoming students are overwhelmingly economically disadvantaged, which makes attending school an increased hardship as they are drawn to work to support themselves and their families.

Figure 51: Economic Status of Students: 2014-2015



**Economically Disadvantaged: Student receives BOG fee waiver*

Source: Cerritos College Research Roundup May 6, 2016

2.6 MAJORS, DEGREES AND CERTIFICATES

Cerritos College offers a wide array of academic and certificate programs. Shifts over time in the pattern of majors declared and in degrees and certificates awarded should be monitored. They indicate not only changes in interests on the part of incoming students but from a student perspective what they believe are the programs needed to transfer to a four-year institution or to directly enter the job market.

Findings

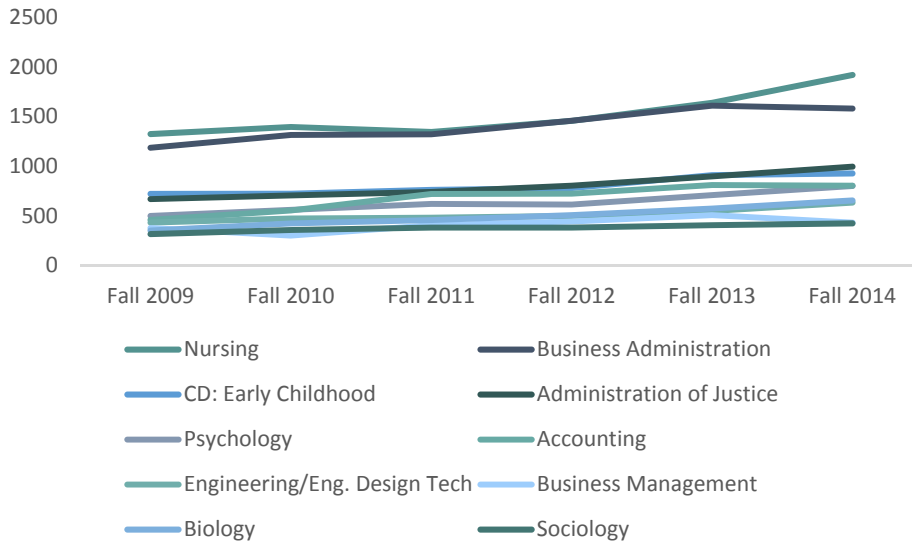
- Leading the list of top majors at Cerritos College is Nursing and Business Administration. This was true in both 2009 and 2014. Since 2013, however, as shown in figure 53, Nursing continues to increase in popularity, while the popularity of Business Administration, while still high, has gradually begun to level off.

Figure 52: Top 20 Majors Declared by Academic Year (2009-2014)

Fall 2009	Count		Fall 2014	Count
Nursing	1323		Nursing	1919
Business Administration	1185		Business Administration	1580
CD: Early Childhood	720		Administration of Justice	994
Administration of Justice	667		CD: Early Childhood	926
Psychology	497		Accounting	802
Accounting	457		Psychology	800
Engineering/Eng. Design Tech	430		Biology	653
Business Management	374		Engineering/Eng. Design Tech	632
Biology	350		Business Management	430
Sociology	314		Sociology	422
English	283		Retail Management (WAFC)	409
Pharmacy Technician	249		Computer Science	408
Woodworking	234		English	350
Paralegal	226		Physical Therapist Asst	325
Medical Assistant	214		Paralegal	323
Business Accounting	206		LAS: Social Behavior Sci	307
Cosmetology	202		Medican Assistant	272
Art and Design	189		Kinesiology for Transfer	243
Computer Science	183		Art/Design: Graphic Design	240
Liberal Arts and Sciences	177		Pharmacy Technician	240
Total:	21706		Total:	22146

Source: Cerritos College Institutional Effectiveness, Research, and Planning Factbook

Figure 53: Top 10 Majors Declared by Academic Year



Findings

- Although nursing has consistently been the top major declared by students it was not the top major for AA/AS degrees awarded, although it was among the top 10.
- Between 2009 and 2014, over 21% of AA/AS degrees awarded were for “liberal arts and sciences, general.” Registered nursing accounted for 7.6% of all AA/AS degrees awarded during this same time period.
- Between 2009 and 2014 more certificates were awarded in Cosmetology and Barbering than in any other disciplines, accounting for over 13% of all certificates.
- Culinary arts was the second most popular certificate program, accounting for just over 10% of all certificates during the same time period.

Figure 54: AA/AS Degrees Awarded of Top (10) Majors from Cerritos College, 2009

	2009	2010	2011	2012	2013	2014	Total Degrees Awarded 2009 to 2014	% Degrees Awarded 2009 to 2014
Liberal Arts and Sciences, General	429	320	250	202	181	148	1530	21.3%
Biological and Physical Sciences (and Mathematics)	73	87	76	124	101	136	597	8.3%
Registered Nursing	95	99	106	89	81	81	551	7.7%
Business and Commerce, General	109	76	86	99	87	40	497	6.9%
Psychology, General	63	40	58	85	78	90	414	5.8%
Administration of Justice	52	56	42	58	69	75	352	4.9%
Child Development	50	47	42	41	37	27	244	3.4%
Humanities and Fine Arts	5	29	33	42	57	68	234	3.3%
Business and Management	19	13	22	22	47	49	172	2.4%
Speech-Language Pathology and Audiology	29	23	23	37	29	24	165	2.3%
Total Degrees Awarded in Top 10 Majors	924	790	738	799	767	738	4756	15.5%
Total	1330	1173	1011	1209	1120	1354	7197	100%

Source: Cerritos College Institutional Effectiveness, Research, and Planning Factbook

Figure 55: Certificates Awarded of Top (10) Disciplines from Cerritos College, 2009 to 2014

	2009	2010	2011	2012	2013	2014	Total Certificates Awarded 2009 to 2014 among all degrees	% Certificates Awarded 2009 to 2014
Cosmetology and Barbering	51	80	81	88	125	81	506	13.2%
Culinary Arts	65	46	79	83	72	43	388	10.1%
Child Development Administration and Management	64	60	59	62	51	29	325	8.5%
Transfer Studies (Certificate)	19	98	4	151	19	6	297	7.6%
Retail Store Operations and Management	2	14	13	5	67	186	287	7.5%
Paralegal	40	26	36	56	51	56	265	6.9%
Automotive Technology	30	38	14	19	39	23	163	4.3%
Welding Technology	21	14	12	51	23	42	163	4.3%
Business Management	12	18	30	30	38	57	158	4.1%
Medical Assisting	26	20	25	14	39	19	143	3.7%
Total Certificates Awarded in Top 10 Majors	330	414	353	559	524	542	2722	71.0%
Total	436	650	516	745	712	773	3832	100%

Source: Cerritos College Institutional Effectiveness, Research, and Planning Factbook

2.7 FACULTY AND STUDENT RATIOS

A smaller student to faculty ratio is an indication that students will have a better opportunity to access and interact with faculty and receive the personal attention they may need to succeed in their studies.

Findings

- In 2015, Cerritos College's student to faculty ratio was 65.56, meaning there are 65 students enrolled per full-time faculty member.
- The ratio of full time student equivalent (FTES) to full time equivalent faculty (FTEF) has remained relatively constant with a slight decline from 17.8 to 1 in the 2010-11 academic year to 16 in 2014-15.

Figure 56: Student FTE to Fulltime Faculty

Year	Student FTE	Full Time Faculty	Student to Faculty Ratio
2010-2011	17,909.38	277	62
2011-2012	17,181.19	289	59
2012-2013	16,824.84	274	61.4
2013-2014	18,049.81	268	67.3
2014-2015	17,308.07	264	65.6

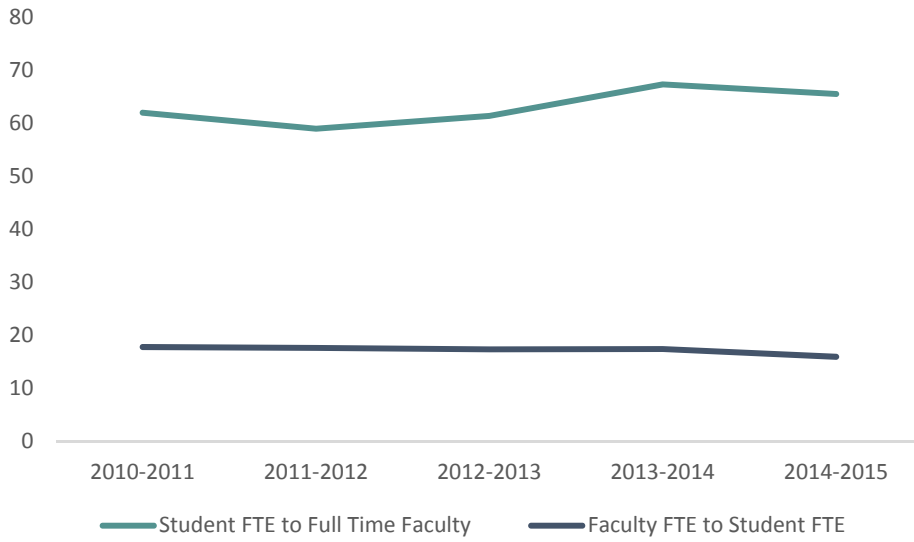
Source: Cerritos College Institutional Effectiveness, Research, and Planning FTEF Totals

Figure 57: Faculty FTEF to Student FTE

Year	Student FTE	Full Time Faculty	Student to Faculty Ratio
2010-2011	17,909.38	1006.1	17.8
2011-2012	17,181.19	974.2	17.6
2012-2013	16,824.84	969.4	17.3
2013-2014	18,049.81	1036.1	17.4
2014-2015	17,308.07	1084.6	16

Source: Cerritos College Institutional Effectiveness, Research, and Planning FTEF Totals

Figure 58: Faculty FTEF to Student FTE



Source: Cerritos College Institutional Effectiveness, Research, and Planning FTEF totals

2.8 STUDENT SUCCESS

An associate degree and/or a certificate from a community college is considered essential in today's job market, which is why so many are willing to make the necessary investment in both time and money to earn a degree. However, far too many students are unable to achieve their educational goals.

Findings

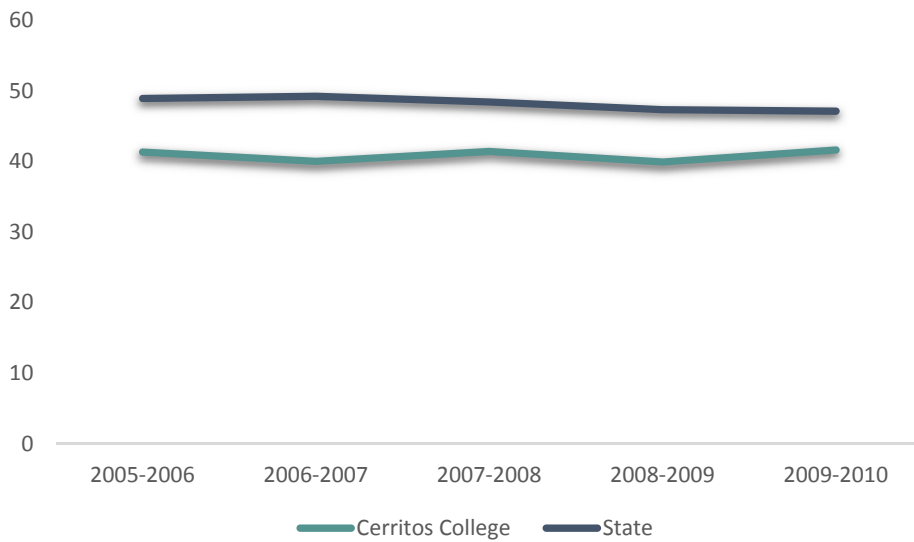
- Cerritos College performs below the State average when it comes to college completion rates. For each cohort year beginning with 2005-06 and ending with 2009-10, the Cerritos College completion rate has hovered between 40% and 42%, while the State completion rate has ranged between 47% and 49%.

Figure 59: Completion Rates by Cohort Year

	Cerritos College		Statewide	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2005-2006	2,850	41.3%	169,342	48.9%
2006-2007	2,942	40.0%	179,197	49.2%
2007-2008	3,263	41.4%	194,411	48.4%
2008-2009	3,713	39.9%	209,655	47.3%
2009-2010	3,421	41.6%	203,630	47.1%

Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2016

Figure 60: Completion Rates by Cohort Year



Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2016

Educational Outcomes

The following data follows the educational outcomes of students who started at Cerritos College in 2009-2010 and were tracked for six years through 2014-2015.

<i>Figure 61: Completion Rates for 2009 Cohort by College Preparedness</i>			
	% of Cohort	Cohort Completion Rate	# of Students
Unprepared for college	88%	37.4%	3013
College prepared	12%	72.5%	408
Overall	100%	41.6%	3421

Source: California Community Colleges Chancellor's Office, Student Success Scorecard, 2016

Findings

- Preparedness for college is a strong indicator of whether a new student will successfully complete their educational program. A new student who arrived at Cerritos College prepared for college was nearly two times more likely to graduate than an unprepared student.
- Since unprepared students represent a large majority of students (88%), they constitute a systemic problem for the college.
- Completion rates for prepared and unprepared students varied by race and ethnicity
- Asian students who arrived unprepared for college were much more likely to successfully graduate than students from other ethnic/racial groups to graduate. The difference in completion rates for prepared and unprepared Asian students was the smallest of any other group.
- African American students who arrived prepared were 3x more likely to graduate than unprepared African American students.
- Hispanic students who arrive prepared were 2x more likely to graduate than unprepared Hispanic students.
- Completion rates are much lower for students unprepared for college, who must first take Basic Skills classes.
- Most Cerritos College students start their college careers in Basic Skills Math (98.5%) and English (85%).
- Most Cerritos College students are also economically disadvantaged (64%) and first generation college students (55%).
- Unprepared, economically disadvantaged, and first generation students need more support to be successful in college.

Reasons for lack of completion

Studies show students leave for many different reasons but those cited most often include:

- Academic under-preparedness for college-level work
- Financial pressures
- Dealing with competing claims from family and work
- Failing to see a clear pathway between their course work and future job prospects⁶

Figure 63: Completion Rates for Prepared and Unprepared College Students by Race and Ethnicity, 2009-2010 Cohort

	Prepared (408)	Unprepared (3,013)	Overall
African American	81.8%	27.3%	32.%
Asian	66.7%	58.7%	60.9%
Filipino	70.0%	39.5%	45.8%
Hispanic	64.4%	32.7%	35.1%
Pacific Islander	N/A	N/A	N/A
White	64.7%	39.2%	43.8%
Total	72.5%	37.4%	41.6%

Source: California Community College's Chancellor's Office, Student Success Scorecard, 2016

⁶ Pathways to Prosperity, Harvard Graduate School of Education, February 2011

Support Services

Recognizing that underprepared students are significantly less likely to graduate within six years than students who are prepared, Cerritos College provides a wide range of support services to increase success and completion rates:

- Accelerated Instruction in Math and English (AIME) - allows students to complete their developmental education sequence and college-level math and/or English in a timely manner.
- Counseling Services
- Disabled Students Programs & Services (DSPS)
- Early Success Program – provides early assessment, orientation and enrollment to eligible, first-time new students
- Extended Opportunity Programs and Services (EOPS) - provides "Over and Above" programs and services to economically and educationally disadvantaged students
- Financial Aid
- Job Placement Services
- Leaders Involved in Creating Change (LINC) – provides services to improve access and success rates for current and former foster youth
- Office of International Student Services
- Pathways Program – creates educational and career pathways for in and out of school youth and young adults
- Puente Program – focuses on educationally underrepresented and disadvantaged students
- Re-Entry Student Services – provides assistance and support for adults students returning to school after a gap in their education

- Student Success Center – provides tutoring, workshops, directed learning activities, and other services to help students reach their academic goals
- Transfer Center
- Veterans Resource Center – provides a range of services for veterans in a one-stop site

2.9 DISTRICT AND REGIONAL OFFERINGS

The CCCD offers a wealth of programs, including AA/AS degrees and Certificates. The following degrees and certificates are unique to the district amongst its community college neighbors, including:

- Cypress College
- East LA College
- El Camino College
- Fullerton College
- Golden West College
- Los Angeles Harbor College
- Los Angeles Southwest College
- Long Beach City College
- Rio Hondo College
- Santa Ana College

Findings

- Many of the academic programs at Cerritos College related to the Automotive Industry, Technology, and Trade professions are unique to the region.
- Foundational academic programs, like Mathematics, English, and History are among the most common types of degree program offerings.
- Business, Technology, and Trade programs are the most common offerings across certificate programs.
- Cerritos College's most popular certificate program, Cosmetology, is only offered at two other institutions.

Figure 64: AA/AS Programs Unique to Cerritos College

Category	Academic Programs
Auto	General Automotive Collision Repair: Automotive Refinishing
Auto	Auto Mechanical Repair Technology: Electrical/Diagnosis Tech
Auto	Automotive Collision Center Damage Appraiser
Math/Sciences	Botany
Tech/Trade	Detail Technician
Tech/Trade	Flight Attendant
Auto	General Automotive Collision Repair: Automotive Refinishing
Social Science	Gerontology
Tech/Trade	Industrial Electronics
Art	Instructional Multi-Media
Tech/Trade	Network Virtualization
Business	Special Event Management
Computers	Visual C Programming
Tech/Trade	Wind Energy
Tech/Trade	Woodworking Manufacturing Technology - Cabinetmaking
Tech/Trade	Woodworking Manufacturing Technology - Furniture Making
Math/Sciences	Zoology

Source: California Community College's Curriculum Inventory, 2016

Figure 65: Certificate Programs Unique to Cerritos College

Category	Academic Programs
Auto	General Automotive Collision Repair: Automotive Refinishing
Auto	General Automotive Collision Repair: Automotive Damage Appraisal and Management
Computers	Java Programming
Business	Security Management
Tech/Trade	Wind Energy
Tech/Trade	Woodworking Manufacturing Technology - Cabinetmaking
Tech/Trade	Woodworking Manufacturing Technology - Furniture Making
Math/ Sciences	Zoology

Source: California Community College's Curriculum Inventory, 2016

Figure 66: Most Common AA/AS Degrees Offered, and Number of Institutions Offering Them

Category	Academic Program	Total AA/AS Degrees
Social Sciences	Psychology	12
Social Sciences	Administration of Justice	11
Social Sciences	Anthropology	11
Business	Business Administration	11
English/Comm	English	11
Math/Science	Mathematics	11
Art	Music	11
Social Sciences	Sociology	11
English/Comm	Communication Studies	10
Education	Early Childhood Education	10
Social Sciences	History	10
Health	Kinesiology	10
Health	Nursing	10
Social Sciences	Political Science	10
Art	Studio Art	10
Art	Theater	10
Art	Art History	9
Math/Science	Geography	9
Social Sciences	Philosophy	9
Math/Science	Geology	8
English/Comm	Journalism	8
Art	Photography	8
Math/Science	Physics	8
Languages	Spanish	8
Art	Art	7
Social Sciences	Child Development	7
Computers	Computer Information Systems	7
Art	Dance	7
Business	Business Management	6
Computers	Computer Science	6
Health	Medical Assistant	6

Source: California Community College's Curriculum Inventory, 2016

Figure 67: Most Common Certificates Offered, and Number of Institutions Offering Them

Category	Academic Program	Total Certificates
Social Sciences	Administration of Justice	8
Business	Real Estate	7
Business	Accounting	6
Business	Business Management	6
Computers	Computer Science	6
Education	CSU General Education	6
Education	IGETC	6
English/Comm	Journalism	6
Business	Retail Management	6
Technology/Trades	Welding	6
Technology/Trades	Electronic Technology	5
Business	Fashion Merchandising	5
Health	Medical Assistant	5
Art	Photography	5
Technology/Trades	Air Conditioning & Refrigeration	4
Auto	Automotive Technology	4
Business	Business Administration	4
Education	Child Development	4
Computers	Computer Information Systems	4
Health	Culinary Arts	4
Art	Fashion Design	4
Technology/Trades	Fire Technology	4
Business	Marketing	4
Health	Nursing	4
Social Sciences	Paralegal	4
Art	Theater	4

Source: California Community College's Curriculum Inventory, 2016

2.10 COMPARISON OF CERRITOS COLLEGE PROGRAM OFFERINGS WITH NEIGHBORING COMMUNITY COLLEGES

The following maps show the number of programs in each discipline area offered at neighboring Community Colleges located within a 15-mile radius of Cerritos College:

- Cypress College
- East LA College
- El Camino College
- Fullerton College
- Golden West College
- Los Angeles Harbor College
- Los Angeles Southwest College
- Long Beach City College
- Rio Hondo College
- Santa Ana College

Circles are shown for each college that has a program. The circle size increases in proportion to the number of programs offered. This format allows for a quick understanding of how focused particular institutions are in a given discipline, and allows comparison with peer organizations. The overall picture creates an impression of how in-demand particular subjects throughout the region. These maps track numbers of programs only, not enrollment. Enrollment data was not readily available.

Maps were made for the following subject areas. Together, they capture all programs at the Community Colleges in the area:

- Agriculture
- Art
- Auto
- Business
- Computers
- Education
- Engineering
- English and Communications
- Health
- Languages
- Math and Sciences
- Sports
- Technology and Trades



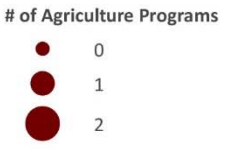
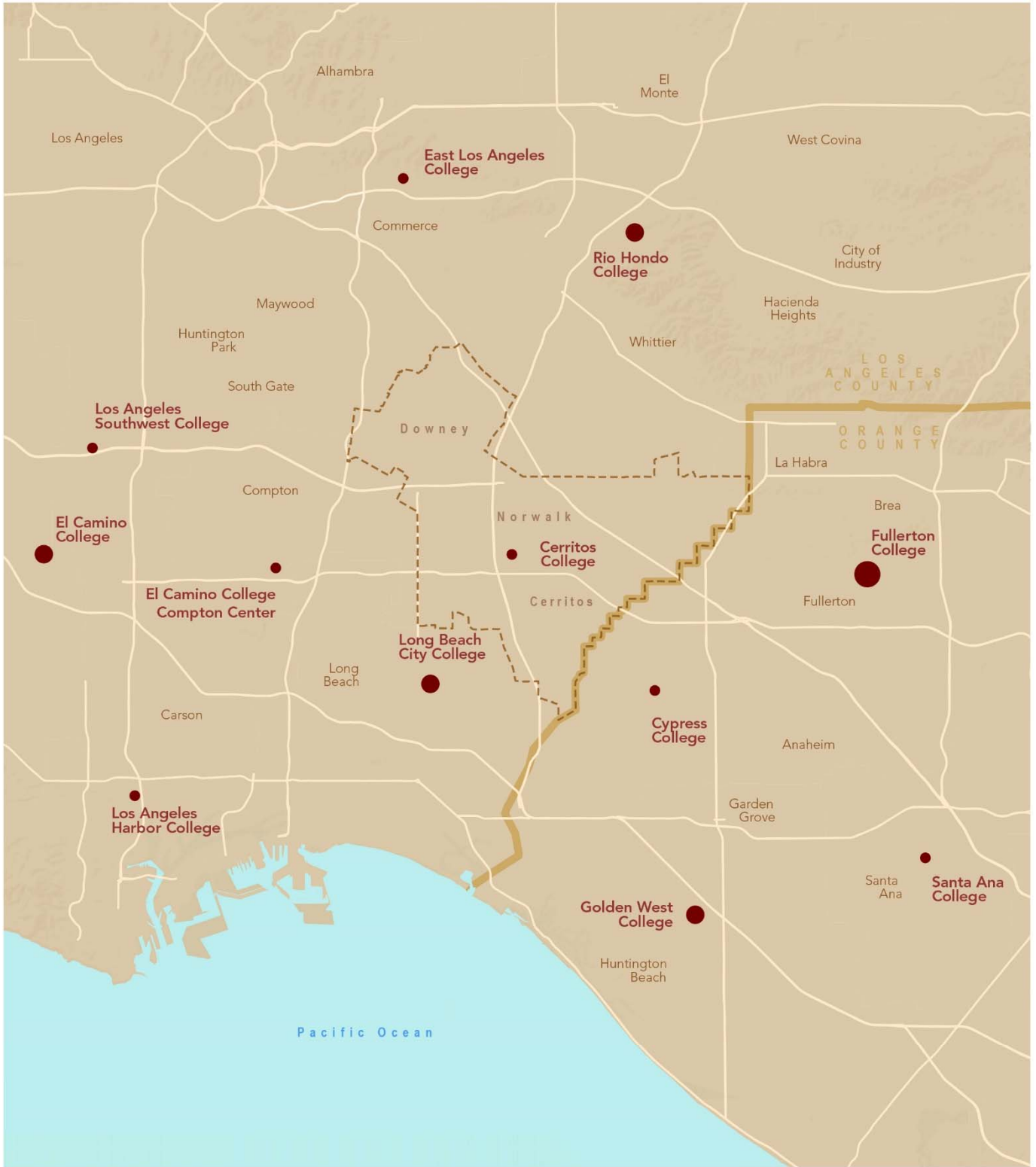
Legend

- Community College Campus
- Community College District Boundary
- County Boundary

Source: California Community College's Curriculum Inventory, 2016.



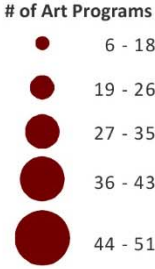
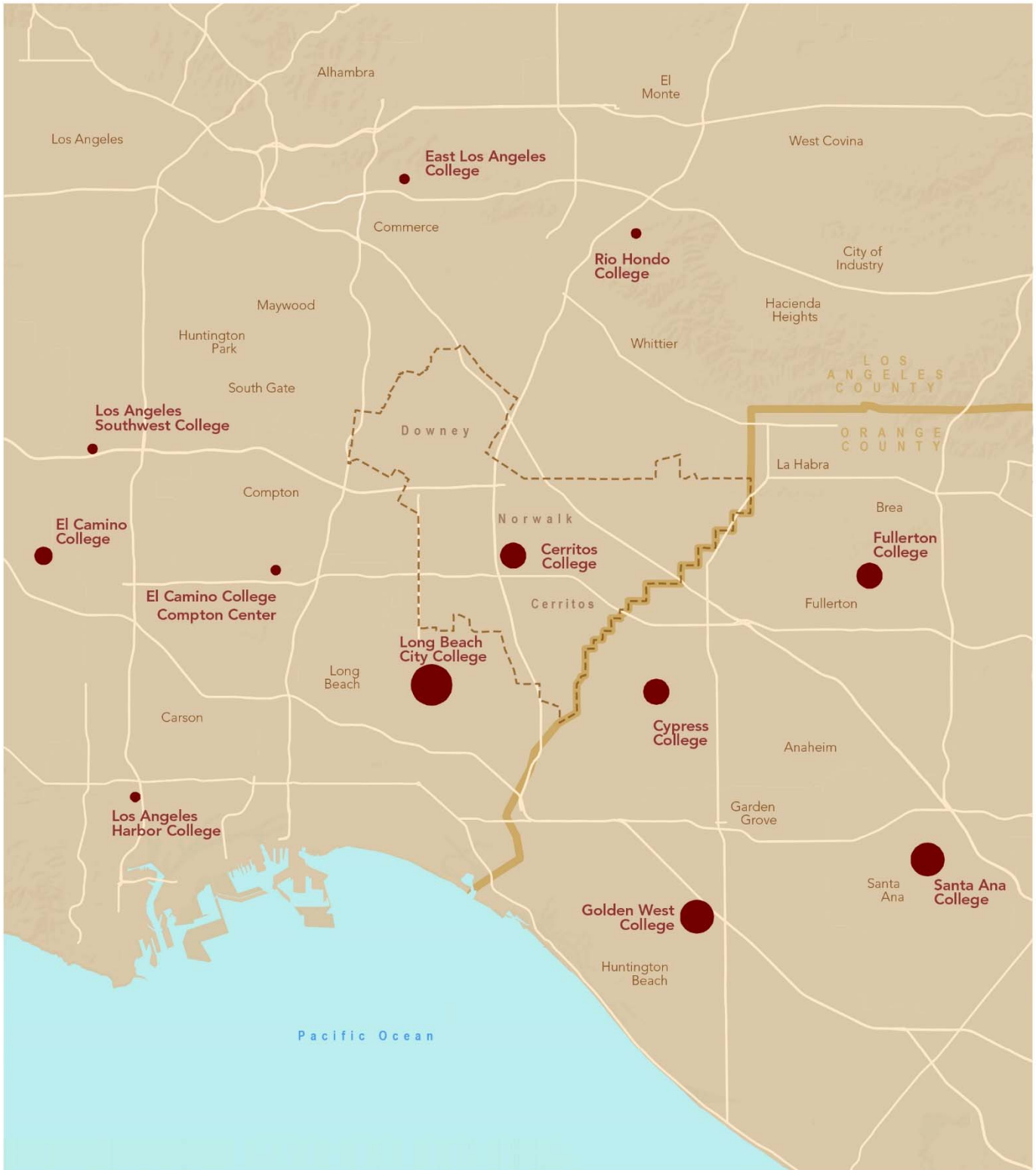
Map 6:
Nearby Community Colleges Identified
in the Program Comparison Analysis



Source: California Community College's Curriculum Inventory, 2016.



Map 7: Agriculture Programs



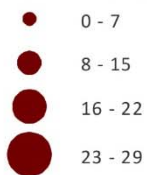
Source: California Community College's Curriculum Inventory, 2016.



Map 8: Art Programs



of Auto Programs



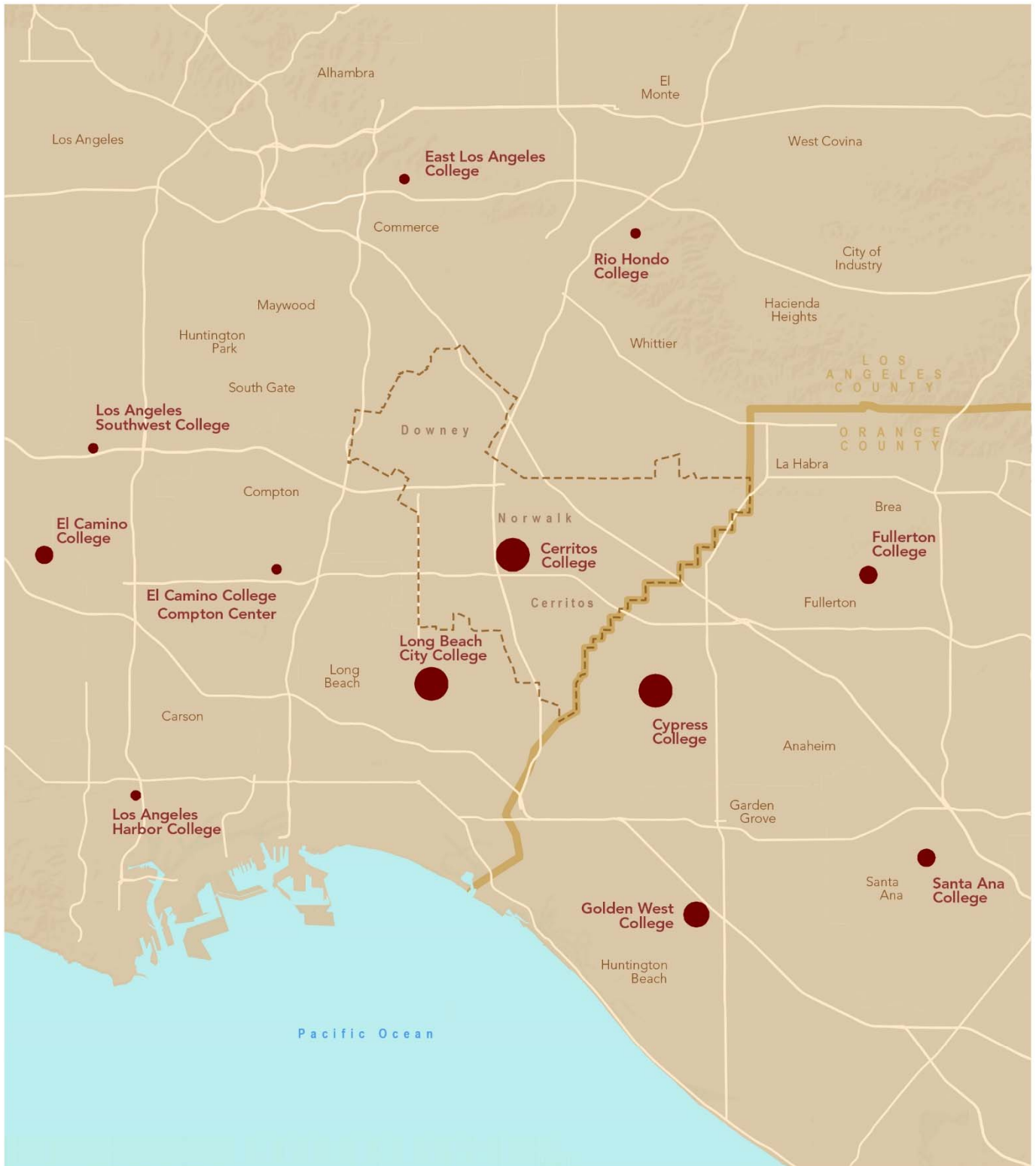
Base Map Features



Source: California Community College's Curriculum Inventory, 2016.



Map 9: Auto Programs



of Business Programs

- 8 - 14
- 15 - 21
- 22 - 27
- 28 - 33

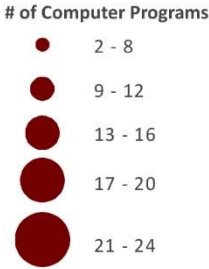
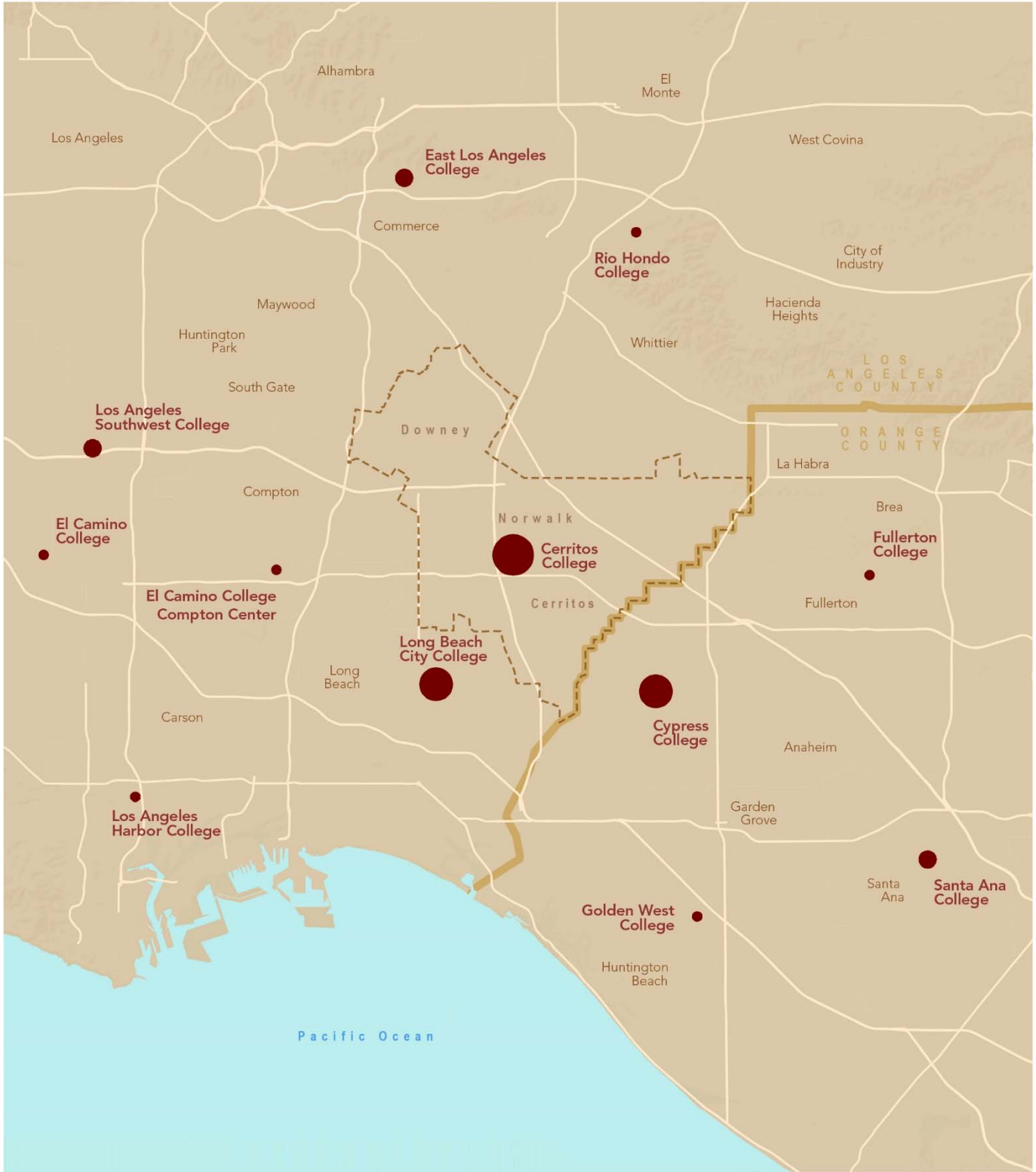
Base Map Features

- Cerritos Community College District Boundary
- County Boundary

Source: California Community College's Curriculum Inventory, 2016.



**Map 10:
Business Programs**



Source: California Community College's Curriculum Inventory, 2016.



Map 11: Computer Programs



of Education Programs

- 2 - 5
- 6 - 8
- 9 - 10

Base Map Features

- Cerritos Community College District Boundary
- County Boundary

Source: California Community College's Curriculum Inventory, 2016.



**Map 12:
Education Programs**



of Engineering Programs

- 0 - 2
- 3 - 7
- 8 - 10

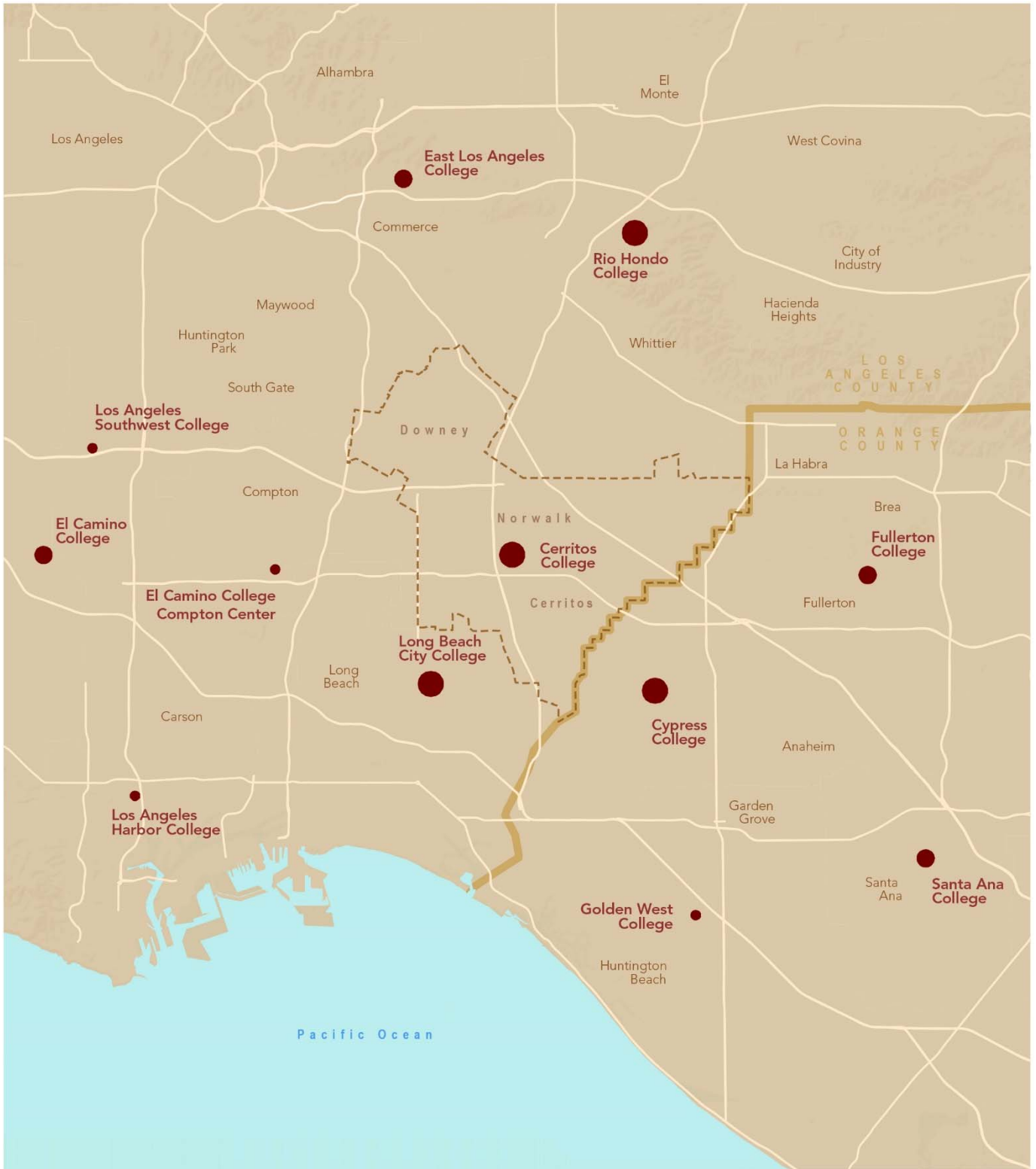
Base Map Features

- Cerritos Community College District Boundary
- County Boundary

Source: California Community College's Curriculum Inventory, 2016.



**Map 13:
Engineering Programs**



of English and Communication Programs

- 1 - 2
- 3 - 5
- 6 - 11

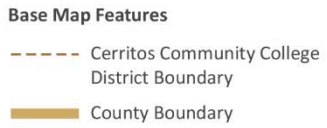
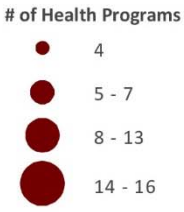
Base Map Features

- Cerritos Community College District Boundary
- County Boundary

Source: California Community College's Curriculum Inventory, 2016.



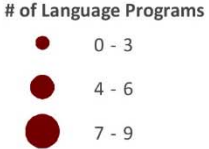
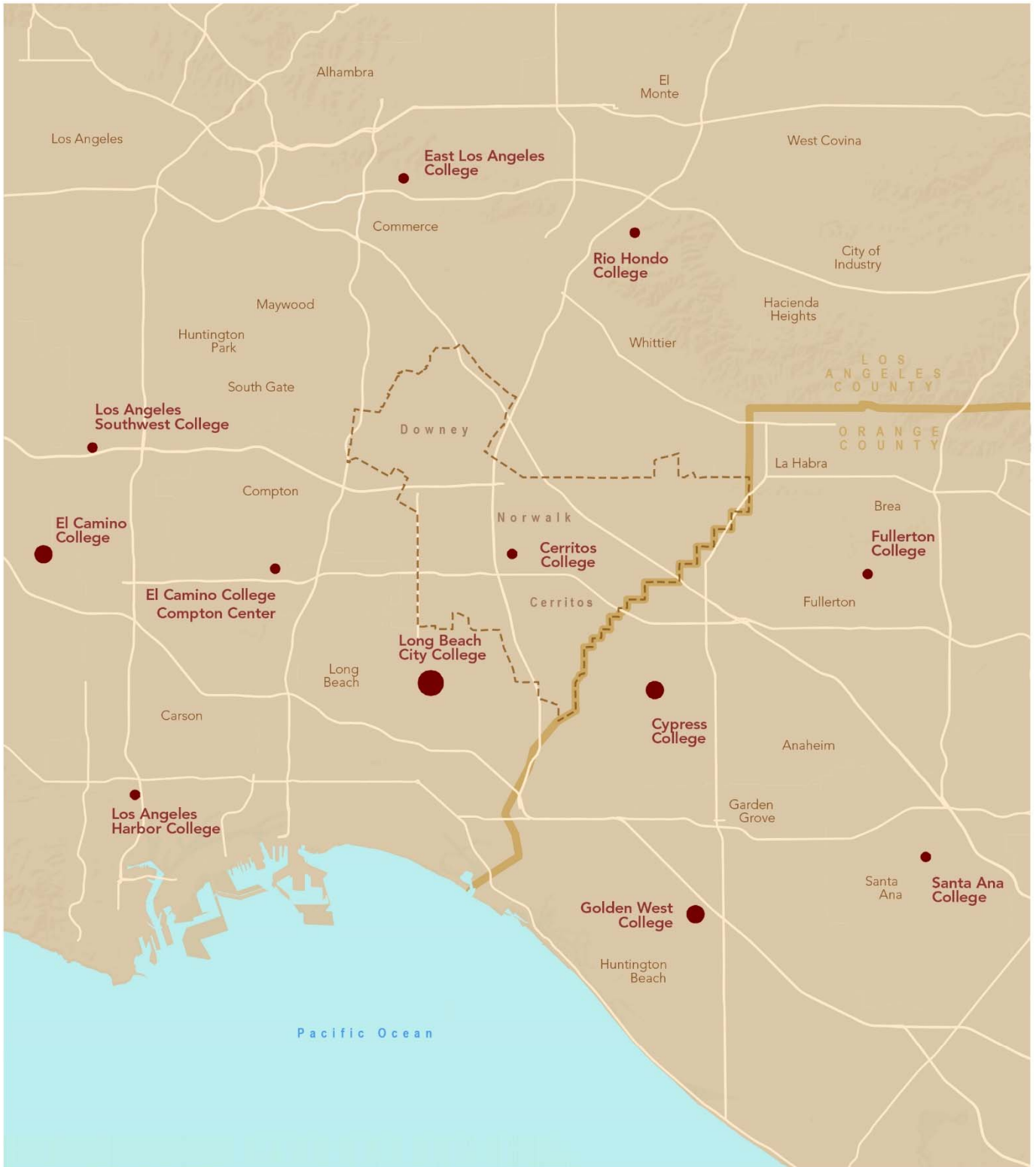
Map 14:
English Programs



Source: California Community College's Curriculum Inventory, 2016.



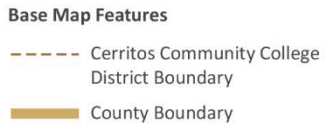
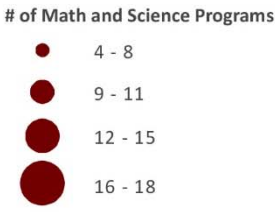
Map 15:
Health Programs



Source: California Community College's Curriculum Inventory, 2016.



Map 16:
Language Programs



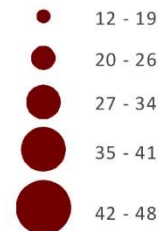
Source: California Community College's Curriculum Inventory, 2016.



Map 17:
Math Programs



of Social Science Programs



Base Map Features



Source: California Community College's Curriculum Inventory, 2016.



**Map 18:
Social Programs**



of Sports Programs

- 0 - 3
- 4 - 5

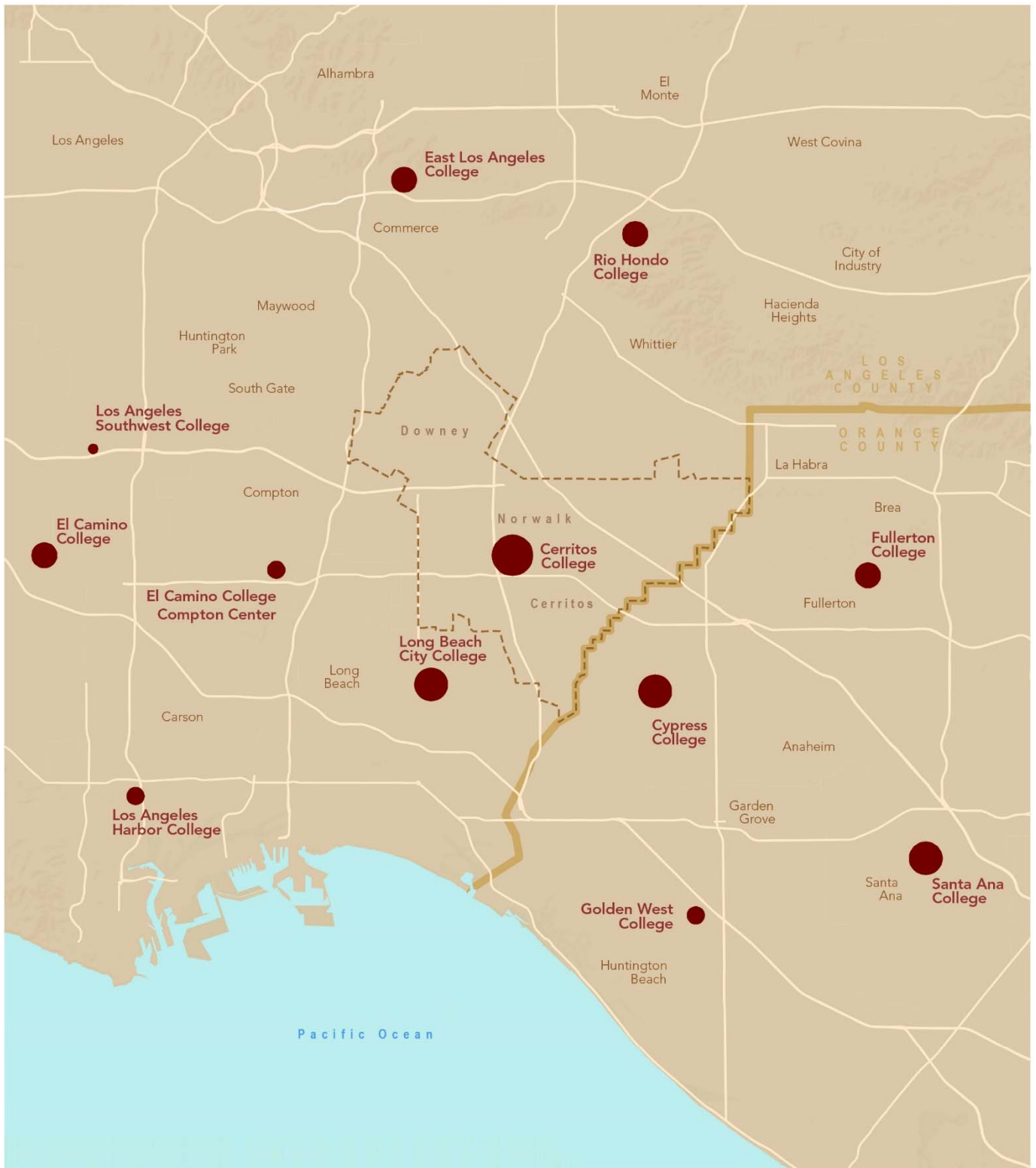
Base Map Features

- Cerritos Community College District Boundary
- County Boundary

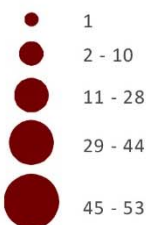
Source: California Community College's Curriculum Inventory, 2016.



Map 19:
Sports Programs



of Technology and Trades Programs



Base Map Features



Source: California Community College's Curriculum Inventory, 2016.



**Map 20:
Technology and Trades Programs**

CHAPTER THREE

**campus and community
outreach results**

campus and community outreach results

chapter three: campus and community outreach results

During the fall and winter of 2016, the project team conducted outreach efforts for Cerritos College to gather information about college stakeholders' needs and preferences. The team facilitated five phone interviews with members of the Board of Trustees as well as a series of seven focus groups held between November 8th and 21st. Focus groups were held with a variety of stakeholder groups including Student Leadership, Department Heads, Classified Staff (CSEA), Faculty Senate Committee Chairs (2 sessions to maximize participation), the Executive Academic Council, and the Association for Cerritos College Management Employees (ACCME). Comment cards were provided at each focus group so that stakeholders could submit additional, detailed input. Finally, the project team also conducted an online questionnaire that was available from January 3rd to January 20th, 2017.

3.1 EMERGING ISSUES AND OPPORTUNITIES

During the outreach process the EMP project team took note of topic areas that were mentioned on a reoccurring basis. These were presented to the EMP Strategic Planning Committee and Project Management Team for review. Observations offered during these discussions were then used to further define these key issues.

In sum, these are key issues that emerged from the focus groups and interviews with the Board of Trustees conducted during the first phase of the planning process for the Educational Master Plan. These themes define a set of opportunities and challenges facing Cerritos College and a set of potential directions that the College can address through strategies and specific actions to be developed for the EMP. Given the major role they play in the EMP, these

themes will continue to be refined in coming months as more is learned through the continuing outreach and planning effort; including the need to assess them in light of findings from the community survey, and through further conversations within the College community.

- Strengthening the **culture of completion** at the College by highlighting clear educational and career pathways for ALL students and providing the programs, guidance and support they need to achieve their educational goals in a timely manner.
- Ensuring all **educational programs are aligned** with current and future industry trends and labor market needs.
- Expanding **professional development opportunities** for faculty and staff to support curriculum innovation and course relevancy.
- Enhancing and expanding **partnerships** with K-12, CSUs and UCs.
- Documenting policies and procedures and creating succession plans for key positions to **ensure administrative continuity**.
- Increasing **investment in information technology** and ensuring all hardware, software, training and support is state of the art.
- Improving **internal communication systems** to ensure timely, accurate and consistent delivery of vital information.
- Enhancing **external communication and brand identity** to call attention to the college's success in transfer rates, innovative programs, overall performance, and its new state-of-the-art facilities with the aim of increasing student enrollment.

- **Streamlining and simplifying college systems and processes** where feasible (e.g., planning, class scheduling, catalog updating, committee meetings, etc.)
- **Diversifying revenue sources** to maximize discretionary funding opportunities.

Note: Due to the timing of the community survey the Campus and Community Feedback section of the environmental scan will be developed following the last day the survey is still active and available for input from the public. After January 20, these findings will be integrated with findings from all outreach activities as a part of the environmental scan report.

campus and community outreach results

3.2 FOCUS GROUPS AND BOARD OF TRUSTEE INTERVIEWS FINDINGS

TBD

3.3 COMMUNITY SURVEY FINDINGS

TBD



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