

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Auto Mechanical Repair

Agreement No.: 17-C01-006
TOP Code: 094800

Briefly describe the program improvement issue(s) concerning this TOP code.
Current core indicators one, two, three, and five are below negotiated state and district levels. Core indicators 1:1, 1:4, 1:6, 1:7 would benefit from improve skills and employment potential with updated equipment used for instruction. New technologies are required to prepare students for current industry needs. Core indicators 2:9, 2:12, 2:14 can improve through amending of current certificates. Core indicators 3:17, 3:18, 3:20, 3:22 show that the unavailability of a structured evening corporate program (CAP, ASSET, ASEP, ITTP) has affected more serious students due to financial need and an inability to attend daytime classes. Many automotive students are challenged by the A.A. degree requirements. Core indicators 5a and 5b show nontraditional participation and completion lower than negotiated levels.

Briefly describe how the issue(s) will be addressed.
The implementation of new technologies and equipment will benefit current and future students by improving their skills and increasing their employment potential as well as enhancing the rigor of instruction. The redesigning of the general certificates to more specific certificates will give students a more realistic and attainable timeframe for completing a certificate. Thus encouraging students to complete more than one certificate. Specific certification will also give the student the "soft" skills that the employers claim our students, to be lacking, as well as the hands on hard skills necessary to enter the work place. Students that enrolled in a cohort based corporate program can benefit from the structure of the program by requiring completion of an AA degree. Concurrent class scheduling with the Cerritos College English department and Automotive department should be implemented throughout all four corporate programs. Automotive is a traditionally male dominated field. Nontraditional recruitment is needed to improve negotiated levels, targeting females by attending CTE/college/career fairs at local high schools with technology programs

Final Report Summary:
1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?
If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.
If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3
Select Yes No Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

Cerritos College's automotive department has implemented new technologies/instruction that have and will continue to help improve student skills and employability. The new certificate structure will also help more students attain specific certificates in a more reasonable and timely manner with the possibility of our students attaining multiple certificates. Current alt-fuels and automotive courses have been updated and new courses have been developed to better serve not only future workers but also benefit incumbent workers currently working for local municipalities. Cerritos College also targeted high schools to expose students, both male and female, to the automotive field. High school students and job fair attendees were encouraged to explore the possibility of a career in the automotive field. At least one of our outreach members to the high schools and job fairs is/was a female

Requirement for Uses of Funds	MET	UNMET	NOW MET
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: \$95,596

<input checked="" type="checkbox"/> Professional Dev. (including stipends)	<input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software)
<input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement	<input type="checkbox"/> Project Administration
<input type="checkbox"/> Facility rental/lease (off-campus location)	<input type="checkbox"/> Programs/Services for Special Populations
<input type="checkbox"/> Curriculum Development	<input checked="" type="checkbox"/> Consultants or Other Contracted Services