

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Woodworking Manufacturing

Agreement No.: 17-C01-006
TOP Code: 095200

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators 2, 3 and 4 are below the negotiated levels, but indicators 2 and 3 are up from the previous year. Indicators 5a and 5b are not reported. Completion is up 10% from last year and 18% from two years ago, and is within 2.4% the negotiated level. The increases in completions are due to efforts to identify students close to achieving program awards and encouraging those students to complete the necessary requirements. Unfortunately, due to the loss of an instructor who taught a course required for our most popular certificate (Furniture Making) the number is expected to drop next year. Persistence and Transfer is low, although it rose slightly from the previous year and is within 1.7% our goal. Very few students in the program transfer to other institutions, so the drop primarily indicates that students are not returning. The most obvious explanation is the loss of course repeatability; it is not clear what else would be causing the drop. The employment measure dropped almost 10%, surprising given current industry demand for workers. The low number is due in part to those students who become self-employed and are not counted as such because they do not pay unemployment insurance. Another issue for indicators 2 and 4 is that many students take woodworking courses for personal enrichment and have no plans to enter the workforce. Although most of those are lifelong learners, many are not and are therefore included in the cohort numbers. Note also that the employment number fluctuates quite a bit due to the relatively small cohort (26 in this report).

Briefly describe how the issue(s) will be addressed.
The loss-of-instructor issue mentioned above has been remedied with the hiring of a new full-time faculty member. The course required for the Furniture Making certificate will be offered in Fall 2017 and students requiring that course will be able to earn their certificate next year. Improvements in persistence have been a challenge. The number has fluctuated just under the goal for the last seven years, only reaching the goal in 2014/2015. We hope that new course offerings in CNC woodworking will keep students coming back. In addition, our new full-time faculty member has brought new energy to the program and we expect that to help also. Increasing employment numbers has been a more difficult task, although the number of employment opportunities for students has increased significantly again this past year. New efforts, funded by Strong Workforce funding, are expected to improve communication between industry contacts and our students and result in greater employment. Efforts include identifying companies looking for summer hires or internships, which should result in long-term employment upon student graduation.

Final Report Summary:
1. Was the program improvement issue(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).
As predicted, completions dropped dramatically this year, but are expected to rebound next year. Persistence and Transfer dropped slightly, but the numbers are still hampered by the SAM codes with which our introductory courses are assigned. For the current year, SAM Code C was in effect for our intro courses. Many students in those courses do not continue in the program, but are counted in the Core Indicator 3 cohort. Those courses have been changed to SAM code D, which will eliminate students in those courses from the cohort and thereby increase Persistence and Transfer numbers, presumably next year. This should create a more accurate number for the indicator. Employment numbers will always be a challenge, given the number of hobbyists in the program who are not counted as life-long learners but are therefore in the cohort for Indicator 4.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
Employment rose dramatically, reflecting the rise in job openings in industry. Our job placement efforts continue to pay off and are expected to result in higher rates next year.

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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<input type="checkbox"/>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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="radio"/>	<input type="radio"/>	<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: \$3,594

<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