Cerritos College Local Needs Assessment
Summary of the Results of the Comprehensive Local Needs Assessment (CLNA)

1. Section 134(c)(2)(A): Provide a summary of Student Performance on Required Performance Indicators (Disaggregated)

Data was reviewed at 2-digit TOP level for 12 programs using 2020-21 data. For those programs we examined how each program is ranked according to concentrator count, the 2-digit TOP code with program name, how many students are talking SAM A-C courses, the total number of students that made concentrator status, the concentrators that successfully made technical skill attainment, the percentage of students taking SAM A-C classes that made it to concentrator status, English Learner percentage within the program, the non-traditional student percentage within the program, and unmet negotiated rates for core indicators.

The five 2-digit TOPs with the highest concentrators equal 85% of all concentrators and consist of 05 Business & Management, 09 Engineering & Industrial Tech., 13 Family & Consumer Sciences, 12 Health, 21 Public & Protective Services. Health is the TOP that shows the best in the data. Meeting or above all state negotiated rates. The TOP has 22% nontraditional (all of which are male) and despite having 81% economically disadvantaged special populations succeeded in all accountability measures and were above negotiated rates in placement. The following gaps were noted.

Persistence: Within 09, persistence and completion are below state negotiated rate and the economically disadvantaged special populations are most affected. Within 10, persistence is below the state negotiated rate and the economically disadvantaged special populations are most affected. Placement is not making up for lack of retention. Within 30, persistence and completion are below state negotiated rates. Within 14, persistence needs review as to why students are not persisting, or if they are just not requesting certificates/degrees and are completers.

Non-traditional: Review of non-duplicate core indicator student data to determine issues in non-traditional students becoming concentrators and an outreach plan to increase non-traditional concentrators in CE programs needs development for 09, and 13.

English Learners: English Learners are below the estimated percentage of this population and therefore a review of non-duplicate core indicator student data to determine issues in English Learner students becoming concentrators and an outreach plan to increase English Learner participation in CE programs needs development across all programs.

2. Section 134(c)(2)(B)(i): Provide a summary of Program Size, Scope, and Quality to Meet the Needs of All Students

Out of the 59 TOP codes having concentrators (19 of which have 10 or under concentrators), 51 represent departments or specialties within departments that both faculty and instructional dean recognize. The few that are not recognized were likely incorrectly coded during the curriculum submission process. The head count on the 51 TOP codes goes from 2578 for the largest one (Business 050600) to 23 for the smallest one (Commercial Music 100500). Six out of the 51 TOP codes are not selected for the Perkins application for lacking in either size, scope, or quality. An additional program gap analysis was ordered from EMSI to provide guidance on which programs provide opportunities for employment in the Los Angeles/Orange County region. An application process has been established on campus and the projects that focus the most on improving their core indicators will be chosen for funding.

3. Section 134(c)(2)(C): Provide a summary of Progress Towards Implementation of CTE Programs of Study

Programs of study are well defined on the Cerritos College campus for career technical education programs. A handbook is available to the public to show the paths in those programs. We have also developed brochures for each TOP code that students can access both online and on campus.

Our work in this coming year will be to improve our programs of study incorporating the general education requirements necessary for our students to get their Associate degree. The guided pathway initiative on our campus is underway and includes health occupations in its pilot phase. Professional development is available for faculty interested in improving their program of studies both at the campus level with the Center for Teaching Excellence and at the regional and state level via conferences and webinars.

4. Section 134(c)(2)(D): provide a summary of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Given the changing nature of CTE and the content areas taught, ongoing professional development in learning strategies and updating of professional knowledge is critical and pursued through on-campus training sessions, specialized technical training seminars and discipline-specific conferences.

In addition, all new full-time CTE instructors are required to participate in mandated new faculty orientation and professional development seminars for the first two years of teaching for the District. New faculty orientation is also provided for all new part-time instructors. The college also offers a CTE track in its "Teacher Trac" preparation aspiring CTE Instructors.

5. Section 134(c)(2)(E): provide a summary of Progress Towards Equal Access to CTE Programs for All Students

A special emphasis will be used in the selection of applications on our campus for Perkins funding. Some programs such as commercial music, welding technology, or medical assisting that have not reached double digits in non-traditional participation and completion will not be funded unless their project explicitly and uniquely focuses on improving that aspect of their program. Other programs that have done exceptionally well such as graphic art, business management, or software applications will be encouraged to share their practices with other programs on campus.

We will also provide professional development from NAPE and JSPAC to faculty on campus to increase their knowledge of strategies to improve their core indicators.

6. Section 134(c)(2)(B)(ii): provide a summary of alignment of programs to Labor Market Information (LMI)

LMI information was made available by the Los Angeles Orange County regional consortia. The excel document titled "LA County Perkins Approved Occupations Mar20 Final" provided SOC code, occupation, annual openings, and earnings by occupation. Since multiple SOC codes correspond to the state's TOP codes, all the programs at Cerritos College demonstrated need. The largest gaps on the spreadsheet represented occupations that we do not train for at the community college level such as agricultural engineers, general managers, software developers, and lawyers. We however noted that the jobs we train for are represented on this list.

The campus also commissioned a study from EMSI to help the campus understand how the current programs are aligned and how new programs could be created. This information will be made available to our faculty to encourage them to work on projects aligning to regional needs.

Regional Consortia Review of Comprehensive Local Needs Assessment

I acknowledge receipt of this comprehensive local needs assessment document and confirm that it will be vetted with regional consortium governing bodies as appropriate.

Karen Childers

Regional Consortia Chair (Print Name)

Karen Childers

Signature

June 1, 2020

Date