

# 2023-2024 Comprehensive Instructional Program Review - AED Latest Version

2023-2024 Comprehensive Instructional Program Review - AED

## Program Overview and Goals

### Mission and Alignment : Version by **Barrera De Contreras, Gabriela** on **03/01/2024 23:05**

Cerritos College's Continuing Education Division offers free noncredit courses to students aged 17.5+. It's a school within the school, located in the Community Education Building. The Adult Education and Diversity (AED) program offers a dozen+ programs and 400+ class sections, serving over 4k students annually. The Continuing Education Division acts as a gateway to the college for the surrounding community. All noncredit departments come under its purview.

- English as a Second Language (ESL)
- Vocational ESL (VESL)
- High School Equivalency (HSE) preparation (in both English and Spanish)
- Citizenship Classes
- Community-Based Education Training (CBET)
- Older Wiser Learner (OWL)
- Occupational Preparation (Job Skill preparation in English and Spanish)
- College English Skills
- Preparatory Math
- Pre-Algebra Skills
- College-level math support courses for Algebra and Statistics
- Short Term Vocational Certificate programs (Entrepreneurship, Renewable Energy, and Occupational Safety and Health Administration (OSHA))

The division also offers the following credit division:

- Apprenticeship Program (Field Iron Workers – certificate & associate's degree)

The division lacks support due to a shortage of full-time members. We offer courses to help marginalized students pursue credit programs or advance in the workplace, but they face multiple barriers. Our division is also unknown to the campus community, resulting in a lack of visibility.

Our division is dedicated to supporting a diverse range of students, including immigrants, older adults, foster parents, entry-level workers, and those learning English as a second language. To achieve this, we have eliminated tuition fees and created a low-risk learning environment that allows students to retake courses. We strongly believe in promoting equity for all our students, which is one of the key strengths of our division. Our primary goal is to redefine how we measure success by focusing on our students' daily progress, leading to their long-term academic growth. Our programs use multiple measures of success, including standardized tests known as CASAS (Comprehensive Adult Student Assessment Systems) exams, which evaluate whether students have made functional progress in math, reading, and language competencies. Our classes also provide progress indicators such as final grades: pass, satisfactory progress, or no pass.

Explain how your program supports the College's Mission.

According to Cerritos College's mission statement, the institution values community, diversity, innovation, and active learning. The college aims to uphold high academic and ethical standards, promote academic freedom, and recognize the worth and dignity of all learners. Cerritos College strives to educate students by considering their cognitive growth and emotional and physical well-being. The institution prepares students for full participation as citizens and leaders in a complex democratic society while fulfilling their personal needs and aspirations. The college believes education's purpose is to cultivate critical thinking skills and enhance the quality of life.

Cerritos College's student body comprises 54.6% Hispanic, 12.4% Caucasian, 10.2% Asian/Pacific Islander, 3.6% Filipino, 7.3% Black, 0.5% Native American students, and the rest are undeclared. The college serves students from over 30 California cities, with 60% coming from cities outside the college district, preferring Cerritos over other community colleges. In 2006, Cerritos College ranked third in California and sixth in the nation among Hispanic-serving community colleges for the number of associate degrees granted to Hispanic students.

The Continuing Education Division of Cerritos College supports the college's mission of improving completion or transfer rates by allowing all students to build a solid academic foundation. The division offers all students courses in basic skills, English as a Second Language (ESL), High School Equivalency, and noncredit Career Technical Education (CTE). The department aims to serve all students, embrace diversity, and intentionally support disproportionately impacted student populations. The noncredit programs provide equity-minded education to surrounding community residents by offering technology and language support courses at community centers. These communities have a large Latinx population that requires more access to college resources. They are underrepresented in higher education and the workforce due to low socioeconomic status and lack of access.

The Field Ironworkers Associate of Science Degree, offered by the Continuing Education Division, can significantly broaden career prospects for students. This degree program aims to assist individuals who aspire to become journeymen in the construction trades. The program provides quality instruction to enhance students' technical knowledge and experience while fostering their critical thinking skills and career aspirations, making them better equipped to excel in the Ironwork Industry. The degree opens up various occupations and career opportunities for graduates, including:

- Construction Trade Industry Supervisor
- Team Leader
- Iron Work Manager
- Business Owner
- Bridge ironworker
- Construction ironworker
- Erector
- Iron guardrail installer
- Metal tank erector
- Ornamental ironworker
- Post-tensioning ironworker
- Pre-engineered metal building ironworker

- Precast concrete ironworker
- Rebar worker
- Reinforcing iron and rebar worker
- Reinforcing steel worker
- Rodbuster
- Steel fabricator

## Degrees and Certificates : Version by **Barrera De Contreras, Gabriela** on **03/01/2024 23:05**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

### APPRENTICESHIP:

#### FIELD IRONWORKERS REINFORCING

#### CERTIFICATE OF ACHIEVEMENT

Field Ironworkers will prepare the student to become a journeymen in the field ironworks field with the required work skills and tasks of the Ironworker including steel and cable reinforcing in concrete construction (rebar work), erections of steel skeleton of buildings, window wall and curtain wall exteriors, rigging of heavy machinery and welding in conjunction with all aspects of these job descriptions. In today's workforce, having an industry certificate and journeyman license is required for employment in these positions. In addition, these workforce skills are necessary to maintain well-paying and sustainable jobs. Students must be a state indentured apprentice in order to qualify for the program.

REQUIRED COURSES	UNITS
SEMESTER 1	
IWAP 40.07 FIW-Orientation	3
IWAP 40.50 IW-Mixed Base - Reinforcing	2
2SEMESTER 2	
IWAP 40.12 IW-Reinforcing Iron I	2
IWAP 41.03 IW-Reinforcing II	1
SEMESTER 3	
IWAP 40.56 IW-Trade Science/ Iron Worker History	2
IWAP 40.63 IW-Structural Lead Hazard	1.5
SEMESTER 4	
IWAP 40.15 IW-Post Tension I	2
IWAP 41.07 IW-Post Tension II	2
SEMESTER 5	
IWAP 40.09 IW-GEN Rigging	2
IWAP 40.53 IW-Detailing/Reinforcing Iron	2
SEMESTER 6	
IWAP 40.22 IW-Cranes	2
IWAP 40.10 IW-Welding I – Reinforcing	1
SEMESTER 7	
IWAP 40.11 IW-Welding II – Reinforcing	1
IWAP 40.55 Foreman Training	2
SEMESTER 8	
IWAP 41.08 IW-Post Tension III	2
IWAP 41.09 IW-Extension and Review	2
Total Certificate Requirements	29.5

### APPRENTICESHIP:

#### FIELD IRONWORKERS STRUCTURAL

#### CERTIFICATE OF ACHIEVEMENT

Field Ironworkers will prepare the student to become a journeymen in the field ironworks field with the required work skills and tasks of the Ironworker including steel and cable reinforcing in concrete construction (rebar work), erections of steel skeleton of buildings, window wall and curtain wall exteriors, rigging of heavy machinery and welding in conjunction with all aspects of these job descriptions. In today's workforce having an industry certificate and journeyman license is required for employment in these positions. In addition, these workforce skills are necessary to maintain well-paying and sustainable jobs. Students must be a state indentured apprentice in order to qualify for the program.

SEMESTER 1 (1ST PERIOD)	UNITS
IWAP 40.07 FIW- Orientation	3
IWAP 40.50 IW-Mixed Base - Reinforcing	2
SEMESTER 2 (2ND PERIOD)	
IWAP 40.21 IW-Structural Steel I	2
IWAP 41.06 IW-Structural Steel II	1.5
SEMESTER 3 (3RD PERIOD)	
IWAP 40.22 IW-Cranes	2
IWAP 40.09 IW-GEN Rigging	2
SEMESTER 4 (4TH PERIOD)	
IWAP 40.63 IW-Structural Lead Hazard	1.5
IWAP 40.10 IW-Welding I - Reinforcing	1
SEMESTER 5 (5TH PERIOD)	
IWAP 40.11 IW-Welding II – Reinforcing	1
IWAP 40.05 IW-Advanced Welding III	1.5
SEMESTER 6 (6TH PERIOD)	
IWAP 40.60 IW-Structural Arch Orn I	1.5
IWAP 41.05 IW-Architectural II	1.5
SEMESTER 7 (7TH PERIOD)	
IWAP 40.56 IW-Trade Science/Ironworker History	2
IWAP 40.61 IW-Structural Precast Concrete/Qualified	

Rigger	2
SEMESTER 8 (8TH PERIOD)	
IWAP 41.04 IW-Architectural III	1.5
IWAP 40.26 IW-Metal Building Erection I/Foreman	
Training	2
Total Certificate Requirements	27.5

#### APPRENTICESHIP:

##### FIELD IRONWORKERS

##### ASSOCIATES OF ARTS

The Field Ironworkers A.S. degree prepares students for employment in the construction industry, primarily in ironwork. Through courses focusing on Reinforcing or Structural, students will learn the fundamental principles in basic and supervisory level functions in the construction ironwork industry for continuing academic achievement and professional success. Students can either choose the Reinforcing or Structural core units to complete the Field Ironworkers A.S. degree. Core topics include steel and cable reinforcing in concrete construction (rebar work), erections of steel skeleton of buildings, unbonded and bonded reinforcing post tensioning, rigging of heavy machinery, foreman training, and techniques for greater safety in reinforcing iron. Graduates are employed as journey person in the field of ironworks, or are self-employed. Spatial intelligence, cognitive ability, and eye-hand coordination are recommended for those entering the program.

#### CORE REQUIREMENTS

##### FIELD IRONWORKERS ESSENTIAL CLASSES FOR

REINFORCING AND STRUCTURAL	UNITS
IWAP 40.07 FIW-Orientation	3
IWAP 40.50 IW-Mixed Base	2
IWAP 40.56 IW-Ironworkers History Reinforcing	2
IWAP 40.63 IW-Structural Lead Hazard	1.5
IWAP 40.09 IW- Gen Rigging	2
IWAP 40.22 IW-Welding I – Reinforcing	1
IWAP 40.11 IW- Welding II-Reinforcing	1

Students must choose ONE of the following TWO options:

##### OPTION 1: REINFORCING PROGRAM

IWAP 40.12 IW-Reinforcing Iron I	2
IWAP 41.03 IW-Reinforcing Iron II	1
IWAP 40.15 IW-Post Tension I	2
IWAP 41.07 IW-Post Tension II	2
IWAP 40.53 IW-Detailing/Reinforcing Iron	2
IWAP 40.55 IW- Reinforcing Foreman Training	2
IWAP 41.08 IW-Post Tension III	2

##### OPTION 2: STRUCTURAL PROGRAM

IWAP 40.21 IW-Structural Steel I	2
IWAP 41.06 IW-Structural Steel II	1.5
IWAP 40.05 IW-Advanced Welding III	1
IWAP 40.60 IW-Architectural and Ornamental I	1.5
IWAP 41.05 IW-Architectural II	1.5
IWAP 40.61 IW-Structural Precast Concrete	2
IWAP 41.04 IW-Architectural III	1.5
IWAP 40.26 IW-Metal Building Erection I/ Foreman	

Training	2
Total Major Requirements	27-29

#### ASSOCIATE OF SCIENCE DEGREE REQUIREMENTS

Completion of a minimum of 60 semester units to include (1) total major requirements, (2) the general education requirements, and (3) a grade of "C" or better in all courses required by major

#### ADVANCED ENGLISH AS A SECOND LANGUAGE

##### CERTIFICATE OF COMPETENCY

The Non-Credit Certificate of Competency in Advanced English as a Second Language is designed for students successfully transitioning from the AED High Intermediate English as a Second Language course and for students who assess with moderate to high English language skills. English listening, speaking, reading, and writing will be taught using an integrated skills approach with the main objective being to help students advance in fluency and proficiency. Special emphasis will be placed on effective communication, and on developing critical thinking skills to prepare students for success in High Advanced ESL courses, success in GED courses, and success in their community and in their workplace. The goals and objectives of Cerritos College Adult Education program are to provide quality education in preparing adults to be college and career ready. Adult Education quality education in preparing adults to be college and career ready. Adult Education programs assist students in gaining the skills necessary to advance in their adult education programs, move into mainstream college programs, and/or advance in the workforce.

REQUIRED COURSES	HOURS
AED 42.17 High Intermediate ESL	108 hours
AED 42.18 Low Advanced English as a Second Language	108 hours
Total Hours	216 hours

##### RECOMMENDED COURSE

AED 42.03B ESL Conversation B	108 hours
AED.60.01 Citizenship	72 hours
AED. 48.03 Creative Writing for Seniors	36 hours

##### CAREER OPPORTUNITIES:

In today's workforce having a fluency in the English language is essential. The certificate in Advanced English as a Second Language will provide the English language competency skills to continue their education and obtain high school equivalency and/or continue in higher education programs.

The Non-Credit Certificate of Competency in Advanced English as a Second Language will prepare the student to transition to mainstream programs at the college and secure their continued success. This will allow them to obtain the necessary skills to enter certificate programs, pursue AA or transfer degrees.

**AUTOMOTIVE TOOLS AND EQUIPMENT CERTIFICATE OF COMPLETION** This program is an introduction to basic hand tools, power tools, and equipment used in the automotive

industry. This introductory course will provide students with little or no knowledge of the regulations and standards to enter this field and build their skills necessary to enter a CTE pathway in the automotive field. The courses will familiarize students with safety, technique, and proper handling of tools. The courses also includes the creation of practical tools and focus on application of tools. Quality craftsmanship and tool building techniques will be covered in laboratory.

STUDENT WILL COMPLETE THE FOLLOWING COURSES:	HOURS
AED 90.04 Automotive Tools and Technology	108 hours
AED 42.98 College Test Taking Strategies A	72 hours
Total Hours	180 hours

**COLLEGE READINESS CERTIFICATE OF COMPLETION** The Non-Credit Certificate of Completion in College Readiness will support students to achieve success when taking college level courses. These courses will support students while gaining conceptual knowledge and improve in needed areas: math, reading, and/or writing. This certificate is intended to provide the fundamental skills needed to be successful in college level courses.

AED 42.98 College Placement Testing Strategies A  
AED 42.99 Pre-algebra Skills  
AED 90.06 Math Support: Statistics or AED 90.07 Math Support: College Algebra

The Non-Credit Certificate of Completion College Readiness will prepare the student to successfully matriculate into college. As a noncredit basic skills student, the transition to college will be facilitated so that enrollment and completion in the chosen career path will occur.

#### COURSES IN GED TEST PREPARATION IN SPANISH CERTIFICATE OF COMPLETION DIVISION/DEPARTMENT REQUIREMENTS

AED 42.10 Spanish GED Test Prep – A  
AED 42.11 Spanish GED Test Prep– B

**CAREER OPPORTUNITIES** In today's workforce having a GED certificate or high school diploma is required for many employment positions. In addition, basic skills are necessary to maintain most sustainable wage jobs.

**COURSES IN ENGLISH AS A SECOND LANGUAGE CERTIFICATE OF COMPLETION** The Certificate of Competency is a series of ESL courses that may guide students in their English skills. The Certificate increases students' knowledge of English grammar, reading, writing, listening, and improved speaking to meet students' need for English in an academic setting, work environment, or personal goal.

#### DIVISION/DEPARTMENT REQUIREMENTS

AED 42.03 Survival English as a Second Language  
AED 42.14 Low Beginning English as a Second Language  
AED 42.15 High Beginning ESL AED 42.16 Low Intermediate ESL  
AED 42.17 High Intermediate ESL

**CAREER OPPORTUNITIES** This sequence of courses prepares students to have a working knowledge of basic English skills that will facilitate job interviews and better employment opportunities.

**COURSES IN ENGLISH AS A SECOND LANGUAGE CERTIFICATE OF COMPLETION** The Certificate of Competency is a series of ESL courses that may guide students in their English skills. The Certificate increases students' knowledge of English grammar, reading, writing, listening, and improved speaking to meet students' need for English in an academic setting, work environment, or personal goal.

#### DIVISION/DEPARTMENT REQUIREMENTS

AED 42.03 Survival English as a Second Language  
AED 42.14 Low Beginning English as a Second Language  
AED 42.15 High Beginning ESL  
AED 42.16 Low Intermediate ESL  
AED 42.17 High Intermediate ESL

**CAREER OPPORTUNITIES** This sequence of courses prepares students to have a working knowledge of basic English skills that will facilitate job interviews and better employment opportunities.

**ENERGY CORPS CERTIFICATE OF COMPLETION** The Adult Education Energy Corps Certificate of Completion prepares students to work for businesses in residential and commercial energy auditing; electrical wiring and commercial lighting retrofit trade industries. Construction is one of the largest industries, offering excellent opportunities for high earnings, career advancement, and business ownership. These workforce skills are necessary to maintain well-paying and sustainable jobs. The certificate takes the student through several levels of expertise. To obtain a Certificate of Completion, students are required to complete the four (4) courses outlined below. AED 90.01 must be completed prior to enrolling in AED 90.02.

#### REQUIRED COURSES

AED 90.01 Introduction to Energy Surveying  
AED 90.02 Basic Electricity and Wiring Fundamentals  
AED 90.03 Introduction to Lighting Retrofits  
AED90.05 OSHA-10 Training  
OPTIONAL ELECTIVE AED 90.08 Solar Energy  
AED 90.09 Solar Panel Installation

This Certificate of Completion prepares students for job placement and career advancement in the fields of Energy Surveying, Basic Electricity, Wiring Fundamentals and Lighting Retrofits. In today's workforce, having an industry certificate is highly desirable for employment in these positions. In addition, these workforce skills are necessary to enter well paying and sustainable jobs.

**ENTREPRENEURSHIP SMALL BUSINESS GROWTH CERTIFICATE OF COMPLETION** The Non-Credit Certificate of Completion in Entrepreneurship- Small Business Growth is tailored to help students build on the basics of expanding a small business. This certificate will prepare students in a broad range of knowledge in several business-related areas such as goal setting, technology, clear and effective written and oral communication, collaboration skills, and business resources. The curriculum will provide students with topics related to small business growth. These business concepts and skills are necessary to excel and identify entrepreneurial activities. There are many opportunities in entry level business support jobs, micro businesses, home-based businesses, and self-employment. The goal and objectives of Cerritos College Adult Education program are to provide quality education in preparing adults to be college and career ready. Adult Education programs assist students in gaining the skills necessary to move into mainstream college programs and/or advance in the workplace. Student will complete the following courses:

REQUIRED COURSES	HOURS
AED 90.43 Growing a Small Business	36 hours

AED 90.41 Introduction to Small Business Finances	36 hours
Total Hours	72 hours
OR	
AED 90.43S Growing a Small Business (Spanish)	36 hours
AED 90.41S Introduction to Small Business Finances (Spanish)	36 hours
Total Hours	72 hours

OR	
AED 90.41 Introduction to Small Business Finances	36 hours
AED 90.39 Social Media for Small Business Owners	36 hours
Total Hours	72 hours

OR	
AED 90.41S Introduction to Small Business Finances (Spanish)	36 hours
AED 90.39S Social Media for Small Business Owners (Spanish)	36 hours
Total Hours	72 hours

OR	
AED 90.39 Social Media for Small Business Owners	36 hours
AED 90.43 Growing a Small Business	36 hours
Total Hours	72 hours

OR	
AED 90.39S Social Media for Small Business Owners (Spanish)	36 hours
AED 90.43S Growing a Small Business (Spanish)	36 hours
Total Hours	72 hours

#### GED TEST PREPARATION IN ENGLISH

##### CERTIFICATE COMPETENCY

##### DIVISION/DEPARTMENT REQUIREMENTS

AED 42.12 GED Preparation – A

AED 42.13 GED Preparation – B

##### ELECTIVES

AED 48.05 College English Skills

AED 49.01 Preparatory Math

##### CAREER OPPORTUNITIES

In today's workforce having a GED certificate or high school diploma is required for many employment positions. In addition, basic skills are necessary to maintain most sustainable wage jobs.

##### CAREER PATHWAYS

These two courses will prepare the student to pass the GED examination consisting of social studies, science, English and math.

**INTRODUCTION TO BASIC ENTREPRENEURSHIP CERTIFICATE OF COMPLETION** The Non-Credit Certificate of Completion is a Career Technical Education (CTE) program providing students with an introduction to self-employment and meaningful entry level careers in business. The curriculum will provide students with basic concepts of new small business structures, innovative business opportunities, social media, and marketing. These basic business concepts and skills are necessary to excel and identify entrepreneurial activities. There are many opportunities in entry level business support jobs, micro businesses, home-based businesses, and self employment.

##### STUDENT WILL COMPLETE THE FOLLOWING COURSES: REQUIRED COURSES

	HOURS
AED 90.37 Launching a Small Business	36 hours
AED 90.41 Introduction to Small Business Finances	36 hours
Total Hours	72 hours
OR	
AED 90.37S Launching a Small Business (Spanish)	36 hours
AED 90.41S Introduction to Small Business Finances (Spanish)	36 hours
Total Hours	72 hours

#### PRE-APPRENTICESHIP

##### CERTIFICATE OF COMPLETION

##### CAREER OPPORTUNITIES:

Provides preparation for entry into apprenticeship programs in the building trades.

##### DIVISION/DEPARTMENT REQUIREMENTS

AED 36.02 Intro to Construction

AED 36.03 Basic Reading Skills BTC

AED 36.04 Math Building Trades and Const

AED 80.01 Intro to Electrical Trades

#### PRE GED

##### CERTIFICATE OF COMPLETION

The Pre GED Certificate of Completion will strengthen a student's basic skills to be successful in the GED Test and Preparation program. This Pre GED certificate is designed to provide additional support in basic skills, math, and reading to students who are at an elementary skill set level. The GED examination consists of social studies, science, and math. In today's workforce having a GED certificate or a high school diploma is required for many employment positions and to transition to college level programs. In addition, basic skills are necessary to maintain most sustainable jobs.

#### DEPARTMENT REQUIREMENTS

##### REQUIRED CORE

AED 42.20 Literacy Skills for General Education

Development (GED) Success

AED 42.22 Supplemental General Education

Development (GED) Math

##### CAREER OPPORTUNITIES:

In today's workforce having a GED certificate or a high school diploma is required for many employment positions and to transition to college level programs. In addition, basic skills are

necessary to maintain most sustainable jobs.

#### CAREER PATHWAYS:

The Pre GED Certificate of Completion will prepare the student to successfully progress to the GED Test Preparation course and be able to pass the GED High School Equivalency Exam. This will facilitate advancement in the workplace as well as continuation of educational opportunities for CTE certificates and/or advanced degrees.

#### PRE GED SPANISH

##### CERTIFICATE OF COMPLETION

The Pre GED Spanish Certificate of Completion will strengthen a student's basic skills to be successful in the GED Test and Preparation program. This Pre GED Spanish certificate is designed to provide additional support in basic skills, math, and reading to students who are at an elementary skill set level. The GED examination consists of social studies, science, and math. In today's workforce having a GED certificate or a high school diploma is required for many employment positions and to transition to college level programs. In addition, basic skills are necessary to maintain most sustainable jobs.

#### DEPARTMENT REQUIREMENTS

AED 42.21 Spanish Literacy Skills for General Education

Development (GED) Success

AED 42.23 Spanish Supplemental General Education

Development (GED) Math

#### CAREER OPPORTUNITIES:

In today's workforce having a GED certificate or a high school diploma is required for many employment positions and to transition to college level programs. In addition, basic skills are necessary to maintain most sustainable jobs.

#### CAREER PATHWAYS

The Pre GED Spanish Certificate of Completion will prepare the student to successfully progress to the GED Test Preparation course and be able to pass the GED High School Equivalency Exam. This will facilitate advancement in the workplace as well as continuation of educational opportunities for CTE certificates and/or advanced degrees

#### RENEWABLE-ENERGY

##### CERTIFICATE OF COMPLETION

This entry-level noncredit program provides a general understanding of how to start your career in the emerging and in-demand field of renewable energy and be at the forefront of entry innovation. This certification is a comprehensive guide to designing, installing, and evaluating residential and commercial photovoltaic (PV) systems, preparing students for employment in the emerging industry of sustainable energy technologies.

#### STUDENTS WILL COMPLETE THE FOLLOWING COURSES:

REQUIRED COURSES	HOURS
AED 90.08 Solar Energy	80 hours
AED 90.09 Solar Panel Installation	90 hours
Total Hours	170 hours
RECOMMENDED ELECTIVE	
AED 90.05 OSHA 10- Training	16 hours

#### VOCATIONAL ENGLISH AS A SECOND LANGUAGE

##### CERTIFICATE OF COMPLETION

The Non-Credit Certificate of Competency in Advanced English as a Second Language is designed for students successfully transitioning from the AED High Intermediate English as a Second Language course and for students who assess with moderate to high English language skills. English listening, speaking, reading, and writing will be taught using an integrated skills approach with the main objective being to help students advance in fluency and proficiency. Special emphasis will be placed on effective communication, and on developing critical thinking skills to prepare students for success in High Advanced ESL courses, success in GED courses, and success in their community and in their workplace. The goals and objectives of Cerritos College Adult Education program are to provide quality education in preparing adults to be college and career ready. Adult Education quality education in preparing adults to be college and career ready. Adult Education programs assist students in gaining the skills necessary to advance in their adult education programs, move into mainstream college programs, and/or advance in the workforce.

REQUIRED COURSES	HOURS
AED 42.17 High Intermediate ESL	108 hours
AED 42.18 Low Advanced English as a Second Language	108 hours
Total Hours	216 hours
RECOMMENDED COURSE	
AED 42.03B ESL Conversation B	108 hours
AED.60.01 Citizenship	72 hours
AED. 48.03 Creative Writing for Seniors	36 hours

#### CAREER OPPORTUNITIES:

In today's workforce having a fluency in the English language is essential. The certificate in Advanced English as a Second Language will provide the English language competency skills to continue their education and obtain high school equivalency and/or continue in higher education programs.

#### CAREER PATHWAYS:

The Non-Credit Certificate of Competency in Advanced English as a Second Language will prepare the student to transition to mainstream programs at the college and secure their continued success. This will allow them to obtain the necessary skills to enter certificate programs, pursue AA or transfer degrees.

#### WORKFORCE PREPAREDNESS

##### CERTIFICATE OF COMPLETION

The Non-Credit Certificate of Completion in Workforce Preparedness is tailored to help students build or improve their interpersonal skills in the workplace. This certificate will prepare students in a broad range of knowledge in several work related areas such as goal setting, technology, clear and effective written and oral communication, collaboration skills, and employment resources.

STUDENT WILL COMPLETE THE FOLLOWING COURSES:	HOURS
AED 36.06 Occupational Training	72 hours
AED 22.06 Career Skills	72 hours
Total Hours	144 hours

#### RECOMMEND ELECTIVE

AED 36.07 Communication for Healthcare

## Six-Year Program Goals : Version by Barrera De Contreras, Gabriela on 03/01/2024 23:12

The Continuing Education division is thrilled to be a part of Cerritos College's systems and processes. However, we have noticed that our noncredit programs are not well-known among students and community members. We hope that the college will include our programs in their advertising campaigns within the next six years to promote them to all students. We strongly believe that our programs can contribute to the college's culture of completion and provide additional revenue sources to maximize discretionary funding opportunities. Here are the goals that we established for our last program review cycle:

### Previously established goals:

Goal	Status
Adult Basic Education (ABE) (AED 49.01 and AED 48.05), College Placement Strategies (AED 42.98 and AED 42.99), ESL, and GED courses will have an active instructional action plan based on at least two semesters of course SLOs data.	Completed
AED 49.01 and AED 48.05 will participate in the AIME program to create a clear transition from noncredit to credit in math and English.	Completed
A supplemental GED math and reading course will be submitted to the curriculum to support our current GED students' needs.	Completed
The AED department will update at least two current courses to align the course content to career or college readiness. - AED 42.98 - AED 42.99 - AED 42.20 AED 42.22 - AED 22.08 - AED 36.01	Completed
To connect noncredit students to the success center, AED 49.01, AED 48.05, AED 42.05, ESL, and GED courses will implement at least one class visit to the success center per semester.	Completed
Hire a full-time Basic Skills faculty.	Not completed
Recruit qualified ESL and Basic Skills instructors for a part-time pool.	Completed
Conduct program-based professional development to ensure the vision and mission of the Adult Education Department.	Completed
Use LMS to communicate among faculty, engage all adjunct faculty in professional development, and collaborate.	Completed
Develop a plan with necessary Cerritos College departments to report accurate positive attendance and academic progress for all AED courses.	Ongoing
Draft three new courses to address college preparation, ESL, or career readiness.	Completed
AED 49.01 will assess all course SLOs to obtain broad trends and create an accurate and effective course action plan.	Completed
GED A and GED B will assess all course SLOs to discover differences in student performance among the four subject areas covered accurately.	Completed
Implement College English Skills SLOs and assess.	Completed

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Establish Non-Residential Lighting Technician Certificate apprenticeship program.	Goal A and Goal B	Not started	Full-time faculty request for CTE/Appren. Approximately \$120,000 (2026)
Establish Whole Residential Electrician Certificate apprenticeship program.	Goal A and Goal B	Not started	Full-time faculty request for CTE/Appren. Approximately \$120,000 (2026)
Establish a Transportation Railway Certificate apprenticeship program.	Goal A and Goal B	Not started	Full-time faculty request for CTE/Appren. Approximately \$120,000 (2026)
ESL/Citizenship - increase enrollment growth by 10% per year from 2024 to 2028 by expanding Vocational ESL offerings in site specific companies	Goal A and Goal B	Not started	Full-time counselor and Adjunct counselor funding (Funded by SEAP)
Older WL(help) – Revamp curriculum and create a CDCP certificate in Mentoring and other areas	Goal A and Goal B	Not started	Full-time counselor and Adjunct counselor funding (Funded by SEAP)
College Readiness - Re-evaluate curriculum and section offerings	Goal A and Goal B	Not started	
Career/Workforce Preparedness- Re-evaluate curriculum and student needs to offer a more defined curriculum	Goal A and Goal B	Not started	
High School Equivalency – increase enrollment by 5% per year from 2024 to 2028; develop curriculum to support companies and offer remote industry & site specific courses	Goal A and Goal B	Not started	Full-time counselor and Adjunct counselor funding (Funded by SEAP)

# Assessment Report and Data Analysis

## Assessment Report (Part 1: Assessment Table) : Version by **Barrera De Contreras, Gabriela** on **03/01/2024 23:16**

The Continuing Education division has included screenshots to provide our courses' accurate SLO (Student Learning Outcome) data. After meeting with the Institutional Effectiveness, Research, Planning, and Grants departments, we found out that the SLO data included in the report only accounted for the performance rating "good" or "3". However, noncredit programs use program indicator measures of "pass, satisfactory progress, and no pass," where "pass and satisfactory progress" are considered measures of success. So, our SLO data's "good" or "3" rating should reflect the "pass" and "satisfactory progress" classifications.

Therefore, the screenshots will demonstrate the accurate percentage of students who completed our courses with successful measures. We use our SLO data to represent student progress in any AED course. Students earning a three or a two would be a positive mark for our noncredit courses. The state recognizes "pass and satisfactory progress" as a measure of success for noncredit courses.

The SLO data generated by ELumen represented in the table below only included students with scores of 3 on the SLOs. Therefore, we have included a visual representation of the corrected SLO data.

The SLO breakdown for course AED42.03A indicates a 91.67% rating of good or satisfactory.

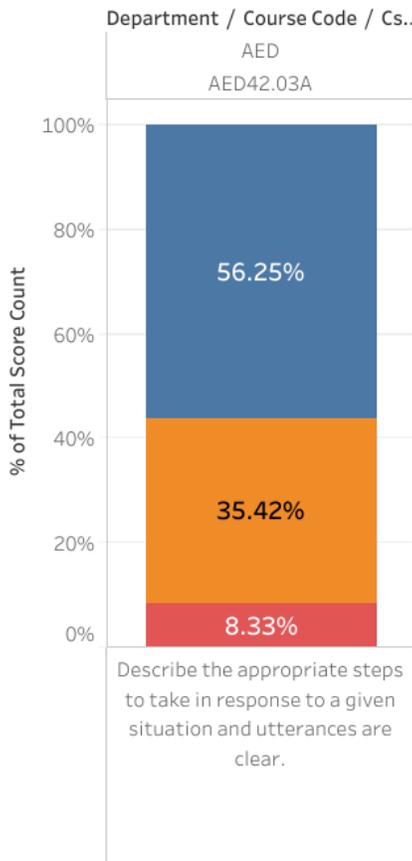
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.03A	<b>Course Title</b> ESL Conversation A	<b>Cslo</b> Describe the approp..	<b>Term</b> 2022 FA
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The SLO breakdown for course AED90.06 indicates a 100% rating of good for all SLOs.

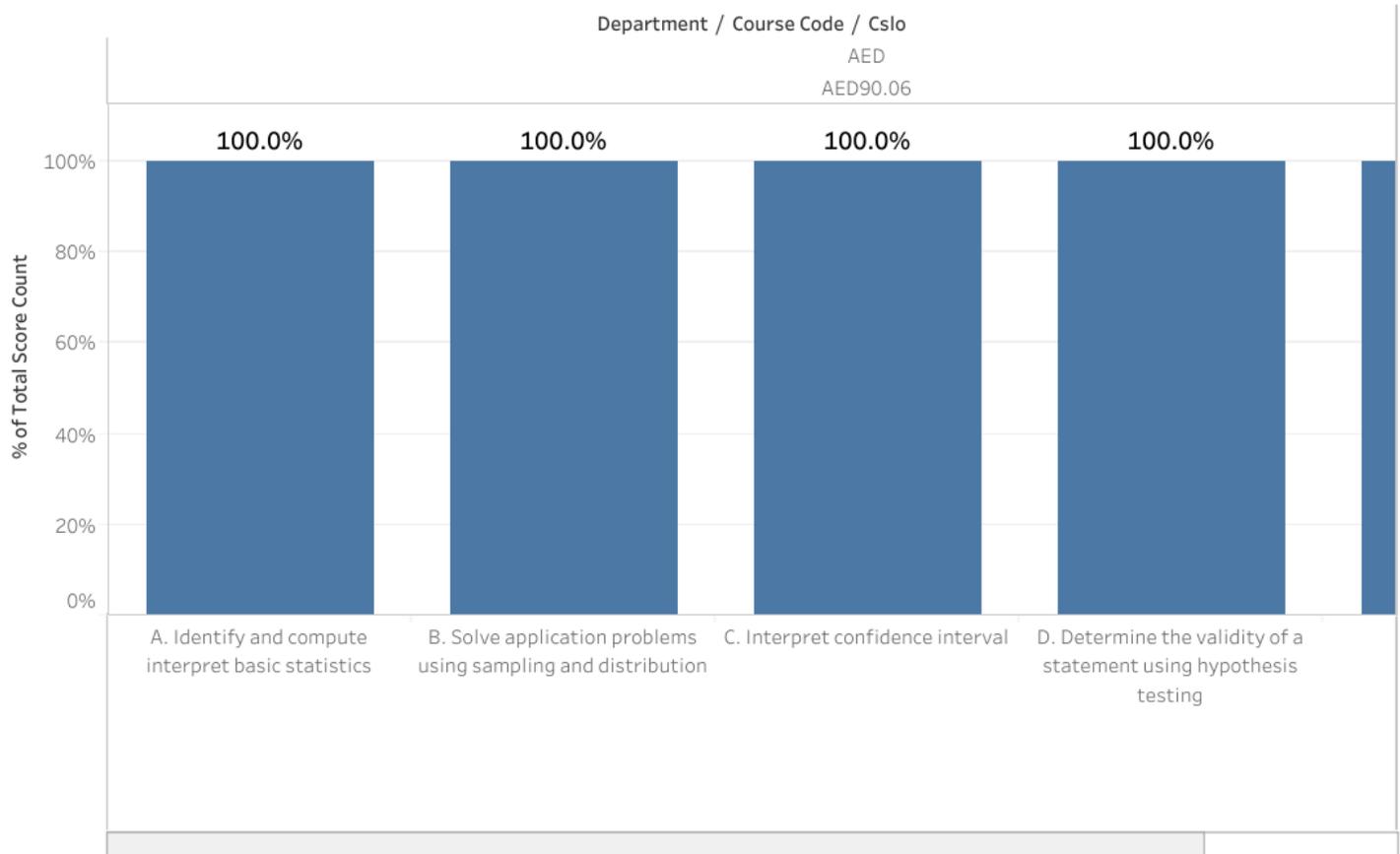
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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Mastery  
■ Good

## CSLO Aggregate Performance

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED90.06	<b>Course Title</b> Math Support: Stati..	<b>Cslo</b> All	<b>Term</b> 2020 SP
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The SLO breakdown for course AED42.16 indicates the following breakdown:  
 A 98.59% rating of good or satisfactory for Students listen to and comprehend a text with simple sentences.  
 An 87.33% rating of good or satisfactory for Students read and comprehend short essays and articles.  
 A 98.59% rating of good or satisfactory for Students talking about familiar topics.  
 An 83.75% rating of good or satisfactory for Students appropriate verb forms.

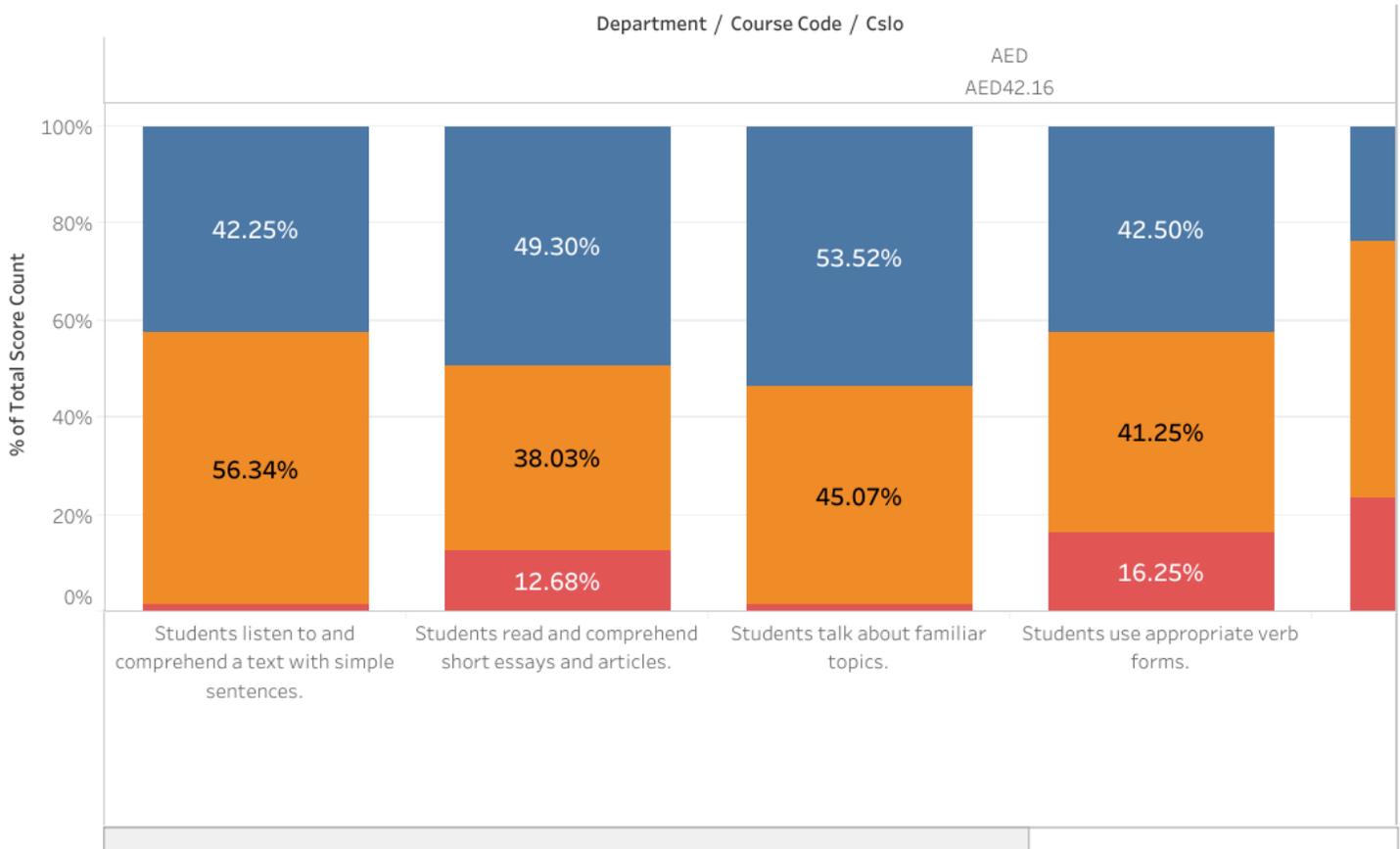
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.16	<b>Course Title</b> Low Intermediate E..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED42.12 indicates the following breakdown:  
 A 71.56% rating of good or satisfactory for Students analyze excerpts from short stories, news articles, memorandums, and biographies.  
 A 67.15% rating of good or satisfactory for Students compute measurement and data analysis.  
 A 72.38% rating of good or satisfactory for Students constructing a persuasive, narrative, and thesis essay.  
 A 73.73% rating of good or satisfactory for Students demonstrates number sense and operations.

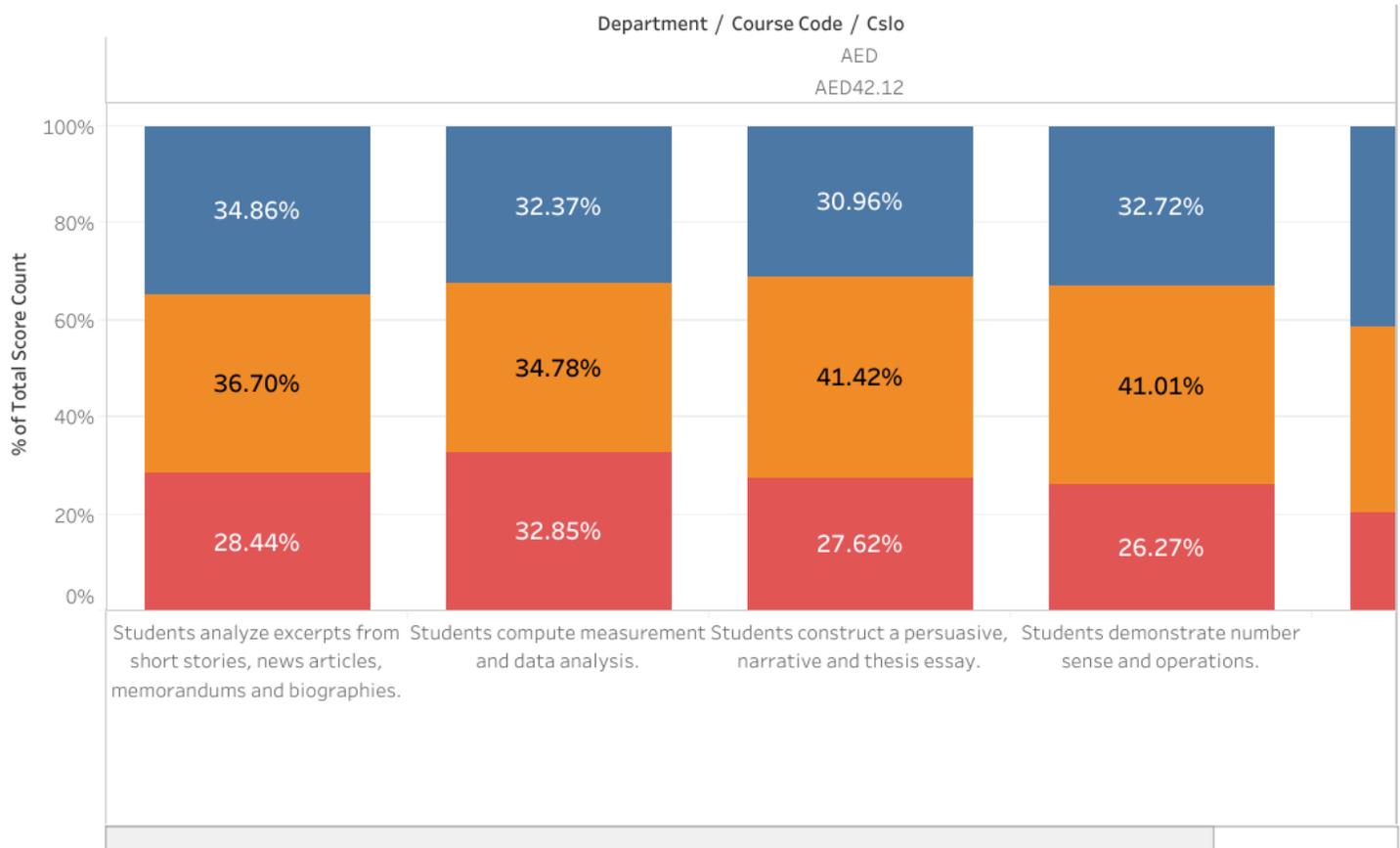
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.12	<b>Course Title</b> GED Preparation - A	<b>Cslo</b> All	<b>Term</b> Multiple values
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The SLO breakdown for course AED90.37 indicates a 54.545% satisfactory rating for all SLOs.

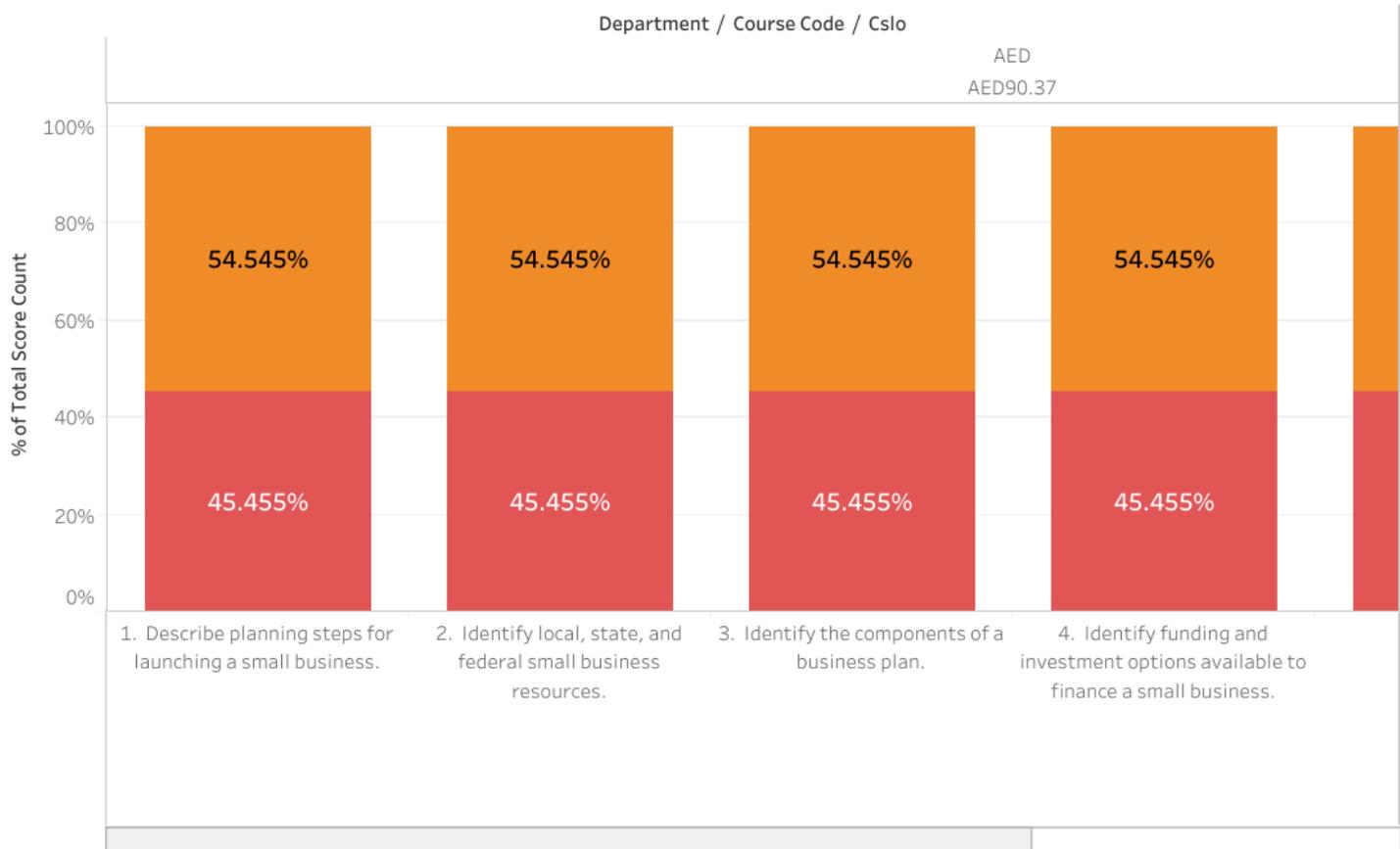
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED90.37	<b>Course Title</b> Launching a Small B..	<b>Cslo</b> All	<b>Term</b> 2021 FA
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The SLO breakdown for course AED42.14 indicates the following breakdown:  
 A 95.65% rating of good or satisfactory for Students listen and follow simple instructions.  
 A 95.65% rating of good or satisfactory for Students name and describe familiar objects.  
 A 95.66% rating of good or satisfactory for Students read and comprehend rudimentary sentences.  
 A 95.65% rating of good or satisfactory for Students use appropriate verb forms.

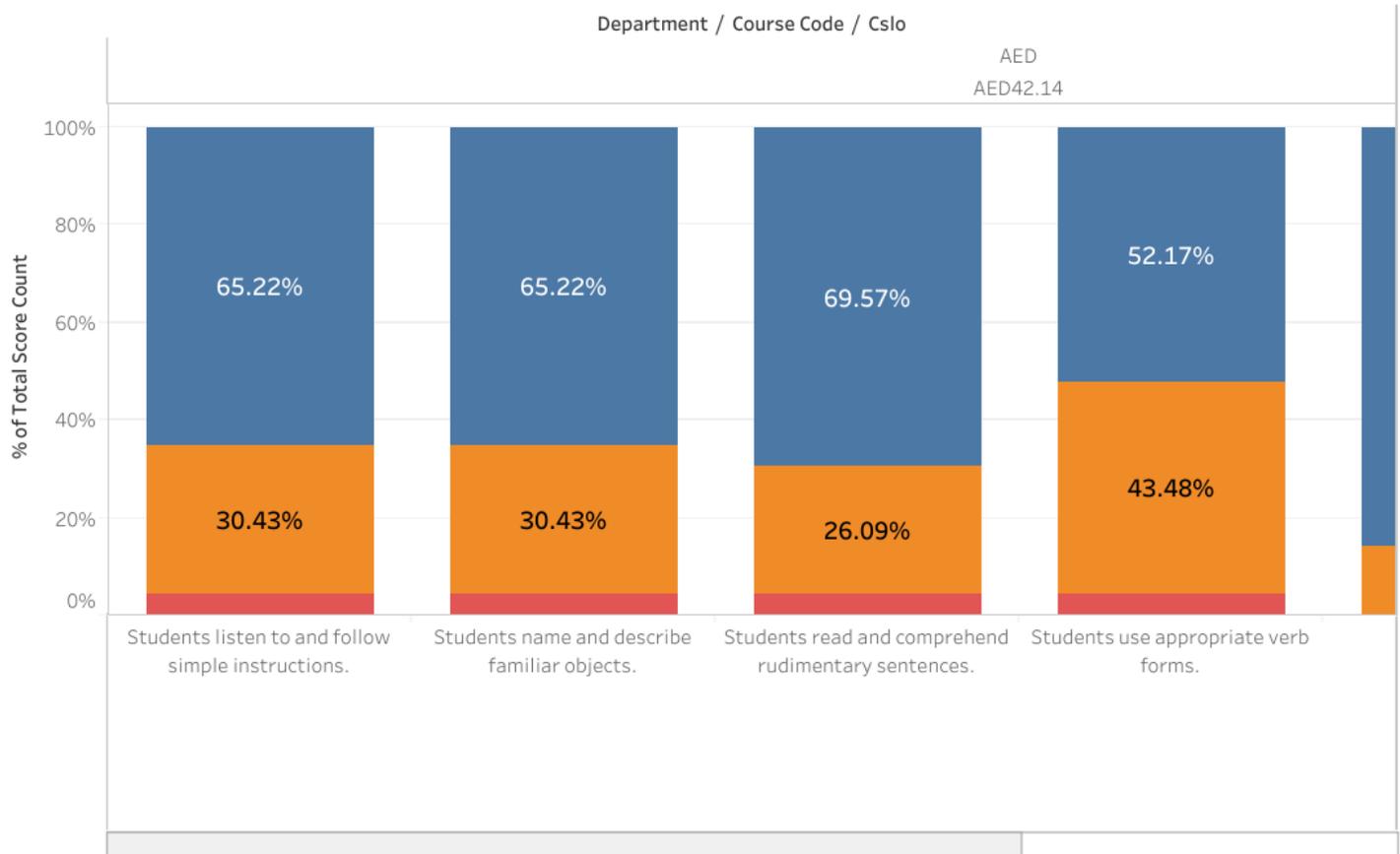
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.14	<b>Course Title</b> Low Beginning Engli..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED42.17 indicates the following breakdown:  
 A 91.75% rating of good or satisfactory for Students listen to and comprehend various texts with complex sentences.  
 A 91.75% rating of good or satisfactory for Students read and comprehend various texts and make inferences.  
 A 89.69% rating of good or satisfactory for Students speak fluently on various topics.  
 A 89.69% rating of good or satisfactory for Students use appropriate verb forms..

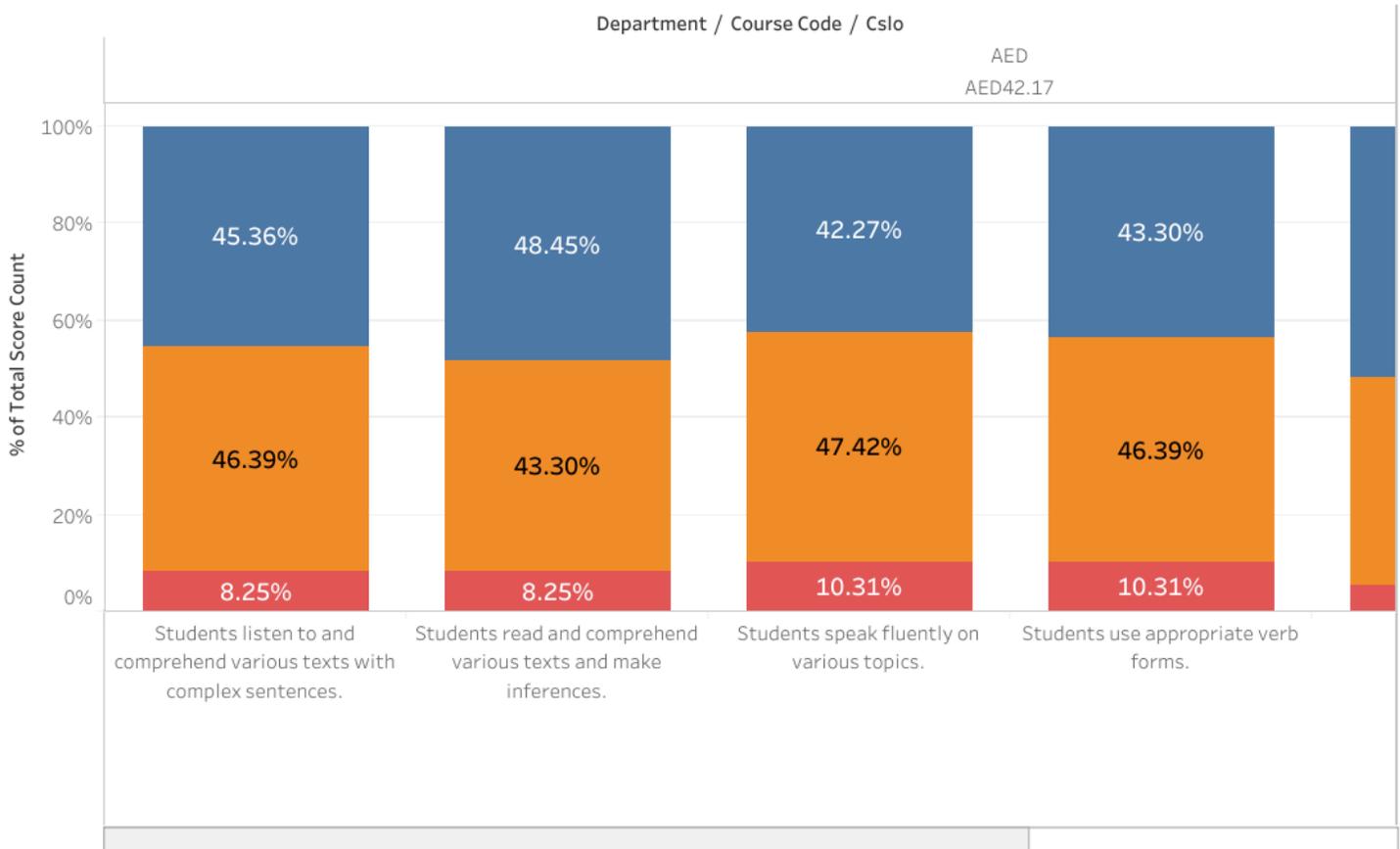
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.17	<b>Course Title</b> High Intermediate E..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED90.03 indicates all SLOs were met with 100% mastery.

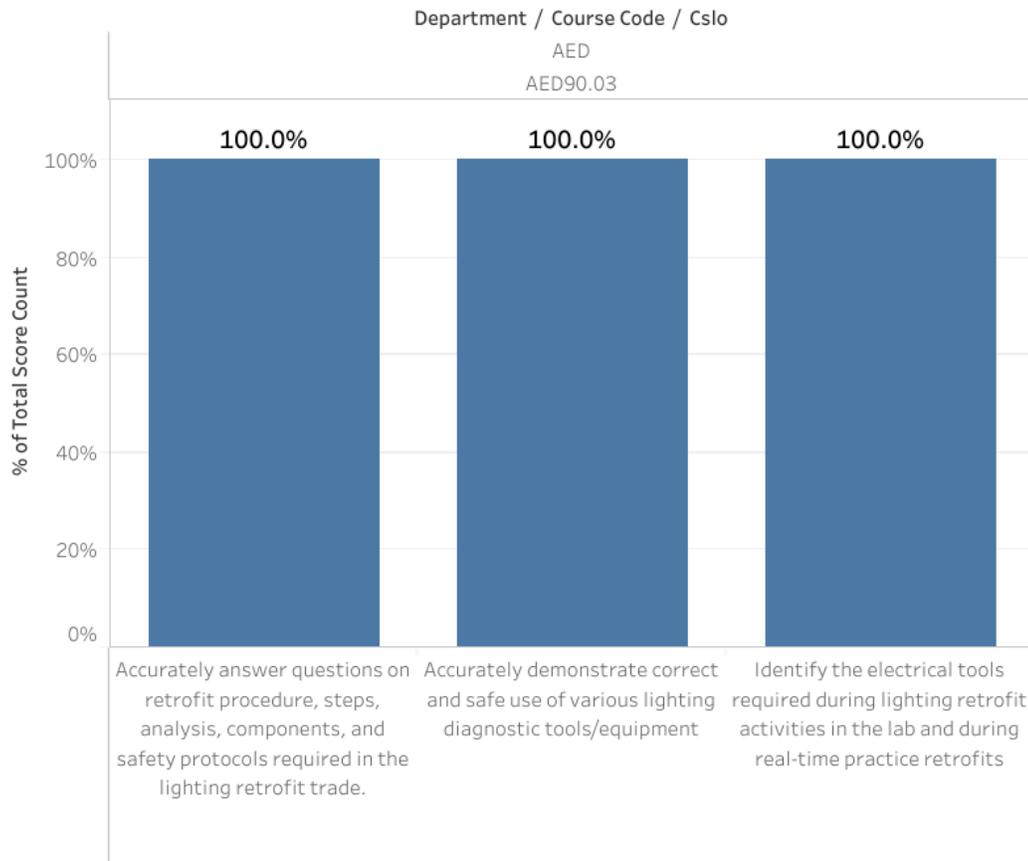
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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Mastery  
■ Good

## CSLO Aggregate Performance

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED90.03	<b>Course Title</b> Intro to Lighting Re..	<b>Cslo</b> All	<b>Term</b> 2020 SP
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The SLO breakdown for course AED90.37S indicates the following breakdown:  
 A 69.57% rating of good or satisfactory for Describe planning steps for launching a small business.  
 A 69.57% rating of good or satisfactory for Identify local, state and federal small business resources.  
 A 69.57% rating of good or satisfactory for Identify the components of a business plan.  
 A 69.57% rating of good or satisfactory for Identify funding and investment options available to finance a small business.

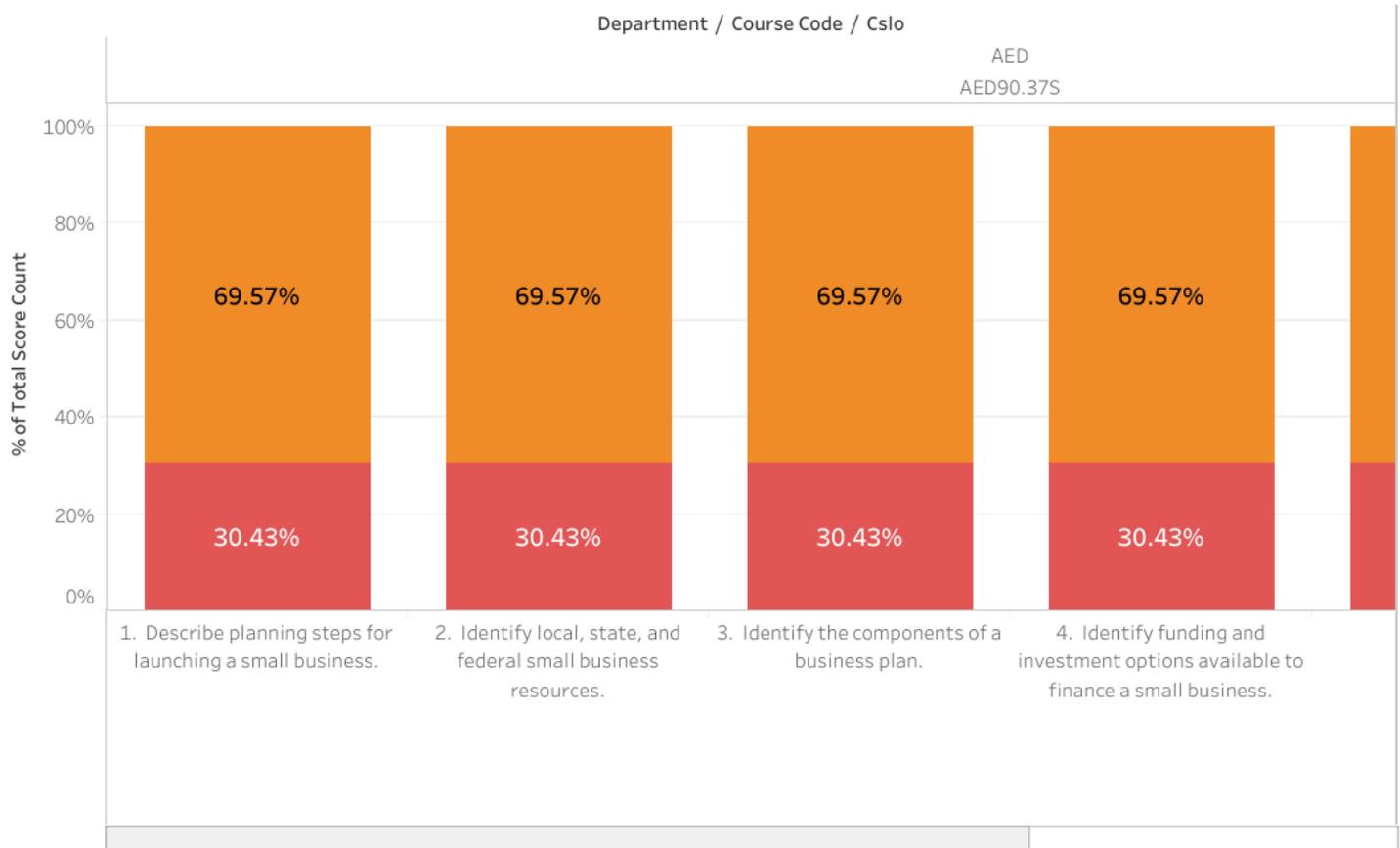
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED90.37S	<b>Course Title</b> Launching a Small B..	<b>Cslo</b> All	<b>Term</b> 2021 FA
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The SLO breakdown for course AED42.98 indicates the following breakdown:  
 A 100% rating of good or satisfactory for Recognize parts of speech and their varied forms  
 A 100% rating of good or satisfactory for Identify verb tenses and their functions  
 A 100% rating of good or satisfactory for Recognize properties of sentences and relationships between them.  
 A 95.66% rating of good or satisfactory for Identify the structure, meaning and purpose of written compositions

CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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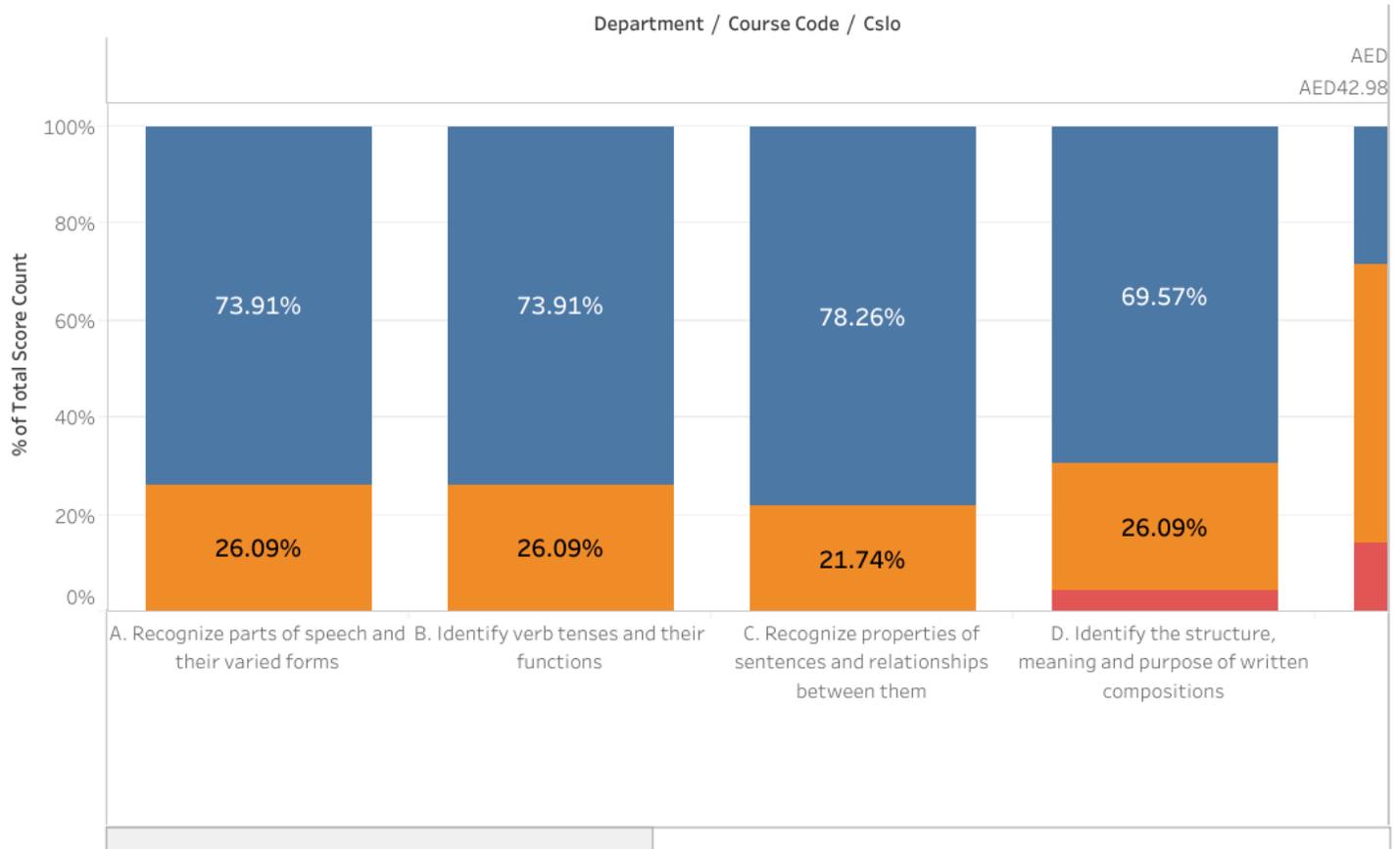


## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.98	<b>Course Title</b> All	<b>Cslo</b> All	<b>Term</b> All
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Department / Course Code / Cslo



The SLO breakdown for course AED90.05 indicates that all SLOs were met with 100% mastery.

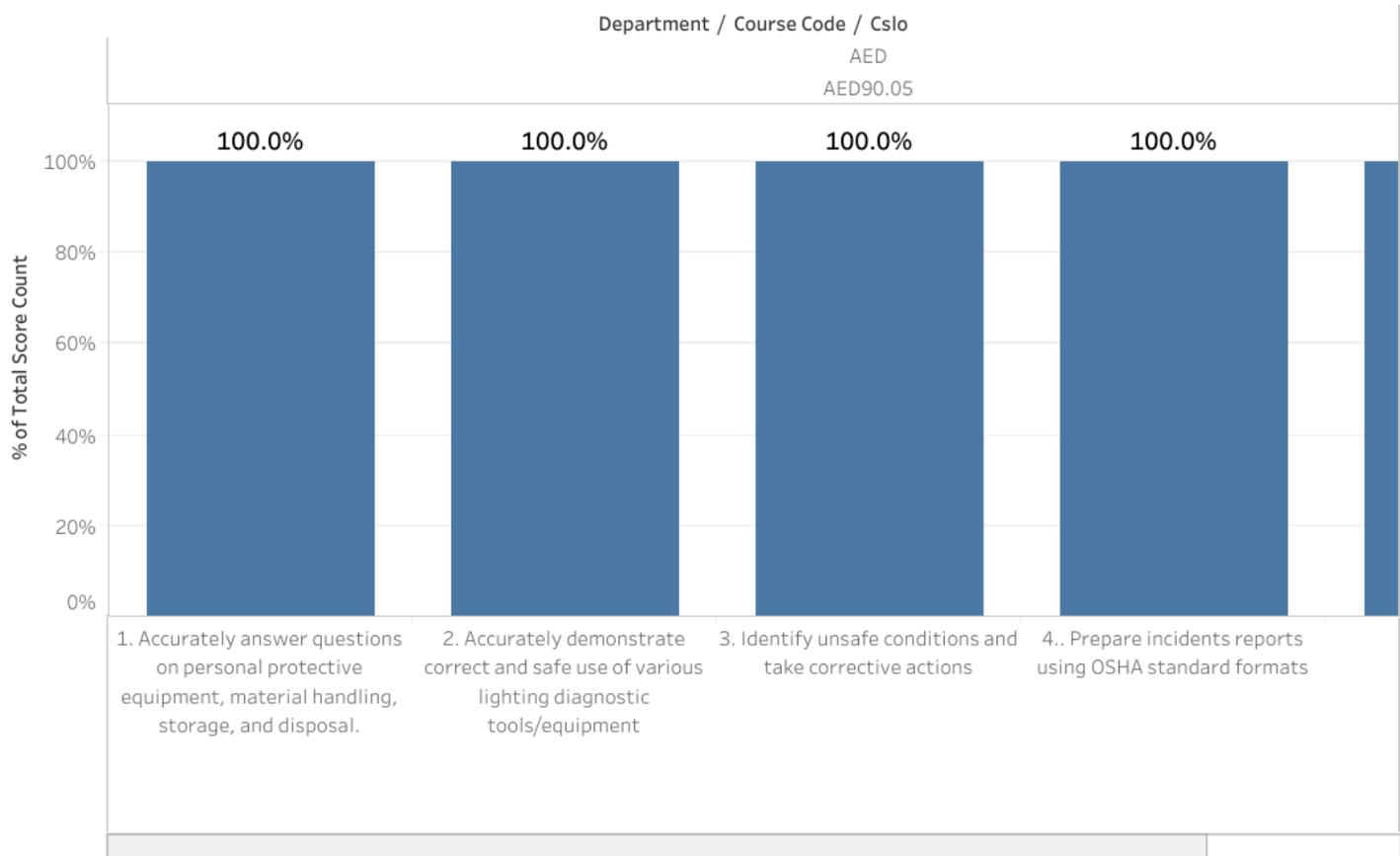
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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Mastery  
■ Good

## CSLO Aggregate Performance

Division Adult Education	Department AED	Course Code AED90.05	Course Title OSHA-10 Training	Cslo All	Term All
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The SLO breakdown for course AED90.39S indicates the following breakdown:

A 75% rating of good or satisfactory for Describe marketing skills for Small business owners.

A 75% rating of good or satisfactory for Explain why marketing helps a small business.

A 75% rating of good or satisfactory for Identify free marketing platform and prices for paid advertisement through social media.

A 75% rating of good or satisfactory for List which steps are necessary for executing a marketing campaign.

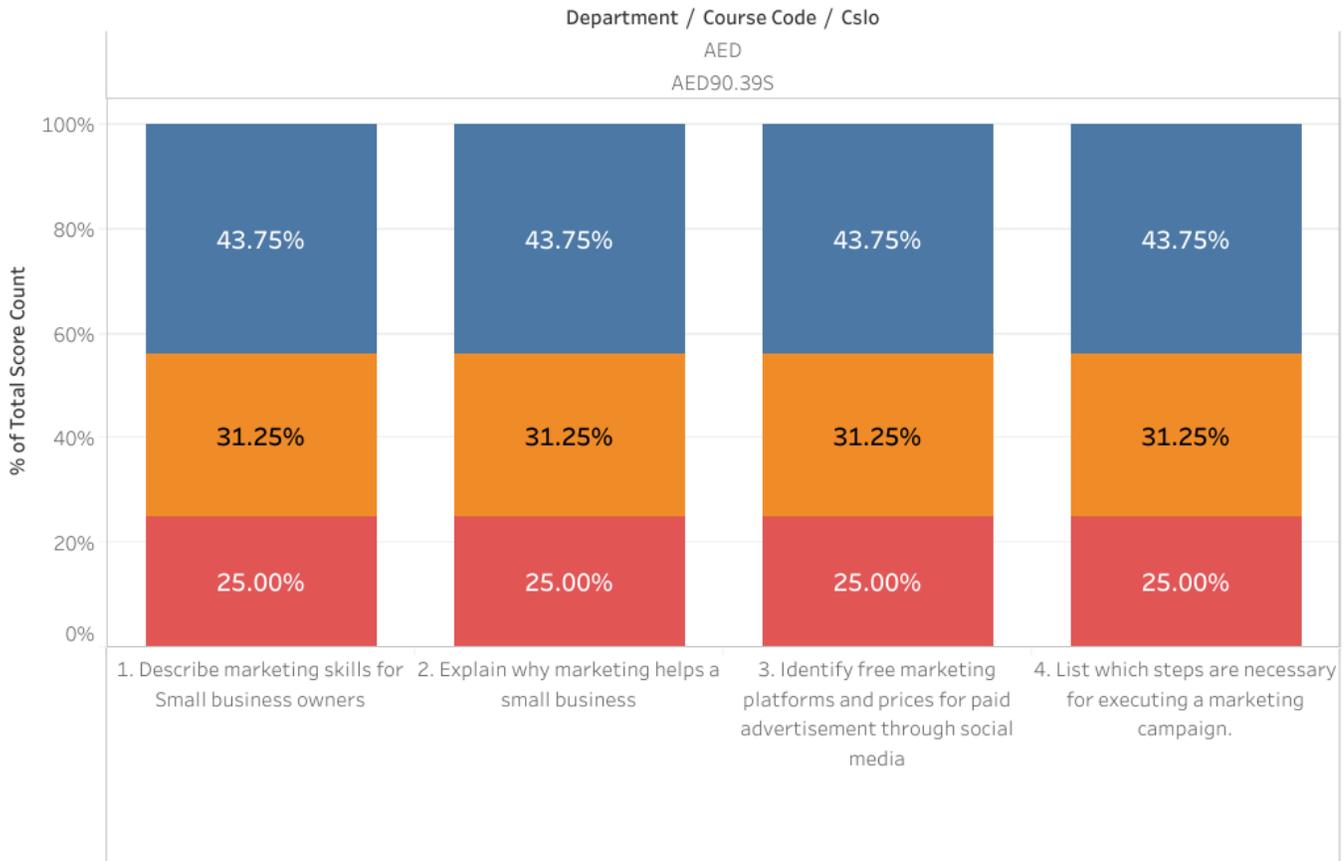
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED90.39S	<b>Course Title</b> Social Media for Sm..	<b>Cslo</b> All	<b>Term</b> 2021 FA
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The SLO breakdown for course AED90.41 indicates all SLOs were met with 80% mastery.

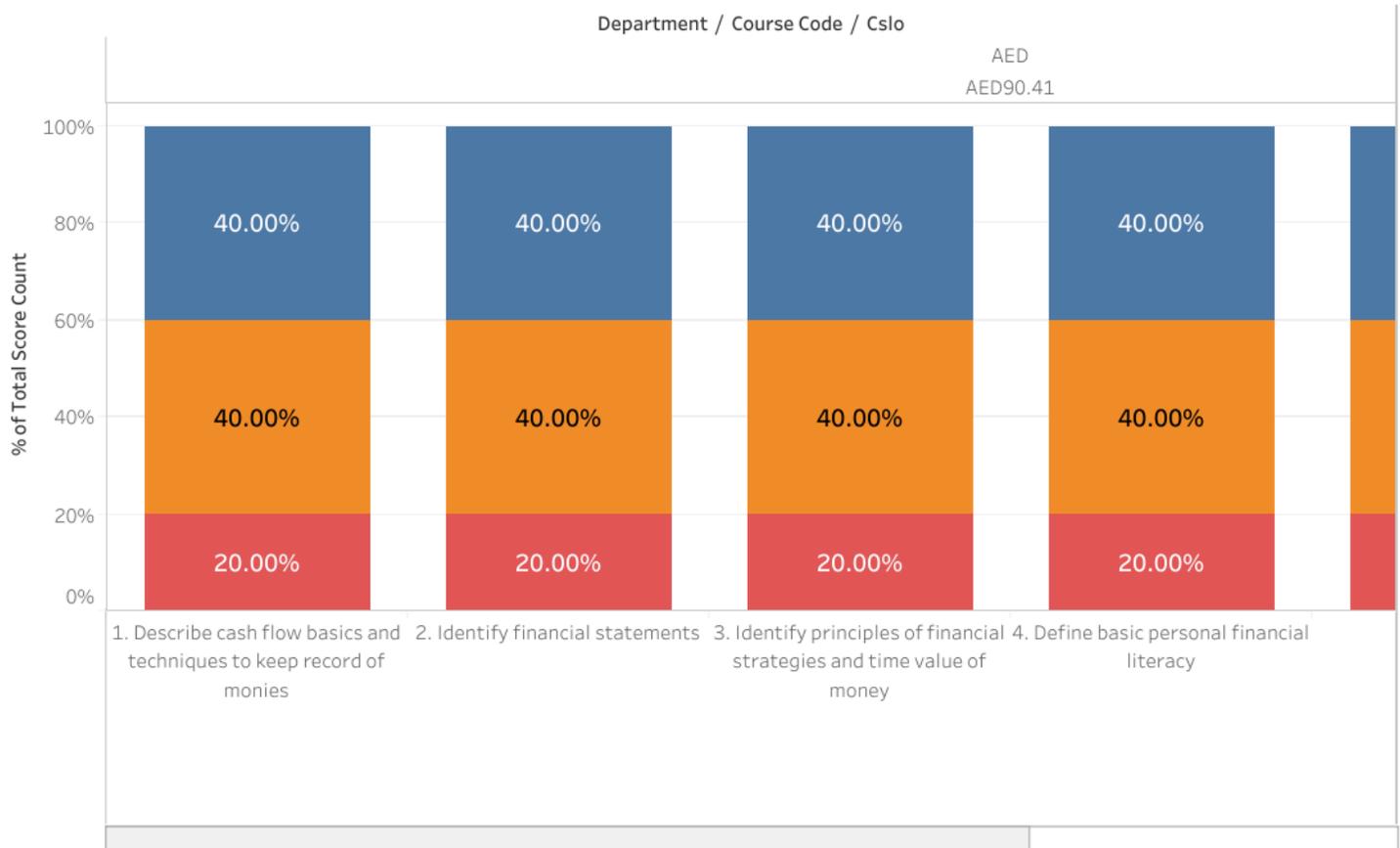
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED90.41	<b>Course Title</b> Introduction to Sma..	<b>Cslo</b> All	<b>Term</b> 2022 SP
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The SLO breakdown for course AED49.02 indicates the following breakdown:

A 92.53% rating of good or satisfactory for SLO 1

A 95.77% rating of good or satisfactory for SLO 2

A 94.03% rating of good or satisfactory for SLO 3

A 97.18% rating of good or satisfactory for SLO 4

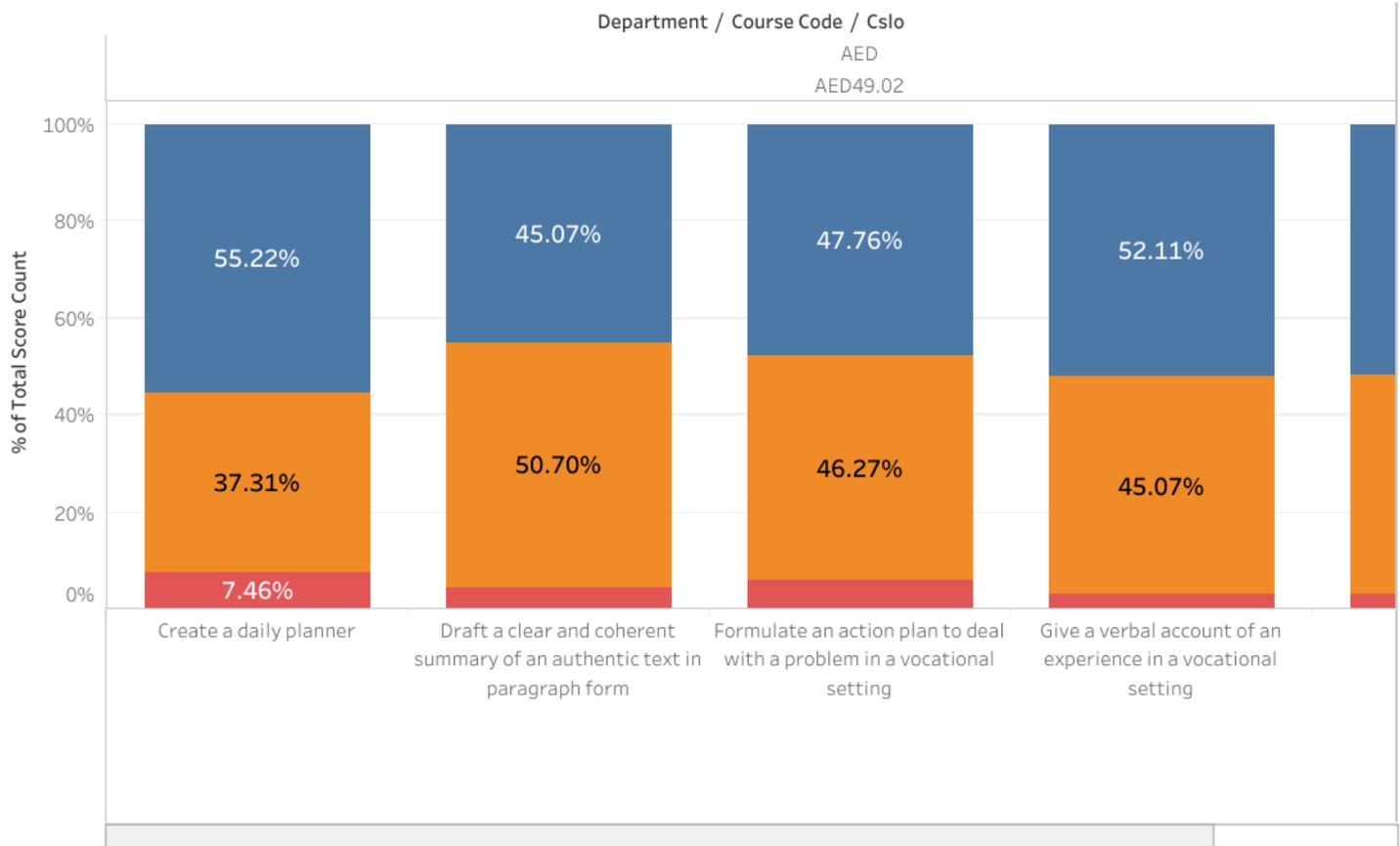
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED49.02	<b>Course Title</b> Vocational English a..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED90.39 indicates all SLOs were met with 83.33% mastery.

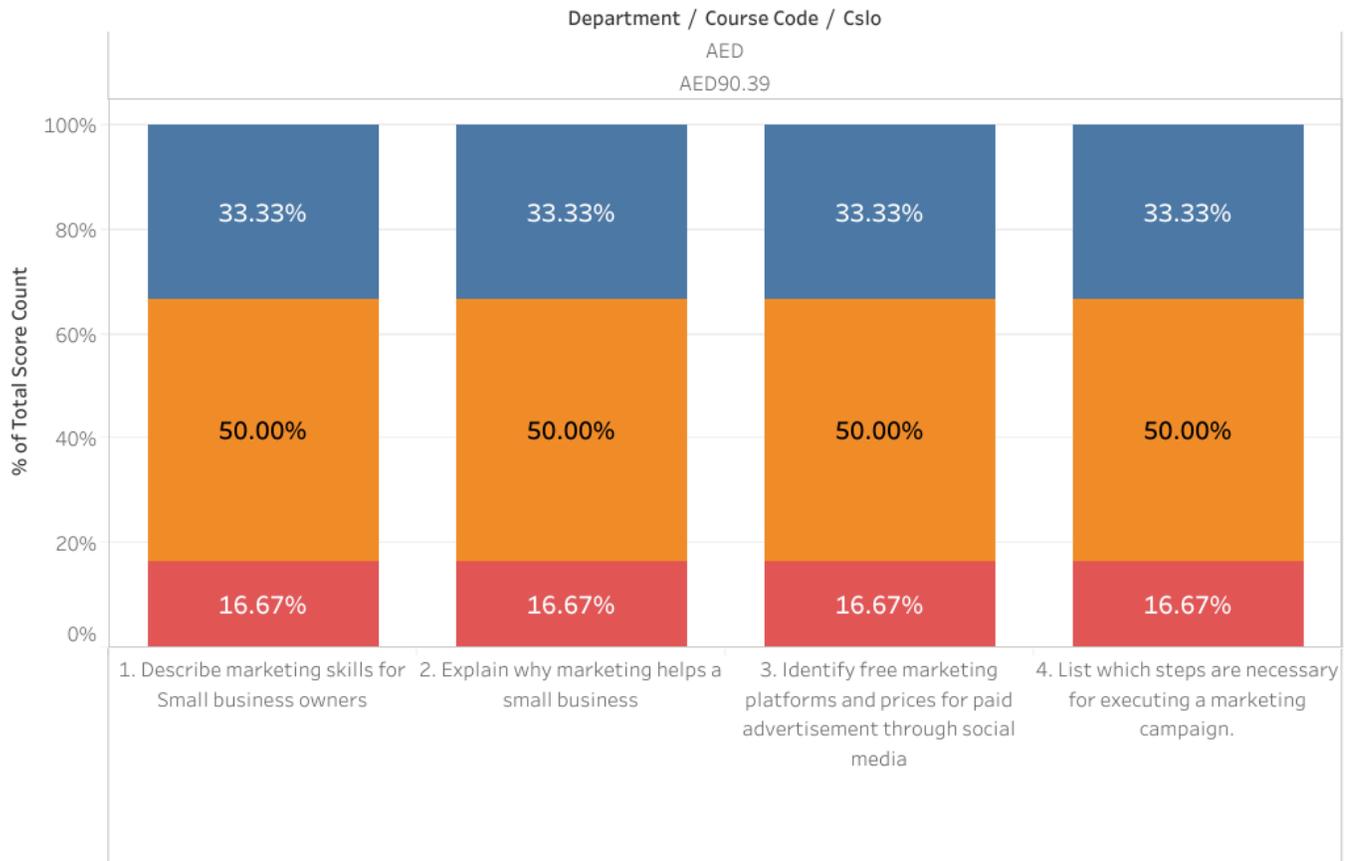
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED90.39	<b>Course Title</b> Social Media for Sm..	<b>Cslo</b> All	<b>Term</b> 2021 FA
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The SLO breakdown for course AED42.22 indicates the following breakdown:

- A 62.5% rating of good or satisfactory for SLO 1.
- A 93.34% rating of good or satisfactory for SLO 2.
- A 77.28% rating of good or satisfactory for SLO 3.
- A 100% rating of good or satisfactory for SLO 4.

CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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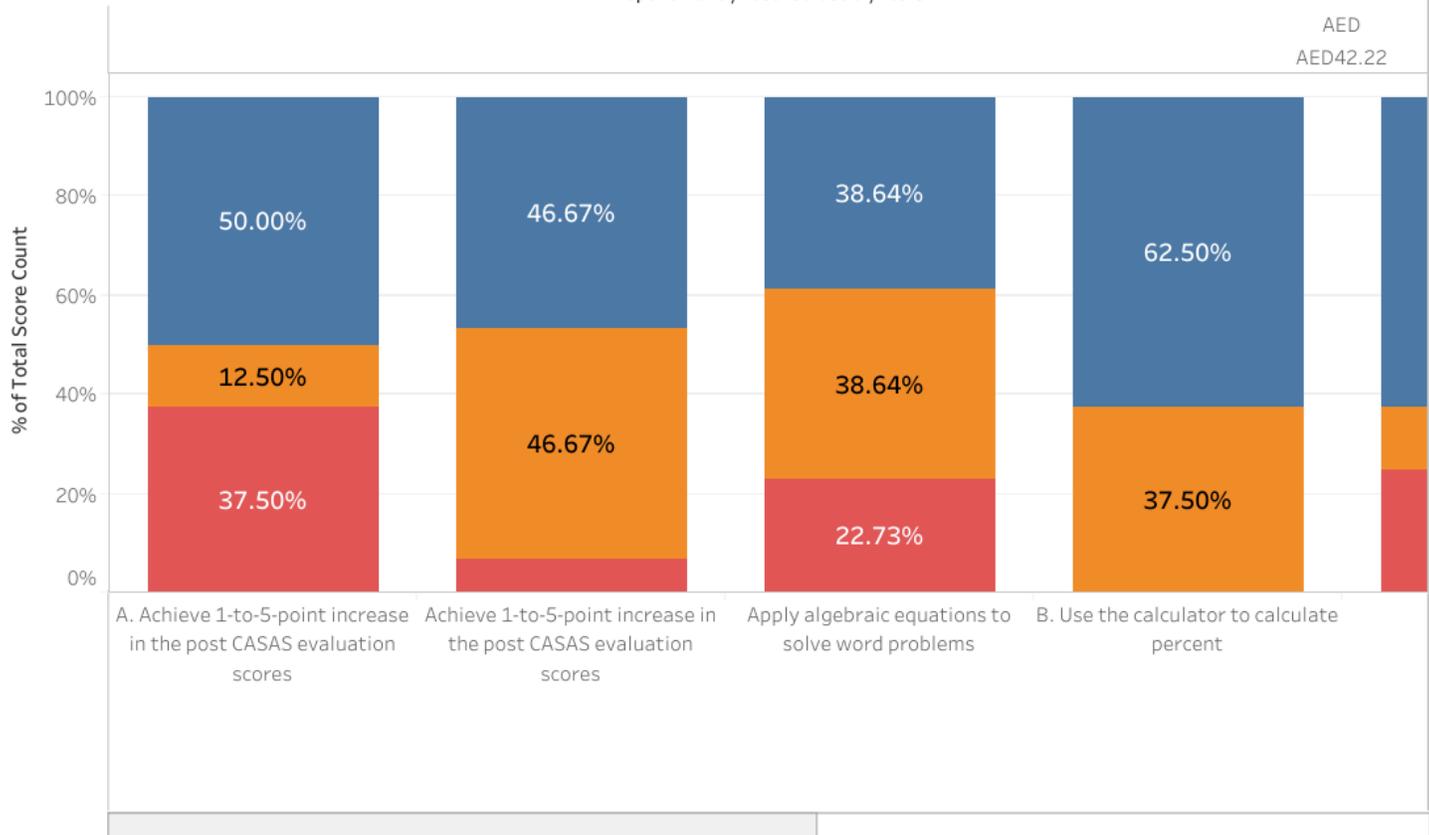


## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.22	<b>Course Title</b> Supplemental Gene..	<b>Cslo</b> All	<b>Term</b> All
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Department / Course Code / Cslo



The SLO breakdown for course AED42.19 indicates the following breakdown:

- A 91.66% rating of good or satisfactory for SLO 1.
- A 91.66% rating of good or satisfactory for SLO 2.
- A 91.66% rating of good or satisfactory for SLO 3.
- An 83.33% rating of good or satisfactory for SLO 4.

CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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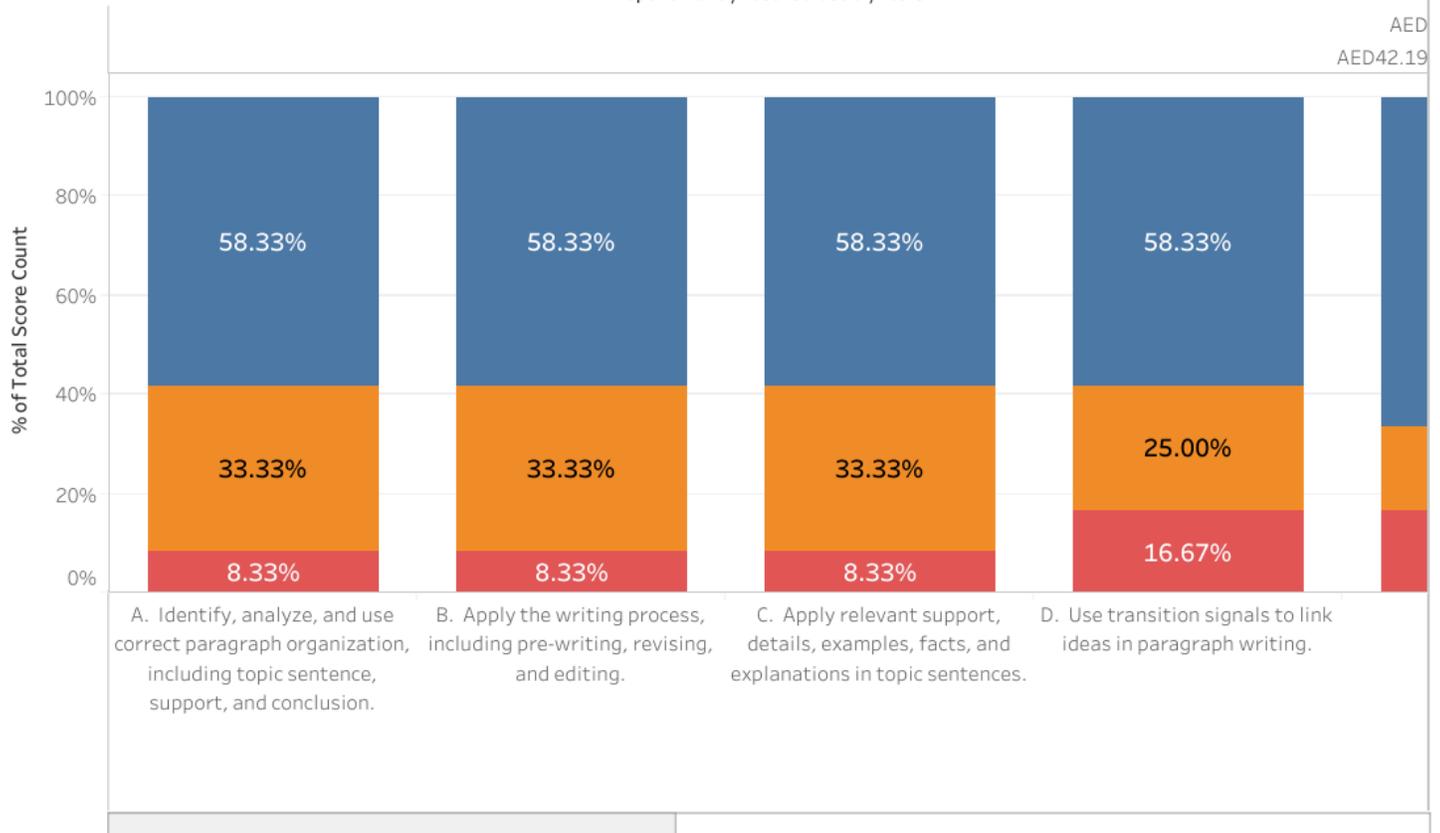


## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.19	<b>Course Title</b> ESL Grammar, Read..	<b>Cslo</b> All	<b>Term</b> 2021 FA
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Department / Course Code / Cslo



The SLO breakdown for course AED42.23 indicates the following breakdown:

A 80.89% rating of good or satisfactory for SLO 1.

A 93.88% rating of good or satisfactory for SLO 2.

A 90.72% rating of good or satisfactory for SLO 3.

A 82.47% rating of good or satisfactory for SLO 4.

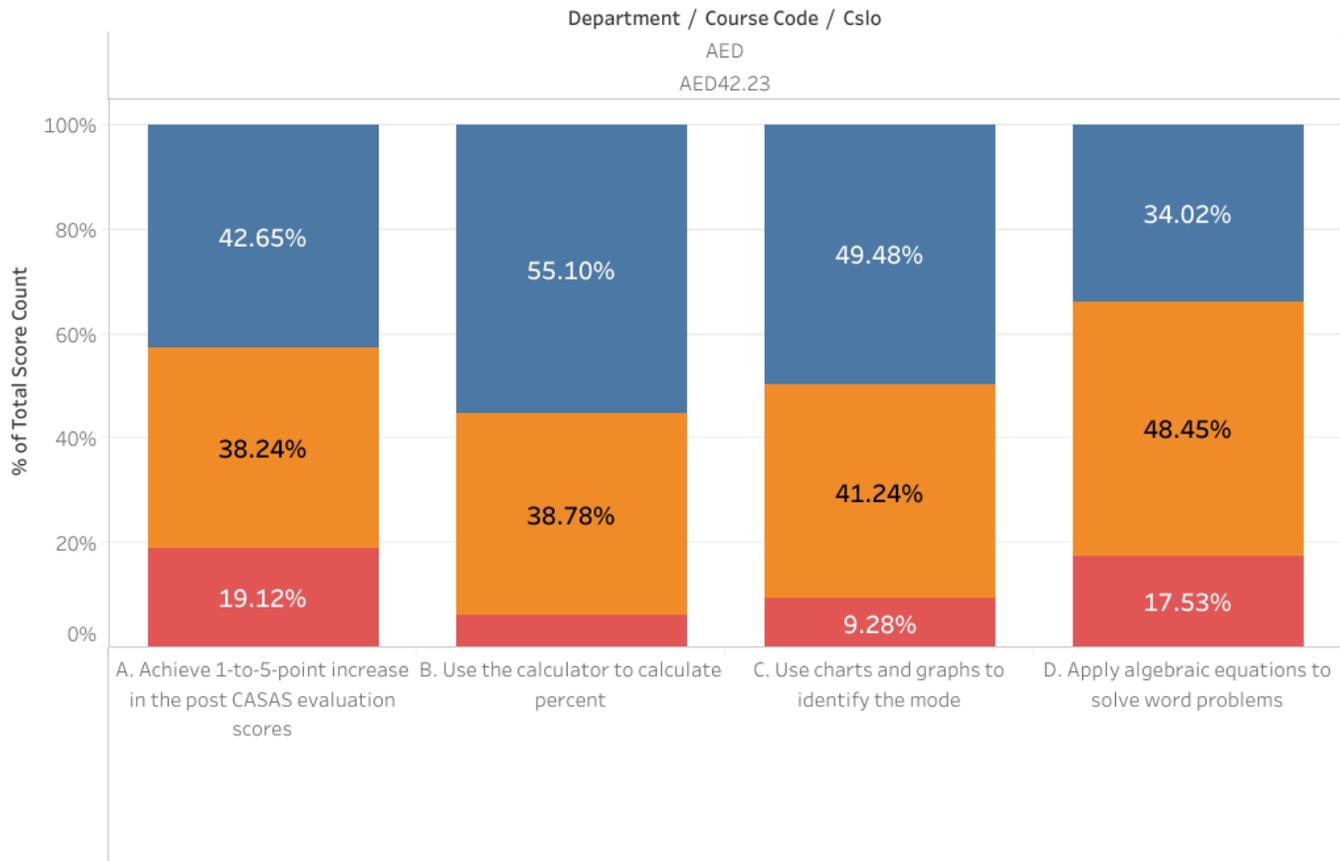
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.23	<b>Course Title</b> Spanish Supplemen..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED90.01 indicates all SLOs were met with 100% mastery.

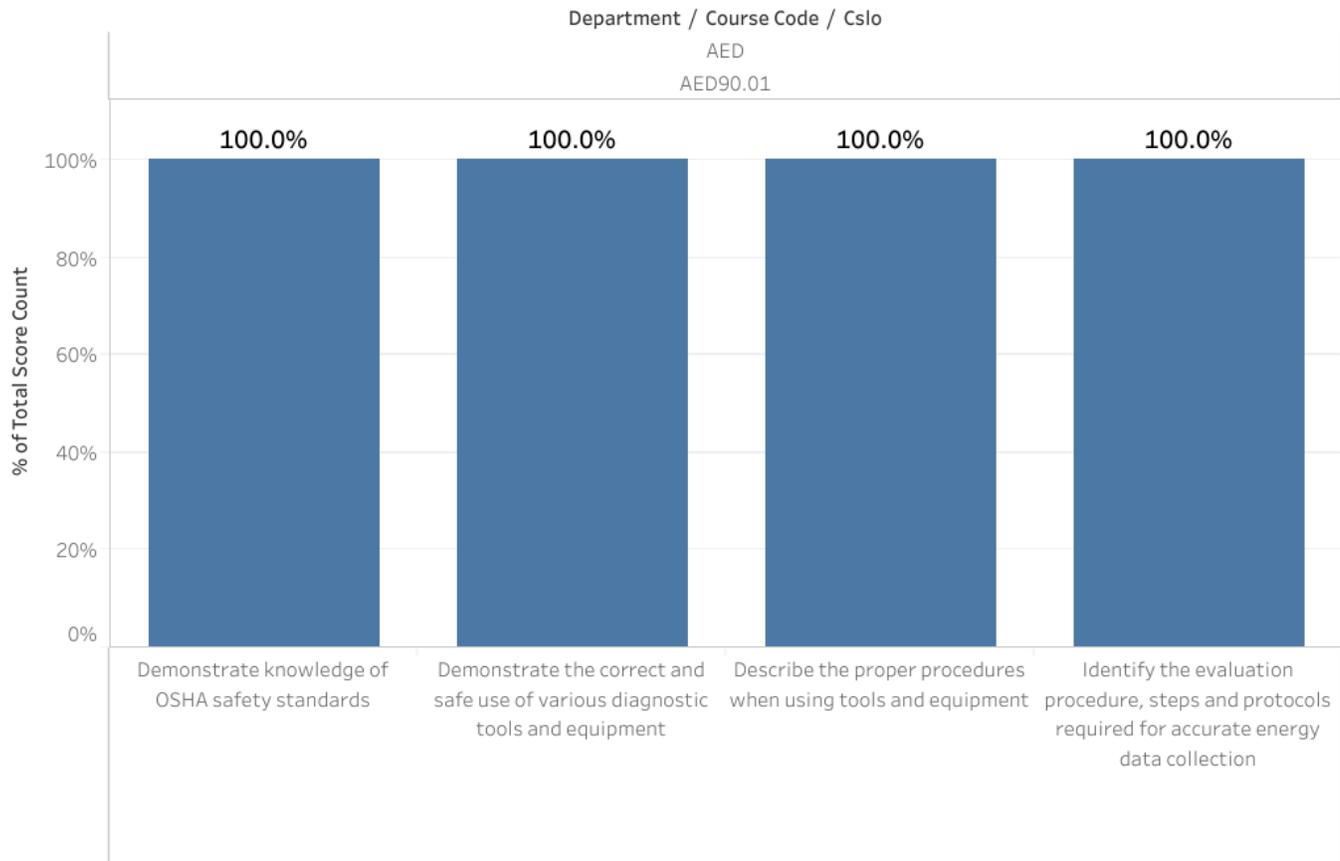
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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Mastery  
■ Good

## CSLO Aggregate Performance

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED90.01	<b>Course Title</b> Introduction to Ener..	<b>Cslo</b> All	<b>Term</b> 2022 SP
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The SLO breakdown for course AED42.21 indicates the following breakdown:

A 94.88% rating of good or satisfactory for SLO 1.

A 96.07% rating of good or satisfactory for SLO 2.

A 97.53% rating of good or satisfactory for SLO 3.

A 94.35% rating of good or satisfactory for SLO 4.

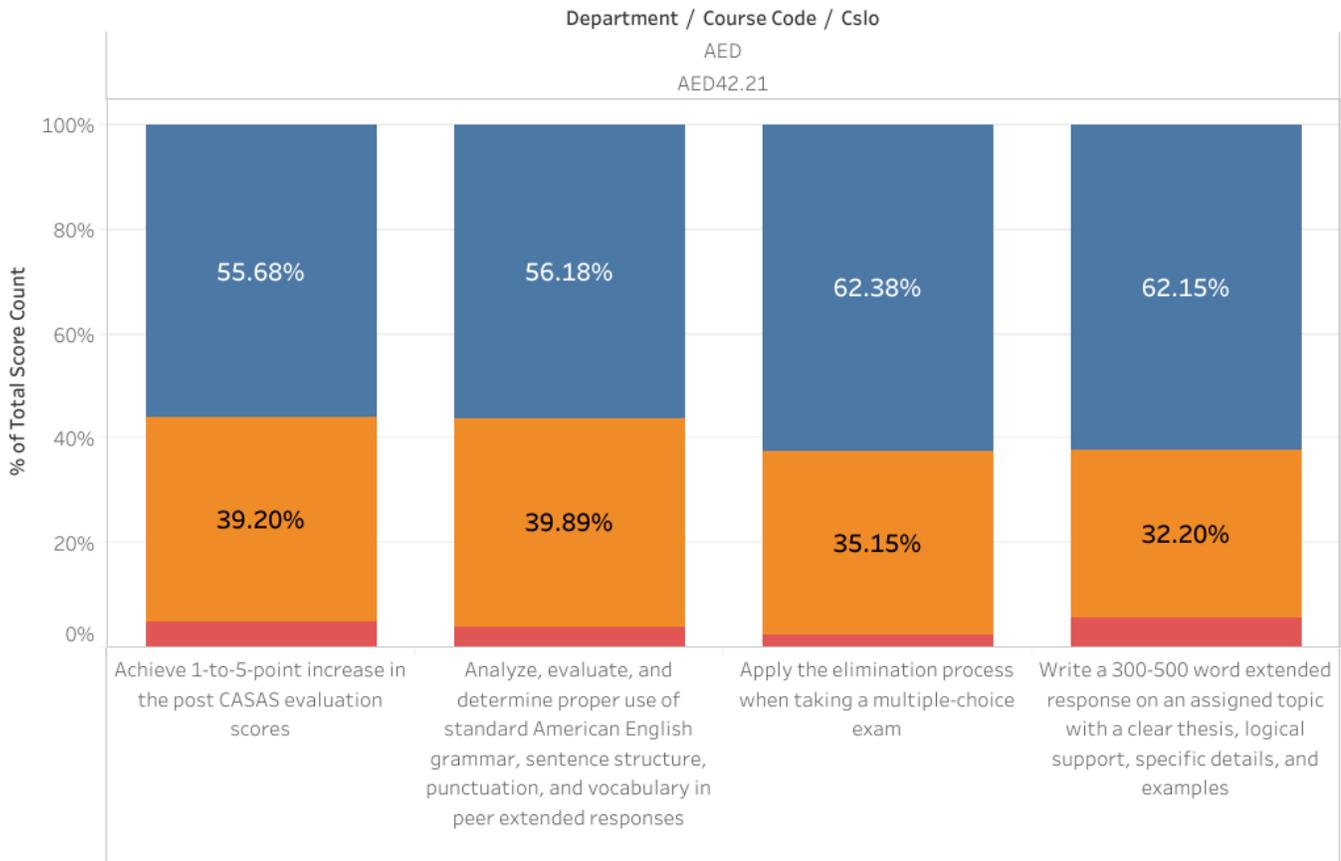
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.21	<b>Course Title</b> Spanish Literacy Ski..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED42.20 indicates the following breakdown:

- A 94.28% rating of good or satisfactory for SLO 1.
- A 94.57% rating of good or satisfactory for SLO 2.
- An 86.9% rating of good or satisfactory for SLO 3.
- A 94.26% rating of good or satisfactory for SLO 4.

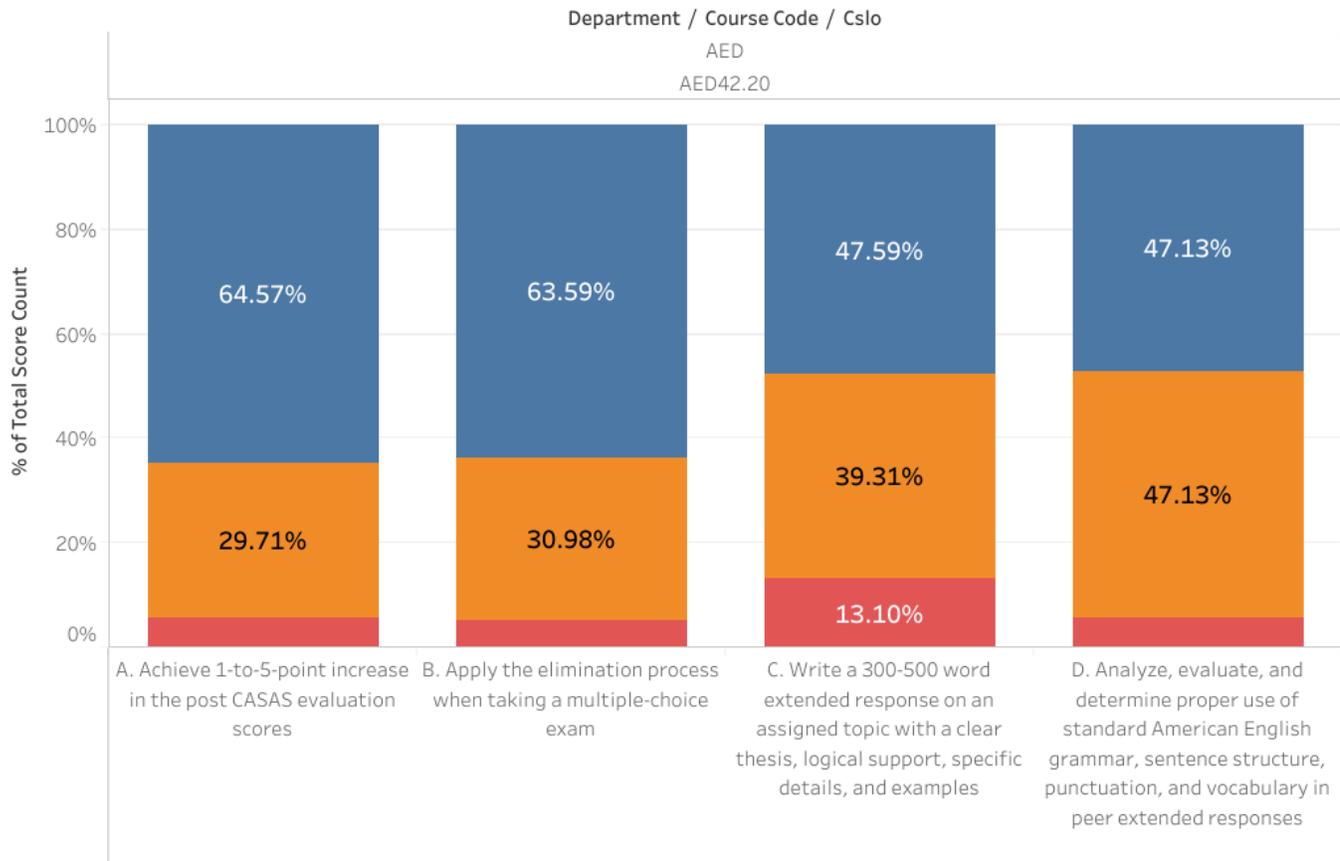
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.20	<b>Course Title</b> Literacy Skills for G..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED42.13 indicates the following breakdown:

- A 63.91% rating of good or satisfactory for SLO 1.
- A 67.77% rating of good or satisfactory for SLO 2.
- A 72% rating of good or satisfactory for SLO 3.
- A 59.22% rating of good or satisfactory for SLO 4.

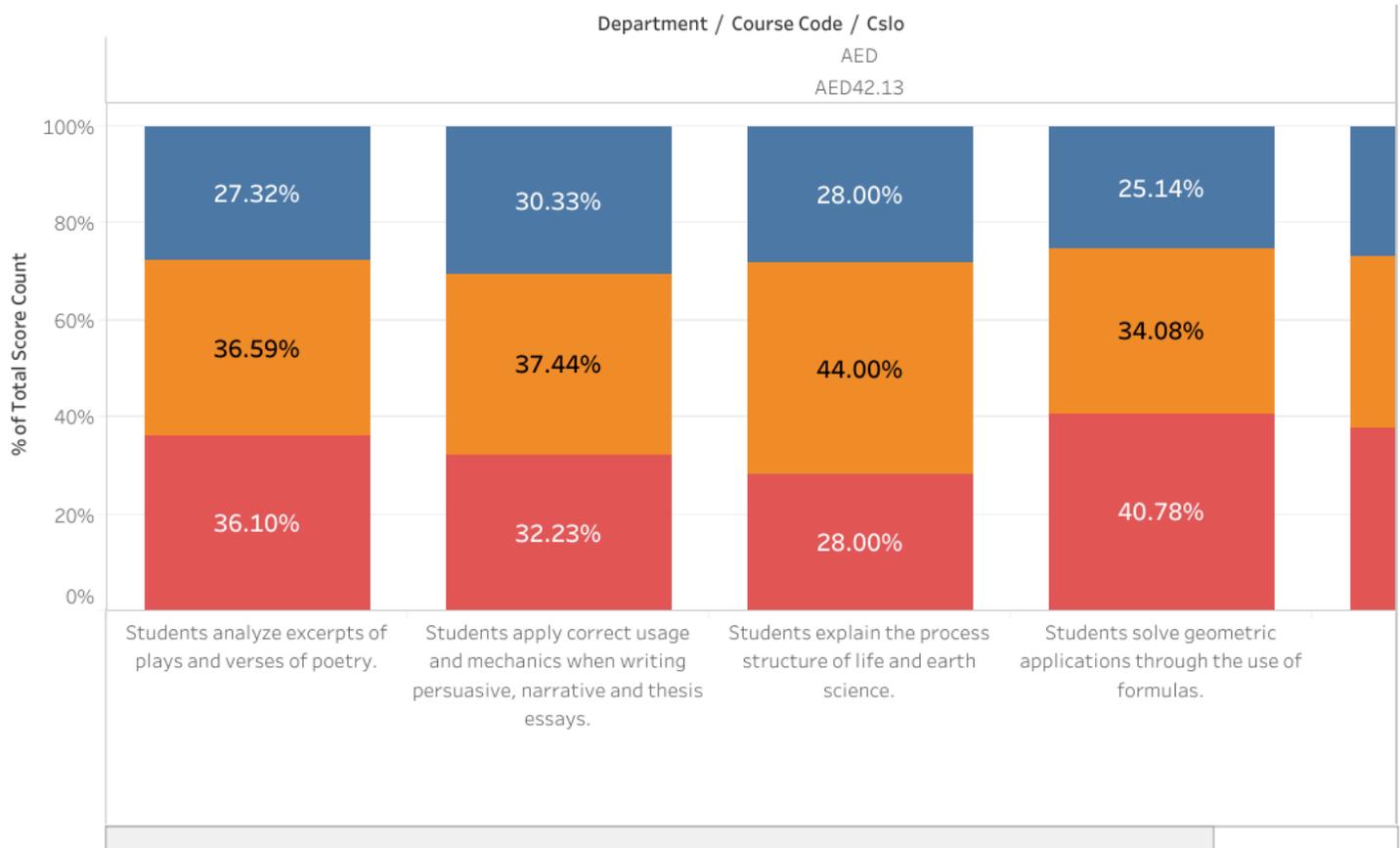
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.13	<b>Course Title</b> GED Preparation - B	<b>Cslo</b> All	<b>Term</b> Multiple values
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The SLO breakdown for course AED42.11 indicates the following breakdown:

A 79.39% rating of good or satisfactory for SLO 1.

A 90.72% rating of good or satisfactory for SLO 2.

An 88.34% rating of good or satisfactory for SLO 3.

An 88.07% rating of good or satisfactory for SLO 4.

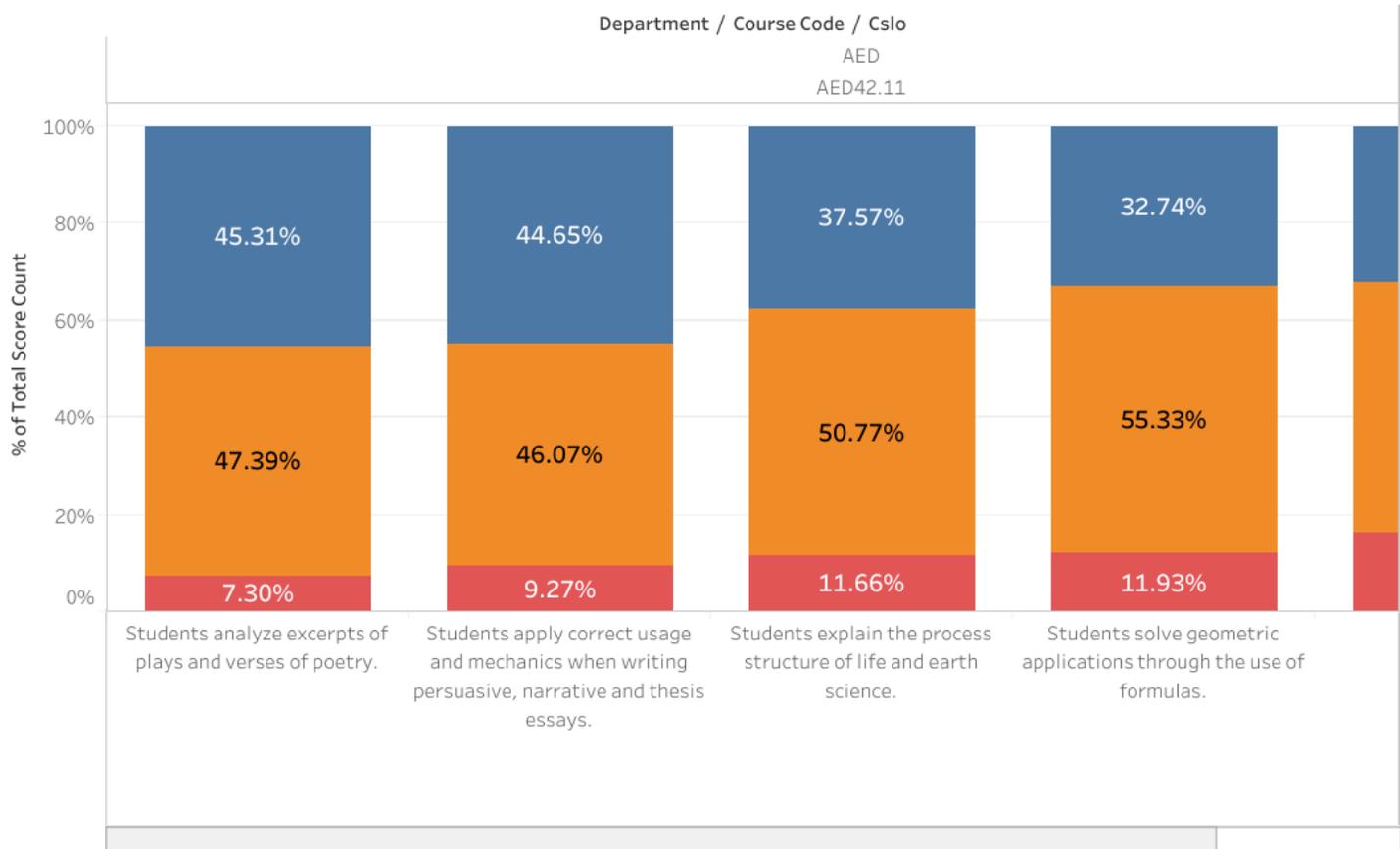
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.11	<b>Course Title</b> Spanish GED Test Pr..	<b>Cslo</b> All	<b>Term</b> Multiple values
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The SLO breakdown for course AED42.03B indicates the following breakdown:

- A 88% rating of good or satisfactory for SLO 1.
- A 88% rating of good or satisfactory for SLO 2.
- A 88% rating of good or satisfactory for SLO 3.
- A 88% rating of good or satisfactory for SLO 4.

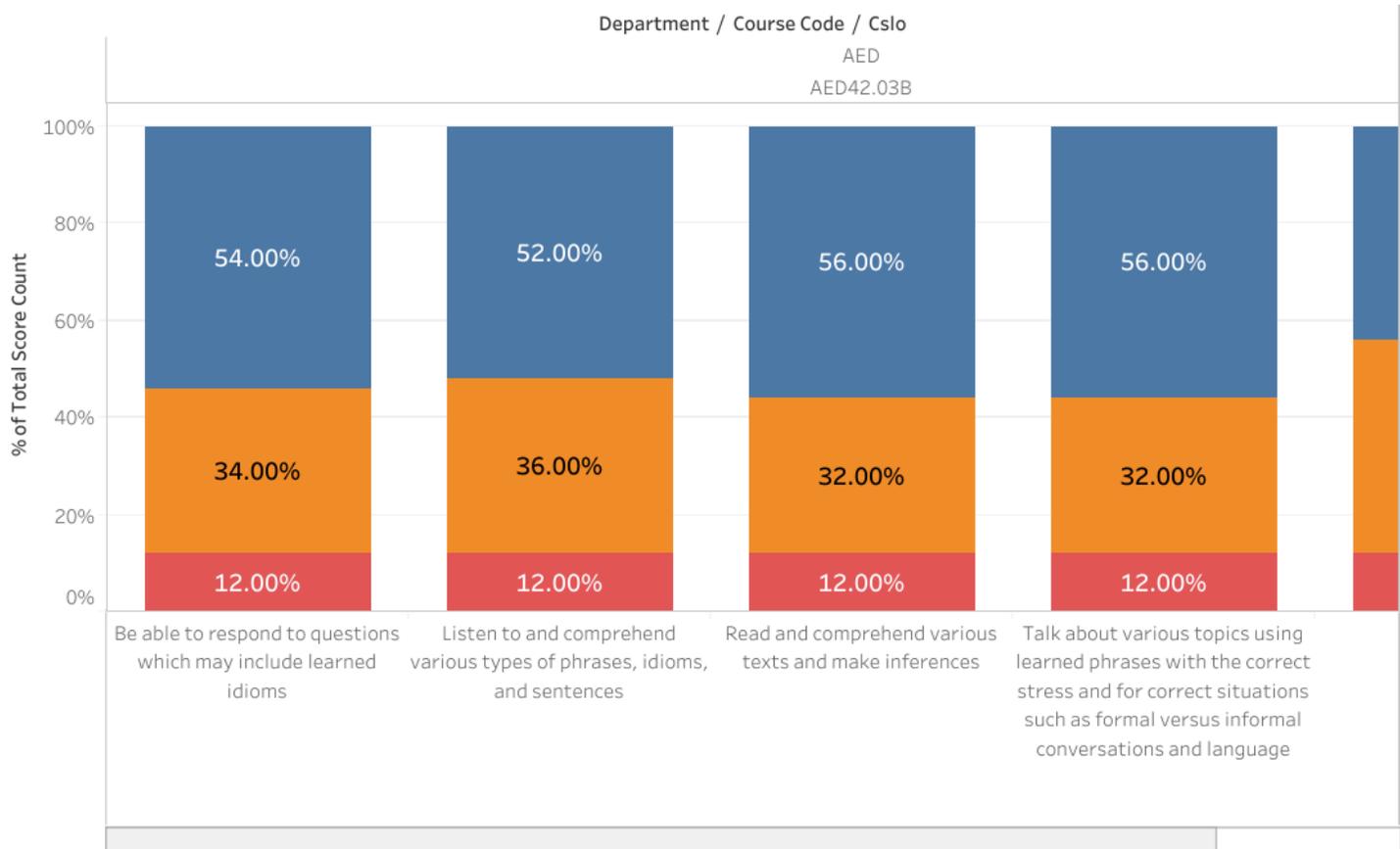
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.03B	<b>Course Title</b> ESL Conversation B	<b>Cslo</b> All	<b>Term</b> 2022 FA
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The SLO breakdown for course AED60.01 indicates the following breakdown:

A 75.38% rating of good or satisfactory for SLO 1.

A 78.3% rating of good or satisfactory for SLO 2.

A 74.87% rating of good or satisfactory for SLO 3.

A 72.64% rating of good or satisfactory for SLO 4.

CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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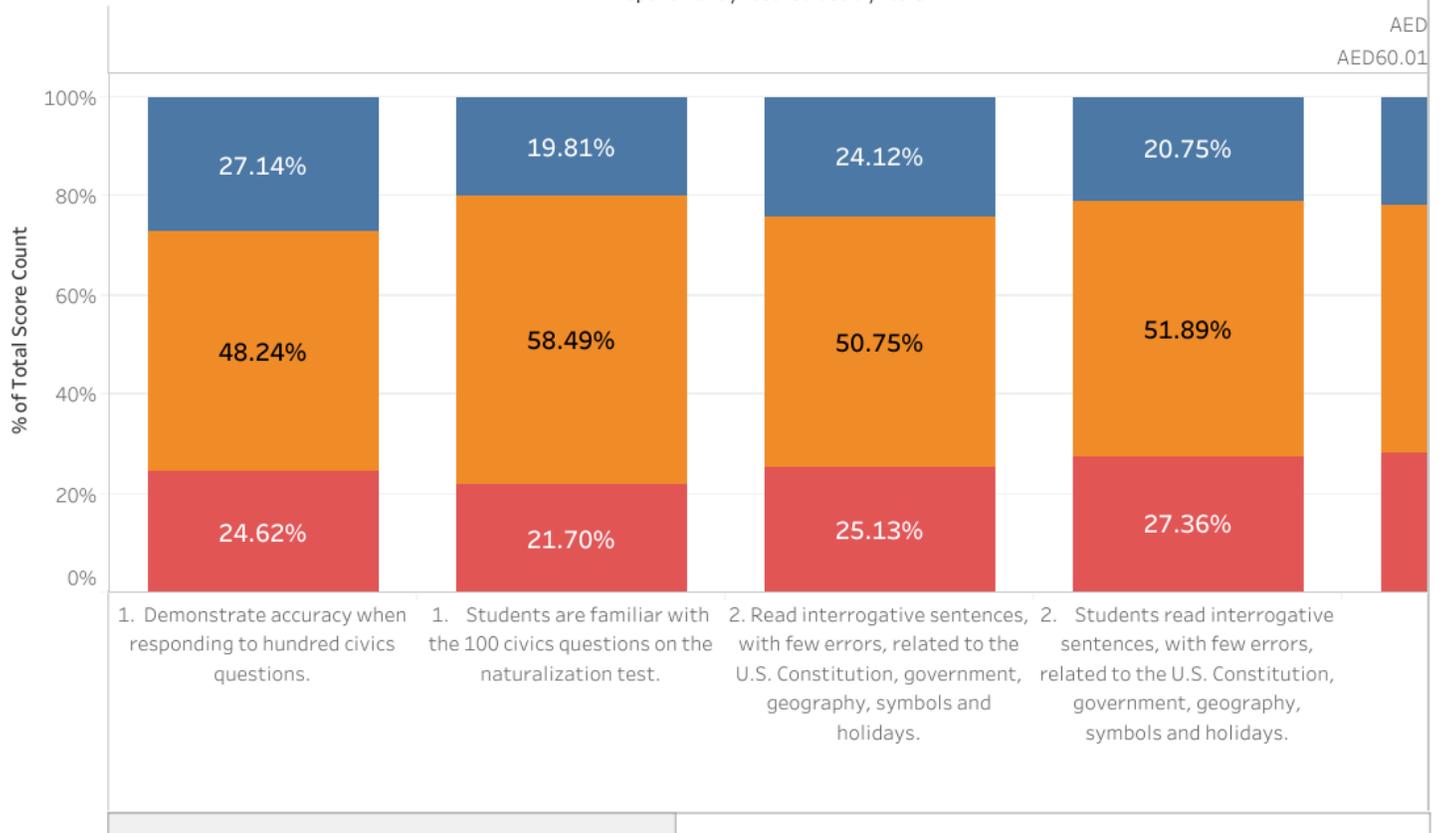


## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED60.01	<b>Course Title</b> Citizenship I	<b>Cslo</b> All	<b>Term</b> All
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Department / Course Code / Cslo



The SLO breakdown for course AED48.05 indicates the following breakdown:

- A 82.76% rating of good or satisfactory for SLO 1.
- A 82.76% rating of good or satisfactory for SLO 2.
- A 86.2% rating of good or satisfactory for SLO 3.
- A 82.76% rating of good or satisfactory for SLO 4.

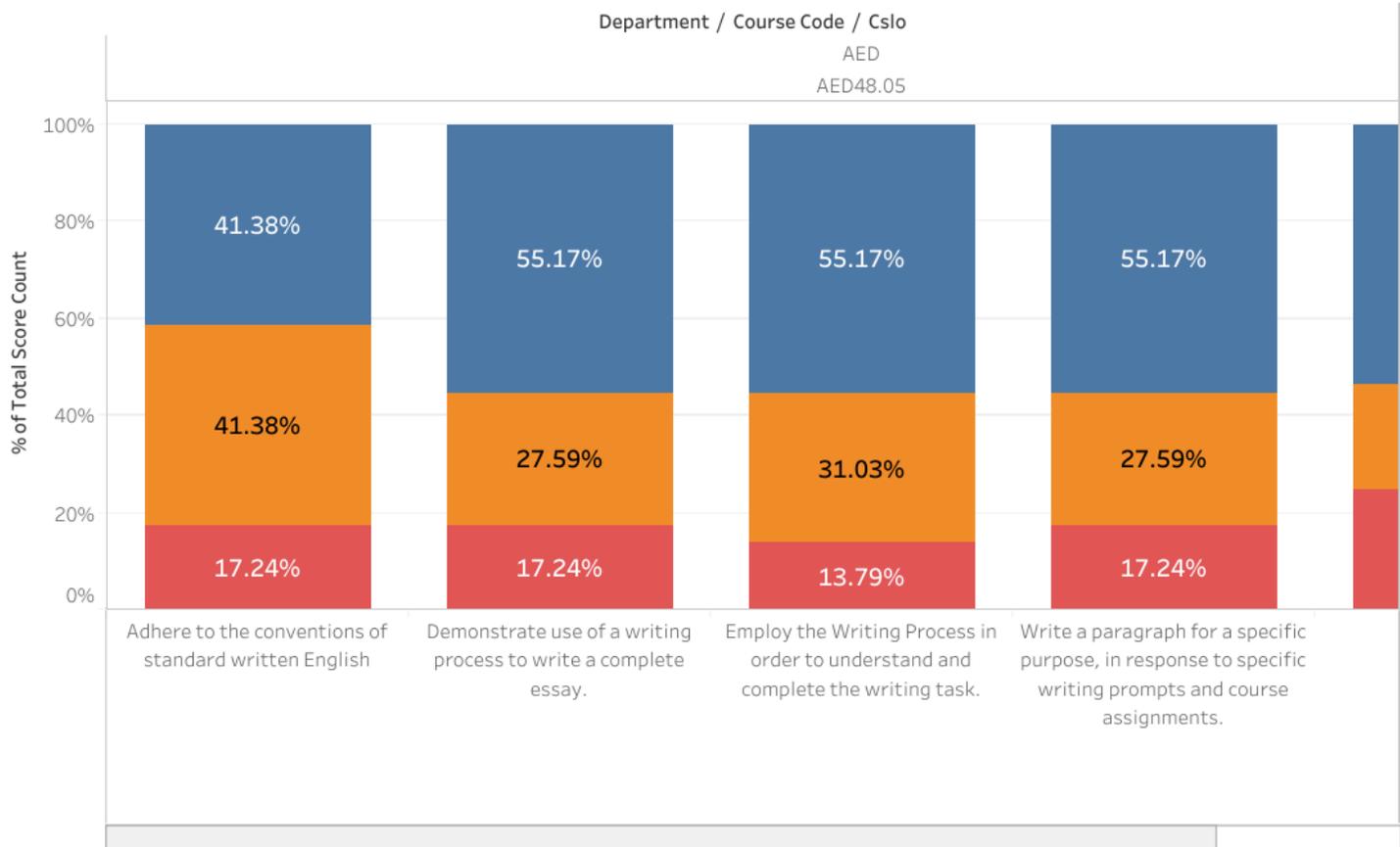
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED48.05	<b>Course Title</b> College English Skills	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED90.07 indicates the following breakdown:  
 An 88.11% rating of good or satisfactory for SLO 1.  
 A 91.09% rating of good or satisfactory for SLO 2.  
 An 82.76% rating of good or satisfactory for SLO 3.  
 A 76.56% rating of good or satisfactory for SLO 4.

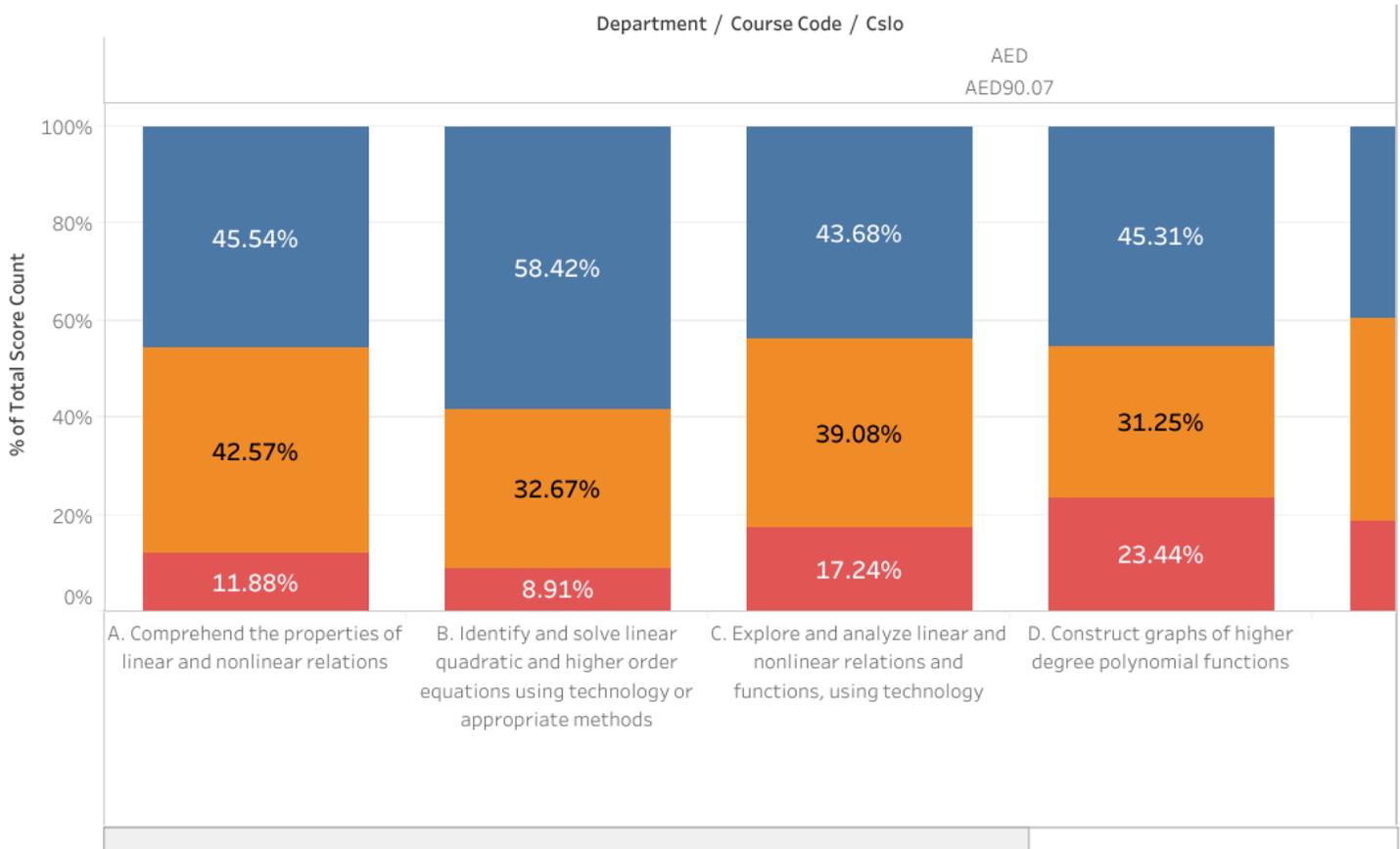
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED90.07	<b>Course Title</b> Math Support: Colle..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED42.99 indicates the following breakdown:  
 An 81.69% rating of good or satisfactory for SLO 1.  
 An 80.75% rating of good or satisfactory for SLO 2.  
 An 80.33% rating of good or satisfactory for SLO 3.  
 A 64.33% rating of good or satisfactory for SLO 4.

CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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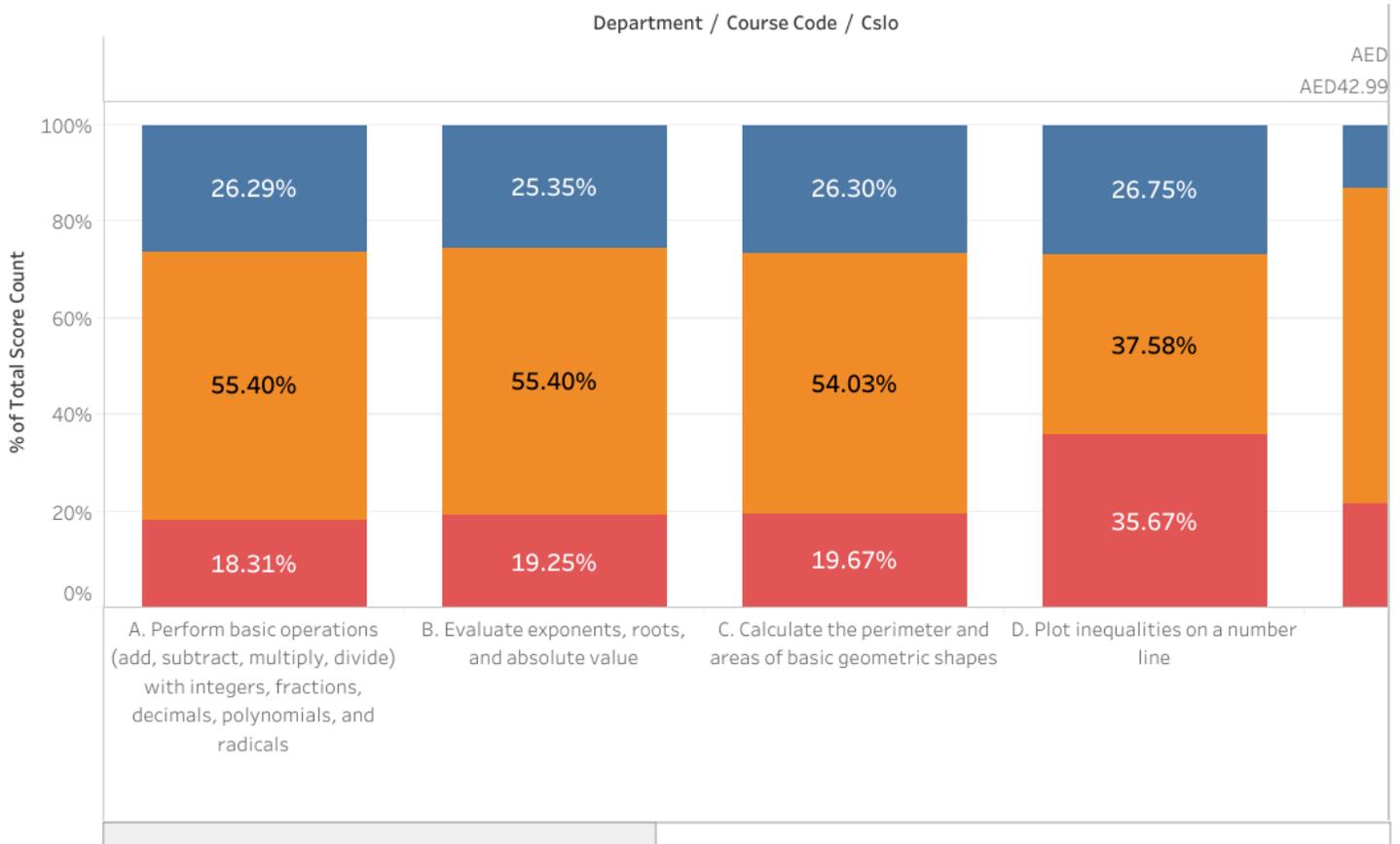


## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.99	<b>Course Title</b> All	<b>Cslo</b> All	<b>Term</b> All
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Department / Course Code / Cslo



The SLO breakdown for course AED42.18 indicates the following breakdown:

- A 94.26% rating of good or satisfactory for SLO 1.
- A 89.91% rating of good or satisfactory for SLO 2.
- A 90% rating of good or satisfactory for SLO 3.
- A 86.52% rating of good or satisfactory for SLO 4.

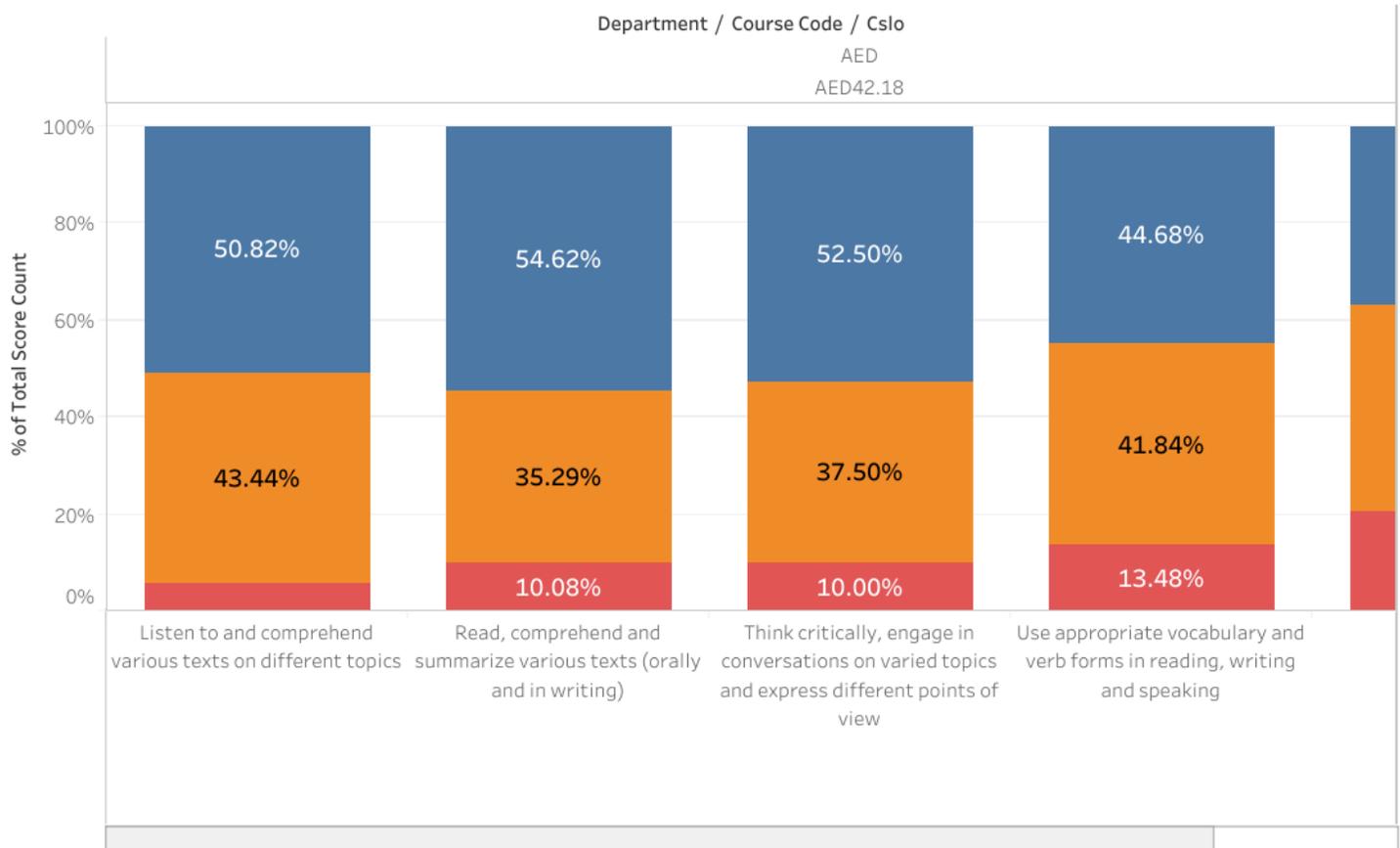
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.18	<b>Course Title</b> Low Advanced Engli..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED49.01 indicates the following breakdown:  
 An 83.38% rating of good or satisfactory for SLO 1.  
 A 76.3% rating of good or satisfactory for SLO 2.  
 A 68.87% rating of good or satisfactory for SLO 3.  
 A 74.84% rating of good or satisfactory for SLO 4.

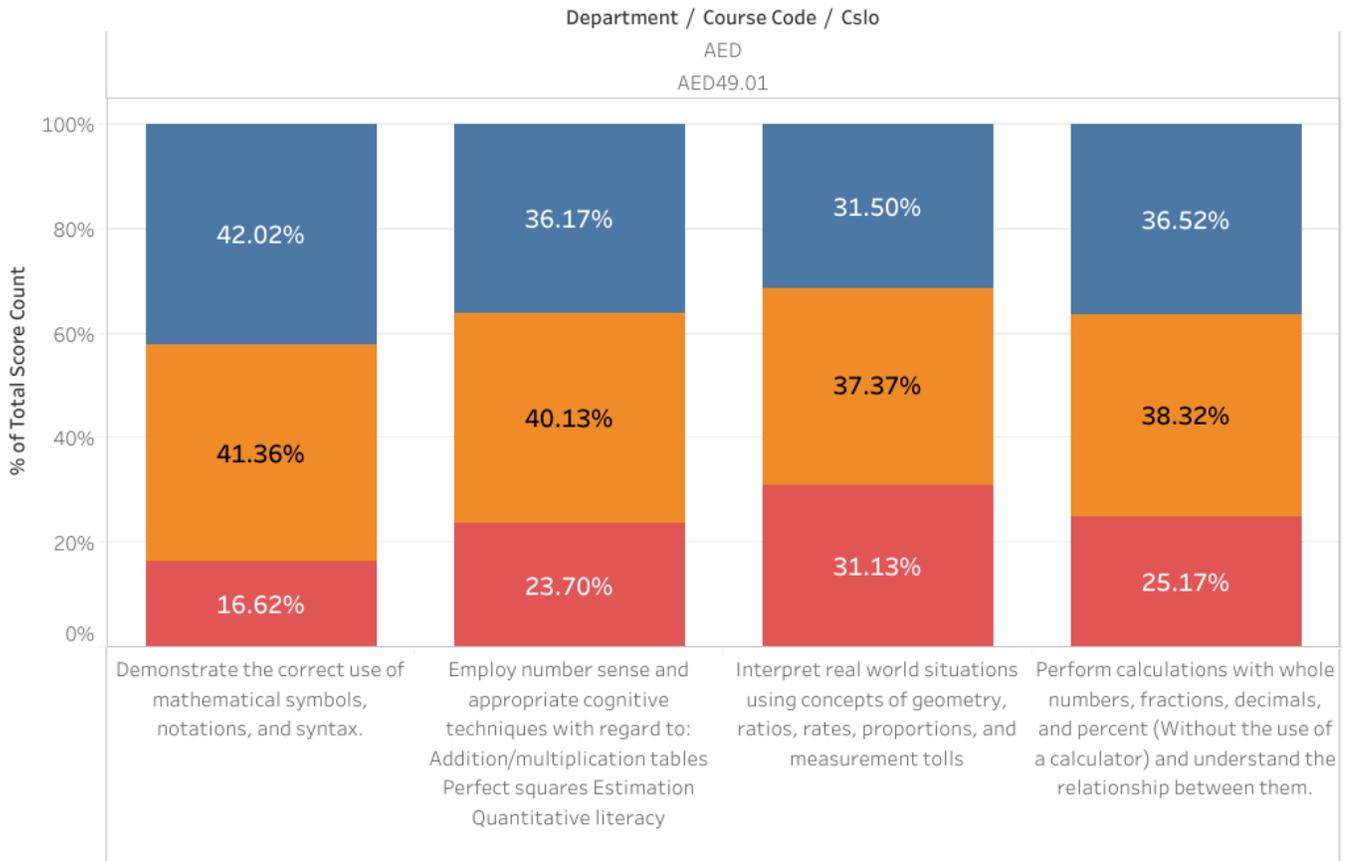
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED49.01	<b>Course Title</b> Preparatory Math	<b>Cslo</b> All	<b>Term</b> Multiple values
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The SLO breakdown for course AED42.25 indicates the SLO was met with 100% satisfactory performance.

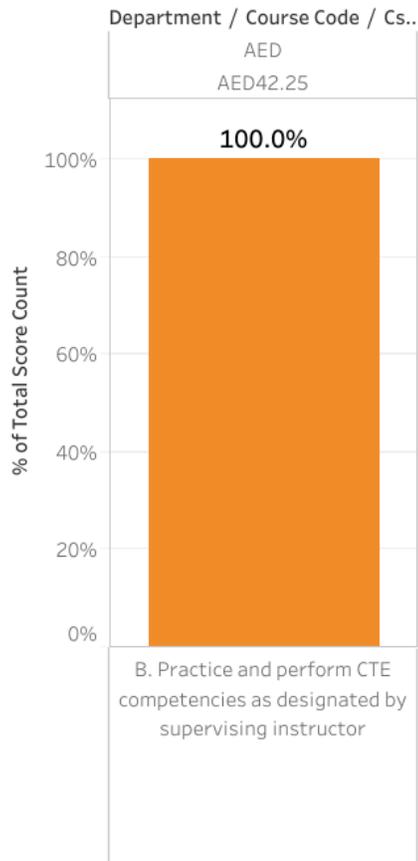
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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Mastery  
■ Satisfactory

## CSLO Aggregate Performance

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED42.25	<b>Course Title</b> Supervised Occupat..	<b>Cslo</b> B. Practice	<b>Term</b> 2021 FA
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The SLO breakdown for course AED36.06 indicates the following breakdown:

- A 91.94% rating of good or satisfactory for SLO 1.
- A 91.94% rating of good or satisfactory for SLO 2.
- A 95.16% rating of good or satisfactory for SLO 3.
- A 93.54% rating of good or satisfactory for SLO 4.

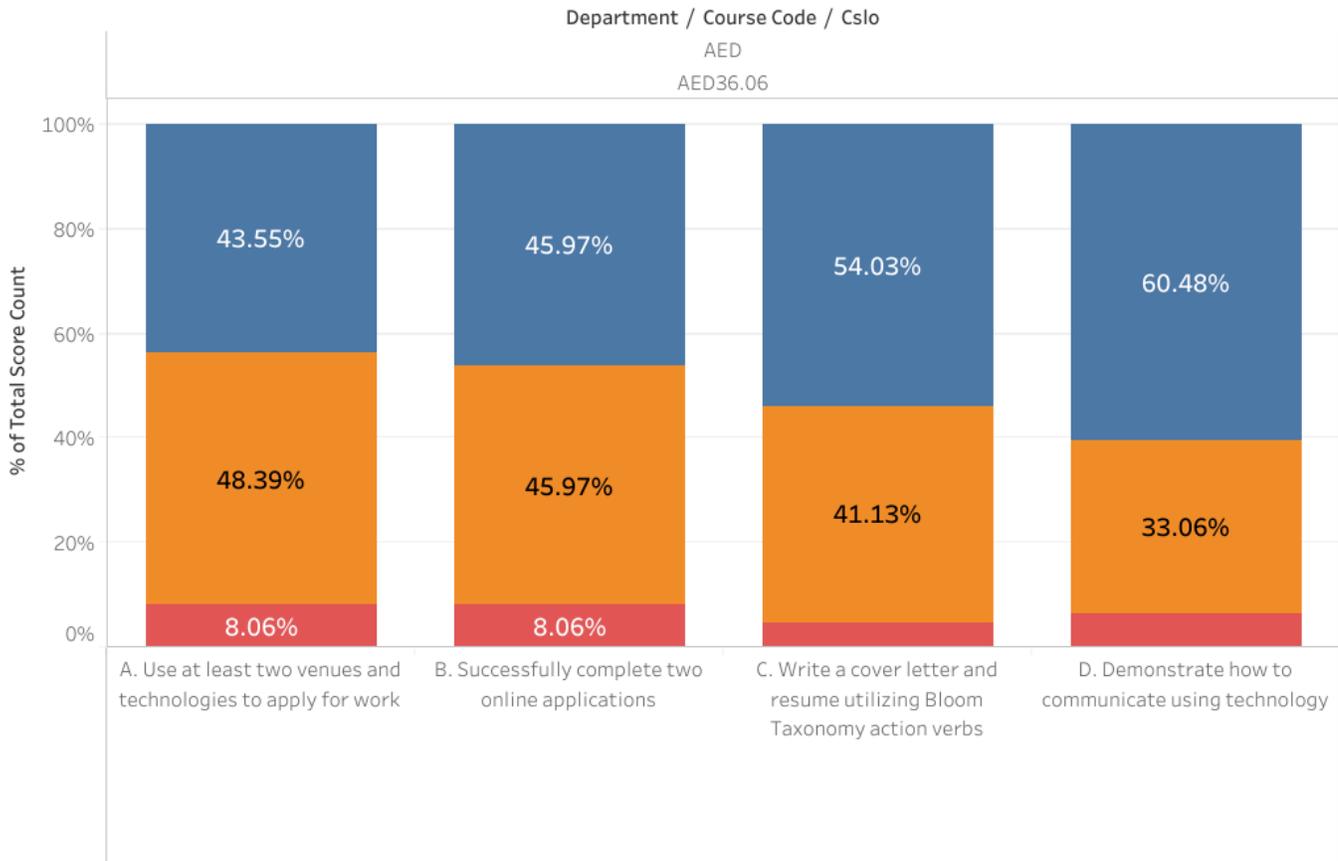
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED36.06	<b>Course Title</b> Occupational Traini..	<b>Cslo</b> All	<b>Term</b> All
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The SLO breakdown for course AED22.06 indicates the following breakdown:  
 An 83.34% rating of good or satisfactory for SLO 1.  
 A 75% rating of good or satisfactory for SLO 2.  
 An 86.66% rating of good or satisfactory for SLO 3.

An 85.84% rating of good or satisfactory for SLO 4.

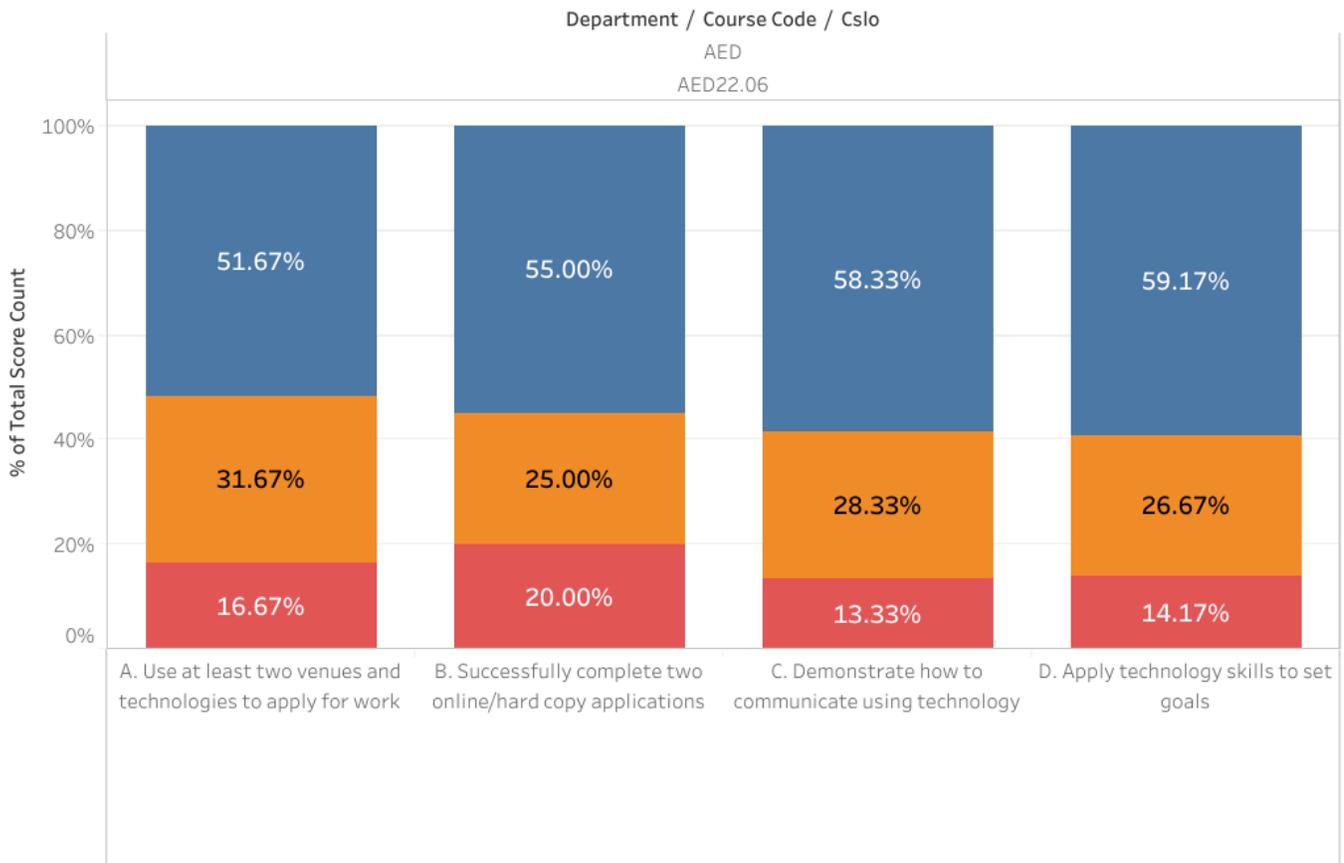
CSLO Aggregated Graph	CSLO Aggregated Data Table	CSLO Disaggregated Graph	CSLO Disaggregated Data Table	PSLO Aggregated Graph	PSLO Aggregated Data Table
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## CSLO Aggregate Performance

**Mastery**  
■ Good  
■ Satisfactory  
■ Emergent

<b>Division</b> Adult Education	<b>Department</b> AED	<b>Course Code</b> AED22.06	<b>Course Title</b> Career Skills	<b>Cslo</b> All	<b>Term</b> All
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Course by SLO	Expected Performance	Performance
AED22.06 - Career Skills		
A. Use at least two venues and technologies to apply for work (Active from 2019 FA)	100.00%	51.91%
B. Successfully complete two online/hard copy applications (Active from 2019 FA)	100.00%	54.96%
C. Demonstrate how to communicate using technology (Active from 2019 FA)	100.00%	58.02%
D. Apply technology skills to set goals (Active from 2019 FA)	100.00%	58.78%
AED36.06 - Occupational Training		
A. Use at least two venues and technologies to apply for work (Active from 2019 FA)	100.00%	41.79%

Course by SLO	Expected Performance	Performance
B. Successfully complete two online applications (Active from 2019 FA)	100.00%	43.18%
C. Write a cover letter and resume utilizing Bloom Taxonomy action verbs (Active from 2019 FA)	100.00%	50.00%
D. Demonstrate how to communicate using technology (Active from 2019 FA)	100.00%	54.23%
AED42.11 - Spanish GED Test Preparation - B		
Students apply correct usage and mechanics when writing persuasive, narrative and thesis essays. (Active from 2013 FA)	100.00%	44.78%
Students analyze excerpts of plays and verses of poetry. (Active from 2013 FA)	100.00%	45.55%
Students explain the process structure of life and earth science. (Active from 2013 FA)	100.00%	37.97%
Students solve linear algebraic expressions. (Active from 2013 FA)	100.00%	31.78%
Students solve geometric applications through the use of formulas. (Active from 2013 FA)	100.00%	32.24%
AED42.13 - GED Preparation - B		
Students apply correct usage and mechanics when writing persuasive, narrative and thesis essays. (Active from 2013 FA)	100.00%	30.83%
Students analyze excerpts of plays and verses of poetry. (Active from 2013 FA)	100.00%	28.08%
Students explain the process structure of life and earth science. (Active from 2013 FA)	100.00%	30.86%
Students solve linear algebraic expressions. (Active from 2013 FA)	100.00%	27.64%
Students solve geometric applications through the use of formulas. (Active from 2013 FA)	100.00%	26.38%
AED42.14 - Low Beginning English as a Second Language		
Students will demonstrate level appropriate competency through EL Civics project assessment. (Active from 2022 SU)	100.00%	58.33%
AED42.15 - High Beginning English As A Second Language		
Students use appropriate verb forms. (Active from 2013 FA)	100.00%	46.67%
Students write complete sentences on the same topic in response to questions. (Active from 2013 FA)	100.00%	20.00%
Students read and comprehend short paragraphs. (Active from 2013 FA)	100.00%	26.67%
Students listen to and comprehend simple sentences. (Active from 2013 FA)	100.00%	33.33%
Students talk about themselves and their family. (Active from 2013 FA)	100.00%	33.33%
AED42.16 - Low Intermediate English as a Second Language		
Students will demonstrate level appropriate competency through EL Civics project assessment. (Active from 2022 SU)	0.00%	27.91%
AED42.17 - High Intermediate English as a Second Language		
Students will demonstrate level appropriate competency through EL Civics project assessment. (Active from 2022 SU)	100.00%	44.80%
AED42.18 - Low Advanced English as a Second Language		
Think critically, engage in conversations on varied topics and express different points of view (Active from 2018 FA)	3.00%	56.96%
Listen to and comprehend various texts on different topics (Active from 2018 FA)	3.00%	55.00%

Course by SLO	Expected Performance	Performance
Write well-developed paragraphs for a variety of purposes and for different audiences (Active from 2018 FA)	3.00%	40.78%
Use appropriate vocabulary and verb forms in reading, writing and speaking (Active from 2018 FA)	3.00%	48.60%
Read, comprehend and summarize various texts (orally and in writing) (Active from 2018 FA)	3.00%	54.78%
AED42.19 - ESL Grammar, Reading, and Writing		
A. Identify, analyze, and use correct paragraph organization, including topic sentence, support, and conclusion. (Active from 2020 FA)	100.00%	50.00%
B. Apply the writing process, including pre-writing, revising, and editing. (Active from 2020 FA)	100.00%	45.83%
C. Apply relevant support, details, examples, facts, and explanations in topic sentences. (Active from 2020 FA)	100.00%	54.17%
D. Use transition signals to link ideas in paragraph writing. (Active from 2020 FA)	100.00%	45.83%
E. Use simple, compound, and complex sentences in writing. (Active from 2020 FA)	100.00%	76.92%
F. Apply general vocabulary and academic vocabulary in writing. (Active from 2020 FA)	100.00%	76.92%
G. Use simple, continuous, and perfect tenses with regular and irregular verbs in writing. (Active from 2020 FA)	100.00%	65.38%
H. Demonstrate control over the present and past perfect tenses in writing. (Active from 2020 FA)	100.00%	69.23%
I. Analyze and correct most sentences for fragment, run-ons, and comma splices. (Active from 2020 FA)	100.00%	65.38%
J. Read, analyze, and discuss readings as they relate to writing assignments. (Active from 2020 FA)	100.00%	61.54%
AED42.20 - Literacy Skills for General Education Development (GED) Success		
A. Achieve 1-to-5-point increase in the post CASAS evaluation scores (Active from 2018 FA)	100.00%	57.07%
B. Apply the elimination process when taking a multiple-choice exam (Active from 2018 FA)	100.00%	56.52%
C. Write a 300-500 word extended response on an assigned topic with a clear thesis, logical support, specific details, and examples (Active from 2018 FA)	100.00%	41.07%
D. Analyze, evaluate, and determine proper use of standard American English grammar, sentence structure, punctuation, and vocabulary in peer extended responses (Active from 2018 FA)	100.00%	41.62%
AED42.21 - Spanish Literacy Skills for General Education Development (GED) Success		
A. Achieve 1-to-5-point increase in the post CASAS evaluation scores (Active from 2019 SP)	100.00%	0.00%
B. Apply the elimination process when taking a multiple-choice exam (Active from 2019 SP)	100.00%	0.00%
C. Write a 300-500 word extended response on an assigned topic with a clear thesis, logical support, specific details, and examples (Active from 2019 SP)	100.00%	0.00%
D. Analyze, evaluate, and determine proper use of standard American English grammar, sentence structure, punctuation, and vocabulary in peer extended responses (Active from 2019 SP)	100.00%	0.00%
AED42.21 - Spanish Literacy Skills for General Education Development (GED) Success		
Achieve 1-to-5-point increase in the post CASAS evaluation scores (Active from 2019 FA)	100.00%	53.68%
Apply the elimination process when taking a multiple-choice exam (Active from 2019 FA)	100.00%	62.12%

Course by SLO	Expected Performance	Performance
Write a 300-500 word extended response on an assigned topic with a clear thesis, logical support, specific details, and examples (Active from 2019 FA)	100.00%	63.56%
Analyze, evaluate, and determine proper use of standard American English grammar, sentence structure, punctuation, and vocabulary in peer extended responses (Active from 2019 FA)	100.00%	57.98%
AED42.22 - Supplemental General Education Development (GED) Math		
A. Achieve 1-to-5-point increase in the post CASAS evaluation scores (Active from 2018 FA)	100.00%	50.00%
B. Use the calculator to calculate percent (Active from 2018 FA)	100.00%	62.50%
C. Use charts and graphs to identify the mode (Active from 2018 FA)	100.00%	62.50%
D. Apply algebraic equations to solve word problems (Active from 2018 FA)	100.00%	44.44%
AED42.22 - Supplemental General Education Development (GED) Math		
Achieve 1-to-5-point increase in the post CASAS evaluation scores (Active from 2019 FA)	100.00%	47.37%
Use the calculator to calculate percent (Active from 2019 FA)	100.00%	39.53%
Use charts and graphs to identify the mode (Active from 2019 FA)	100.00%	34.88%
Apply algebraic equations to solve word problems (Active from 2019 FA)	100.00%	39.58%
AED42.23 - Spanish Supplemental General Education Development (GED) Math		
A. Achieve 1-to-5-point increase in the post CASAS evaluation scores (Active from 2018 FA)	100.00%	32.63%
B. Use the calculator to calculate percent (Active from 2018 FA)	100.00%	44.80%
C. Use charts and graphs to identify the mode (Active from 2018 FA)	100.00%	40.32%
D. Apply algebraic equations to solve word problems (Active from 2018 FA)	100.00%	28.23%
AED42.25 - Supervised Occupational Skill Development		
A. Develop skill sets in alignment to specified CTE standards (Active from 2018 FA)	100.00%	93.44%
B. Practice and perform CTE competencies as designated by supervising instructor (Active from 2018 FA)	100.00%	66.13%
C. Complete a summary evaluation of skills attained or knowledge acquired (Active from 2018 FA)	100.00%	90.16%
AED42.98 - College Writing Support		
A. Recognize parts of speech and their varied forms (Active from 2018 FA)	100.00%	72.97%
B. Identify verb tenses and their functions (Active from 2018 FA)	100.00%	70.27%
C. Recognize properties of sentences and relationships between them (Active from 2018 FA)	100.00%	72.97%
D. Identify the structure, meaning and purpose of written compositions (Active from 2018 FA)	100.00%	69.44%
E. Construct grammatically correct sentences that convey desired meaning (Active from 2018 FA)	100.00%	28.57%
AED42.98 - College Writing Support		
F. Write an essay utilizing an introduction and conclusion (Active from 2021 FA)	100.00%	58.62%
G. Demonstrate critical engagement with outside sources (Active from 2021 FA)	100.00%	53.33%

Course by SLO	Expected Performance	Performance
H. Write a multi-paragraph essay with specific details, examples, and illustrations to fulfill a purpose. (Active from 2021 FA)	100.00%	46.67%
I. Write an essay that has a specific focus or purpose, in response to specific writing prompts and course assignments. (Active from 2021 FA)	100.00%	48.28%
J. Employ the writing process in order to understand and complete a writing task. (Active from 2021 FA)	100.00%	65.52%
AED42.99 - Pre-Algebra Skills		
A. Perform basic operations (add, subtract, multiply, divide) with integers, fractions, decimals, polynomials, and radicals (Active from 2018 FA)	100.00%	27.86%
B. Evaluate exponents, roots, and absolute value (Active from 2018 FA)	100.00%	27.00%
C. Calculate the perimeter and areas of basic geometric shapes (Active from 2018 FA)	100.00%	27.89%
D. Plot inequalities on a number line (Active from 2018 FA)	100.00%	26.75%
Solve expressions with one variable (Active from 2018 FA)	100.00%	33.13%
AED42.99 - Pre-Algebra Skills		
D. Plot linear equations using a function table (Active from 2020 FA)	100.00%	22.43%
E. Solve expressions with one variable (Active from 2020 FA)	100.00%	22.43%
F. Create, analyze, and interpret real world situations using concepts of proportional reasoning. (Including ratios, rates, proportions, percent, geometry and measurement and linear relationships) (Active from 2020 FA)	100.00%	17.05%
G. Communicate mathematical thinking with appropriate use of mathematical notation and vocabulary (Active from 2020 FA)	100.00%	18.18%
H. Develop an initial conceptual understanding of different uses of variables and integers (Active from 2020 FA)	100.00%	17.05%
AED48.05 - College English Skills		
Demonstrate appropriate critical thinking strategies in writing (Active from 2020 SU)	65.00%	0.00%
Demonstrate conventions of standard written English (Active from 2020 FA)	70.00%	0.00%
Employ the writing process in order to understand and complete the writing task (Active from 2020 SU)	65.00%	0.00%
Write in prose style characterized by clarity (Active from 2020 SU)	65.00%	0.00%
Write paragraphs using specific details, examples, and illustrations to fulfill a purpose (Active from 2020 SU)	65.00%	0.00%
Write sentences, paragraphs, and short essays that have a specific purpose, in response to specific writing prompts and course assignments (Active from 2020 SU)	65.00%	0.00%
AED48.05 - College English Skills		
Demonstrate use of a writing process to write a complete essay. (Active from 2021 FA)	100.00%	53.70%
Employ the Writing Process in order to understand and complete the writing task. (Active from 2021 FA)	100.00%	55.56%
Write a paragraph for a specific purpose, in response to specific writing prompts and course assignments. (Active from 2021 FA)	100.00%	53.70%
Write a short essay in response to specific writing prompts and course assignments. (Active from 2021 FA)	100.00%	53.85%
Adhere to the conventions of standard written English (Active from 2021 FA)	100.00%	44.44%
AED49.01 - Preparatory Math		

Course by SLO	Expected Performance	Performance
Demonstrate the correct use of mathematical symbols, notations, and syntax. (Active from 2017 SP)	100.00%	42.07%
Employ number sense and appropriate cognitive techniques with regard to: Addition/multiplication tables Perfect squares Estimation Quantitative literacy (Active from 2017 SP)	100.00%	36.45%
Interpret real world situations using concepts of geometry, ratios, rates, proportions, and measurement tools (Active from 2017 SP)	100.00%	31.97%
Perform calculations with whole numbers, fractions, decimals, and percent (Without the use of a calculator) and understand the relationship between them. (Active from 2017 SP)	100.00%	36.88%
AED49.02 - Vocational English as a Second Language		
Draft a clear and coherent summary of an authentic text in paragraph form (Active from 2021 SU)	100.00%	40.44%
Give a verbal account of an experience in a vocational setting (Active from 2021 SU)	100.00%	47.06%
Retell the main points of a presentation on a vocational topic (Active from 2021 SU)	100.00%	47.20%
Create a daily planner (Active from 2021 SU)	100.00%	55.56%
Formulate an action plan to deal with a problem in a vocational setting (Active from 2021 SU)	100.00%	44.53%
AED60.01 - Citizenship I		
1. Demonstrate accuracy when responding to hundred civics questions. (Active from 2021 FA)	80.00%	22.79%
2. Read interrogative sentences, with few errors, related to the U.S. Constitution, government, geography, symbols and holidays. (Active from 2021 FA)	80.00%	20.66%
3. Write dictated sentences, with minimal errors, based on U.S. history, government, geography, symbols and holidays. (Active from 2021 FA)	80.00%	22.51%
4. Demonstrate how to fill out Form N-400 Application for Naturalization online or in paper form. (Active from 2021 FA)	80.00%	22.96%
5. Prepared to speak and answer the USCIS officer during the eligibility interview and citizenship test. (Active from 2021 FA)	80.00%	21.59%
AED60.01 - Citizenship I		
1. Students are familiar with the 100 civics questions on the naturalization test. (Active from 2017 SP)	100.00%	19.81%
2. Students read interrogative sentences, with few errors, related to the U.S. Constitution, government, geography, symbols and holidays. (Active from 2017 SP)	100.00%	20.75%
3. Students write dictated sentences, with minimal errors, based on U.S. history, government, geography, symbols and holidays. (Active from 2017 SP)	100.00%	21.70%
4. Students complete the Form N-400, Application for Naturalization (Active from 2017 SP)	100.00%	17.31%
5. Students prepared to speak and answer the USCIS officer during the eligibility interview and citizenship test. (Active from 2017 SP)	100.00%	17.92%
AED90.01 - Introduction to Energy Surveying		
Identify the evaluation procedure, steps and protocols required for accurate energy data collection (Active from 2018 FA)	0.00%	14.93%
Demonstrate the correct and safe use of various diagnostic tools and equipment (Active from 2018 FA)	100.00%	20.00%

Course by SLO	Expected Performance	Performance
Describe the proper procedures when using tools and equipment (Active from 2018 FA)	100.00%	20.00%
Demonstrate knowledge of OSHA safety standards (Active from 2018 FA)	100.00%	20.00%
AED90.02 - Basic Electricity and Wiring Fundamentals		
Following proper procedures and observing OSHA safety protocols. Hands on wiring skills will be evaluated based on industry set standards. (Active from 2018 FA)	100.00%	0.00%
Students will take weekly quizzes, and final exam to demonstrate knowledge. (Active from 2018 FA)	100.00%	0.00%
Participants will accurately demonstrate correct wiring and installation techniques and safe use of various meters, diagnostic tools and equipment. (Active from 2018 FA)	100.00%	0.00%
Students will accurately answer questions on basic electrical theory and electrical practices and codes. (Active from 2018 FA)	100.00%	0.00%
AED90.03 - Introduction to Lighting Retrofits		
Accurately answer questions on retrofit procedure, steps, analysis, components, and safety protocols required in the lighting retrofit trade. (Active from 2018 FA)	100.00%	23.94%
Accurately demonstrate correct and safe use of various lighting diagnostic tools/equipment (Active from 2018 FA)	100.00%	23.94%
Identify the electrical tools required during lighting retrofit activities in the lab and during real-time practice retrofits (Active from 2018 FA)	100.00%	23.94%
AED90.04 - Introduction to Automotive Tools and Equipment		
A. Demonstrate the use of appropriate personal protective equipment (Active from 2019 FA)	100.00%	0.00%
B. Demonstrate the ability to properly repair damaged threads (Active from 2019 FA)	100.00%	0.00%
C. Identify the common automotive hand tools (Active from 2019 FA)	100.00%	0.00%
D. Demonstrate the proper use of machine tools (Active from 2019 FA)	100.00%	0.00%
E. Differentiate between metric and standard fasteners (Active from 2019 FA)	100.00%	0.00%
F. Demonstrate the proper use of handheld cutting and resurfacing tools (Active from 2019 FA)	100.00%	0.00%
G. Produce a common automotive hand tool (Active from 2019 FA)	100.00%	0.00%
AED90.05 - OSHA-10 Training		
1. Accurately answer questions on personal protective equipment, material handling, storage, and disposal. (Active from 2019 FA)	100.00%	35.79%
2. Accurately demonstrate correct and safe use of various lighting diagnostic tools/equipment (Active from 2019 FA)	100.00%	41.46%
3. Identify unsafe conditions and take corrective actions (Active from 2019 FA)	100.00%	41.46%
4.. Prepare incidents reports using OSHA standard formats (Active from 2019 FA)	100.00%	41.46%
5. Utilized effective, safety-enhancing workplace practices (Active from 2019 FA)	100.00%	41.46%
AED90.06 - Math Support: Statistics		
A. Identify and compute interpret basic statistics (Active from 2019 FA)	100.00%	92.42%
B. Solve application problems using sampling and distribution (Active from 2019 FA)	100.00%	81.36%
C. Interpret confidence interval (Active from 2019 FA)	100.00%	73.68%
D. Determine the validity of a statement using hypothesis testing (Active from 2019 FA)	100.00%	73.68%

Course by SLO	Expected Performance	Performance
E. Evaluate and apply basic statistics to everyday situations (Active from 2019 FA)	100.00%	82.19%
AED90.07 - Math Support: College Algebra		
A. Comprehend the properties of linear and nonlinear relations (Active from 2019 FA)	100.00%	53.15%
B. Identify and solve linear quadratic and higher order equations using technology or appropriate methods (Active from 2019 FA)	100.00%	51.05%
C. Explore and analyze linear and nonlinear relations and functions, using technology (Active from 2019 FA)	100.00%	42.52%
D. Construct graphs of higher degree polynomial functions (Active from 2019 FA)	100.00%	41.35%
E. Construct and graph higher order rational functions (Active from 2019 FA)	100.00%	37.18%
F. Evaluate, solve and apply linear and nonlinear relations (Active from 2019 FA)	100.00%	51.77%
AED90.08 - Solar Energy		
1. Demonstrate an understanding of the ability required for safety procedures when working with alternative current (AC) and direct current (DC) circuits and photo voltaic (PV) systems with focus on safety. (Active from 2020 SP)	100.00%	0.00%
2. Demonstrate the ability to differentiate between solar radiance and solar irradiation. Calculate the difference between solar time scale and the standard time scale. (Active from 2020 SP)	100.00%	0.00%
3. Demonstrate the ability to discuss considerations in determining the suitability and condition of existing roofing, structural systems, and electrical systems and equipment. (Active from 2020 SP)	100.00%	0.00%
4. Demonstrate the ability to identify the relationship between PV cells, modules, arrays and determine the electrical output of similar PV devices connected in series and parallel. (Active from 2020 SP)	100.00%	0.00%
5. Demonstrate the ability to differentiate between inverters and power conditioning units and identify the electrical code, regulations, and recommendations applicable to PV systems. (Active from 2020 SP)	100.00%	0.00%
6. Demonstrate the ability to assemble solar panels. (Active from 2020 SP)	100.00%	0.00%
7. Perform mechanical and electrical integration. (Active from 2020 SP)	100.00%	0.00%
AED90.37 - Launching a Small Business		
1. Describe planning steps for launching a small business. (Active from 2021 SP)	100.00%	20.00%
2. Identify local, state, and federal small business resources. (Active from 2021 SP)	100.00%	20.00%
3. Identify the components of a business plan. (Active from 2021 SP)	100.00%	20.00%
4. Identify funding and investment options available to finance a small business. (Active from 2021 SP)	100.00%	20.00%
5. Identify differences between licenses and permits. (Active from 2021 SP)	100.00%	20.00%
6. Describe the role of local, state, and federal resources and identify the assistance they provide. (Active from 2021 SP)	100.00%	20.00%
AED90.39 - Social Media for Small Business Owners		
1. Describe marketing skills for Small business owners (Active from 2021 SP)	100.00%	30.77%
2. Explain why marketing helps a small business (Active from 2021 SP)	100.00%	26.92%

Course by SLO	Expected Performance	Performance
3. Identify free marketing platforms and prices for paid advertisement through social media (Active from 2021 SP)	100.00%	30.77%
4. List which steps are necessary for executing a marketing campaign. (Active from 2021 SP)	100.00%	30.77%
AED90.41 - Introduction to Small Business Finances		
1. Describe cash flow basics and techniques to keep record of monies (Active from 2021 SP)	100.00%	56.52%
2. Identify financial statements (Active from 2021 SP)	100.00%	56.52%
3. Identify principles of financial strategies and time value of money (Active from 2021 SP)	100.00%	56.52%
4. Define basic personal financial literacy (Active from 2021 SP)	100.00%	56.52%
5. Identify when accounting systems are growing and when to hire a CPA or purchase an accounting software (Active from 2021 SP)	100.00%	56.52%
6. Identify important records that must be kept by a small business such as, legal documents, sales transactions, and purchasing transactions (Active from 2021 SP)	100.00%	56.52%
AED90.43 - Growing a Small Business		
1. Create and describe plans for growing a small business (Active from 2021 SP)	100.00%	21.05%
2. Identify organizations and resources that will assist with developing plans of business growth (Active from 2021 SP)	100.00%	15.79%
3. Define competitive strength through SWOT Analysis (Active from 2021 SP)	100.00%	21.05%
4. Identify business opportunities (Active from 2021 SP)	100.00%	15.79%
5. Identify core competence (Active from 2021 SP)	100.00%	26.32%
AED42.03A - ESL Conversation A		
Describe the appropriate steps to take in response to a given situation and utterances are clear. (Active from 2022 FA)	0.00%	47.29%
AED42.03B - ESL Conversation B		
Talk about various topics using learned phrases with the correct stress and for correct situations such as formal versus informal conversations and language (Active from 2022 FA)	0.00%	37.75%
Read and comprehend various texts and make inferences (Active from 2022 FA)	0.00%	50.33%
Use nouns, verbs, adjectives, and adverb forms appropriate to this ESL Conversation B level (Active from 2022 FA)	0.00%	39.22%
Listen to and comprehend various types of phrases, idioms, and sentences (Active from 2022 FA)	0.00%	46.36%
Be able to respond to questions which may include learned idioms (Active from 2022 FA)	0.00%	46.00%
AED90.37S - Launching a Small Business (Spanish)		
1. Describe planning steps for launching a small business. (Active from 2021 SP)	100.00%	0.00%
2. Identify local, state, and federal small business resources. (Active from 2021 SP)	100.00%	0.00%
3. Identify the components of a business plan. (Active from 2021 SP)	100.00%	0.00%
4. Identify funding and investment options available to finance a small business. (Active from 2021 SP)	100.00%	0.00%
5. Identify differences between licenses and permits. (Active from 2021 SP)	100.00%	0.00%
6. Describe the role of local, state, and federal resources and identify the assistance they provide. (Active from 2021 SP)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
AED90.39S - Social Media for Small Business Owners (Spanish)		
1. Describe marketing skills for Small business owners (Active from 2021 SP)	100.00%	43.75%
2. Explain why marketing helps a small business (Active from 2021 SP)	100.00%	43.75%
3. Identify free marketing platforms and prices for paid advertisement through social media (Active from 2021 SP)	100.00%	43.75%
4. List which steps are necessary for executing a marketing campaign. (Active from 2021 SP)	100.00%	43.75%
AED90.41S - Introduction to Small Business Finances (Spanish)		
1. Describe cash flow basics and techniques to keep record of monies (Active from 2021 SP)	100.00%	0.00%
2. Identify financial statements (Active from 2021 SP)	100.00%	0.00%
3. Identify principles of financial strategies and time value of money (Active from 2021 SP)	100.00%	0.00%
4. Evaluate basic personal finances (Active from 2021 SP)	100.00%	0.00%
5. Identify when accounting systems are growing (Active from 2021 SP)	100.00%	0.00%
6. Identify important records (Active from 2021 SP)	100.00%	0.00%
AED90.43S - Growing a Small Business (Spanish)		
1. Create and describe plans for growing a small business (Active from 2021 SP)	100.00%	0.00%
2. Identify organizations and resources that will assist with developing plans of business growth. (Active from 2021 SP)	100.00%	0.00%
3. Define competitive strength through SWOT Analysis (Active from 2021 SP)	100.00%	0.00%
4. Identify business opportunities (Active from 2021 SP)	100.00%	0.00%
5. Identify core competence (Active from 2021 SP)	100.00%	0.00%
AED42.10 - Spanish Ged Test Prep-A		
Students construct a persuasive, narrative and thesis essay. (Active from 2013 FA)	100.00%	34.56%
Students analyze excerpts from short stories, news articles, memorandums and biographies. (Active from 2013 FA)	100.00%	35.40%
Students interpret U.S. history and functions of government. (Active from 2013 FA)	100.00%	33.94%
Students demonstrate number sense and operations. (Active from 2013 FA)	100.00%	30.43%
Students compute measurement and data analysis. (Active from 2013 FA)	100.00%	28.59%
AED42.12 - GED Preparation - A		
Students construct a persuasive, narrative and thesis essay. (Active from 2013 FA)	100.00%	29.70%
Students analyze excerpts from short stories, news articles, memorandums and biographies. (Active from 2013 FA)	100.00%	33.06%
Students interpret U.S. history and functions of government. (Active from 2013 FA)	100.00%	39.60%
Students demonstrate number sense and operations. (Active from 2013 FA)	100.00%	32.38%
Students compute measurement and data analysis. (Active from 2013 FA)	100.00%	30.77%
AED42.14 - Low Beginning English as a Second Language		
Students name and describe familiar objects. (Active from 2013 FA)	100.00%	63.64%
Students use appropriate verb forms. (Active from 2013 FA)	100.00%	52.17%
Students listen to and follow simple instructions. (Active from 2013 FA)	100.00%	65.22%

Course by SLO	Expected Performance	Performance
Students read and comprehend rudimentary sentences. (Active from 2013 FA)	100.00%	69.57%
Students write sentences about themselves using sentence frames. (Active from 2013 FA)	100.00%	60.87%
AED42.16 - Low Intermediate English as a Second Language		
Students use appropriate verb forms. (Active from 2013 FA)	100.00%	42.50%
Students write a paragraph of at least seven sentences with a topic sentence and conclusion. (Active from 2013 FA)	100.00%	35.21%
Students read and comprehend short essays and articles. (Active from 2013 FA)	100.00%	49.30%
Students listen to and comprehend a text with simple sentences. (Active from 2013 FA)	100.00%	42.25%
Students talk about familiar topics. (Active from 2013 FA)	100.00%	53.52%
AED42.17 - High Intermediate English as a Second Language		
Students read and comprehend various texts and make inferences. (Active from 2014 FA)	100.00%	48.45%
Students speak fluently on various topics. (Active from 2013 FA)	100.00%	42.27%
Students listen to and comprehend various texts with complex sentences. (Active from 2014 FA)	100.00%	45.36%
Students use appropriate verb forms. (Active from 2013 FA)	100.00%	43.30%
Students write a three paragraph essay with an introduction, supporting details and a conclusion.  (Active from 2014 FA)	100.00%	21.25%
FSAP72.01 - Introduction to Sprinklers		
A. List fire sprinkler systems, codes and standards, sprinkler fitter careers, responsibilities of the employee, human relations, and employer and employee obligations, and tools (Active from 2017 SU)	100.00%	0.00%
B. Demonstrate knowledge of basic fire sprinkler systems and use of code books (Active from 2017 SU)	100.00%	0.00%
C. List characteristics of common sprinklers, above and belowground pipe, including wall thickness (C-Factor), sway bracing, hangers, control valves, check valves, water flow alarms and fire department connections (Active from 2017 SU)	100.00%	0.00%
FSAP72.02 - Fire Sprinklers Hand and Power Tools		
A. List fire sprinkler systems, codes and standards, sprinkler fitter careers, responsibilities of the employee, human relations, and employer and employee obligations, and tools (Active from 2017 SU)	100.00%	0.00%
B. Demonstrate knowledge of basic fire sprinkler systems and use of code books (Active from 2017 SU)	100.00%	0.00%
C. List characteristics of common sprinklers, above and belowground pipe, including wall thickness (C-Factor), sway bracing, hangers, control valves, check valves, water flow alarms and fire department connections (Active from 2017 SU)	100.00%	0.00%
FSAP72.04 - Fire Sprinklers Steel Pipe		
A. Identify steel pipe materials, safety, tools, cutting, threading, fittings, grooving, flanges and take-outs (Active from 2017 SU)	100.00%	0.00%
B. List the materials and fittings, safety considerations, cutting, threading and grooving of steel pipe (Active from 2017 SU)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
C. Calculate the lengths between fittings (Active from 2017 SU)	100.00%	0.00%
FSAP72.05 - Fire Sprinklers CPVC		
A. List CPVC materials including hangers, bracing, and supports (Active from 2017 SU)	100.00%	0.00%
B. Describe CPVC safety, cutting, chamfering, cleaning, and joining (Active from 2017 SU)	100.00%	0.00%
C. Define hydrostatic testing criteria (Active from 2017 SU)	100.00%	0.00%
D. Apply CPVC pipe properly and to code (Active from 2017 SU)	100.00%	0.00%
FSAP72.06 - Fire Sprinklers Copper Tube Systems		
A. List copper tube characteristics, fittings, cutting, bending, soldering, brazing, supports and couplings (Active from 2017 SU)	100.00%	0.00%
B. Demonstrate designing, cutting, bending, soldering, and brazing of copper tube (Active from 2017 SU)	100.00%	0.00%
C. Identify spacing and coupling considerations (Active from 2017 SU)	100.00%	0.00%
FSAP72.07 - Fire Sprinklers Underground Pipe		
A. List steel pipe hazards, guidelines, trenching, bedding, backfilling, piping, restraints, backflow, hydrants and related appurtenances, testing, inspections and chlorinating (Active from 2017 SU)	100.00%	0.00%
B. Demonstrate identifying materials for underground pipe and safety considerations (Active from 2017 SU)	100.00%	0.00%
C. Install an underground pipe to standard (Active from 2017 SU)	100.00%	0.00%
D. Complete an underground test certificate (Active from 2017 SU)	100.00%	0.00%
FSAP72.08 - Fire Sprinklers Residential		
A. Define the residential fire sprinkler trade (Active from 2017 SU)	100.00%	0.00%
B. Perform basic math functions (Active from 2017 SU)	100.00%	0.00%
C. Identify system design configurations, tool, materials and installation overview, and special system considerations (Active from 2017 SU)	100.00%	0.00%
D. Demonstrate residential installation of fire sprinklers (Active from 2017 SU)	100.00%	0.00%
E. Identify material, equipment and codes requirements, and safety considerations (Active from 2017 SU)	100.00%	0.00%
F. Demonstrate competence using CPVC and copper pipe and fittings (Active from 2017 SU)	100.00%	0.00%
G. Identify residential designs (Active from 2017 SU)	100.00%	0.00%
FSAP72.10 - Fire Sprinklers Flanged, Grooved, and Plain End Pipe		
A. List general purpose valves, indicating valves, globe valves, and check valves (Active from 2017 SU)	100.00%	0.00%
B. Demonstrate an installation of service of outside screw and yoke (OS&Y) valves and butterfly grooved valves (Active from 2017 SU)	100.00%	0.00%
FSAP72.13 - Standard Spray Fire Sprinklers		
A. List standard sprinklers (Active from 2017 SU)	100.00%	0.00%
B. Identify types of occupancies, types of construction, standard coverage upright, and pendent sprinklers (Active from 2017 SU)	100.00%	0.00%
C. Demonstrate determining the maximum coverage area of standard sprinklers for various occupancies and spacing using small room rule (Active from 2017 SU)	100.00%	0.00%
FSAP72.16 - Fire Sprinklers Preaction and Deluge		

Course by SLO	Expected Performance	Performance
A. Identify deluge systems, preaction systems, firecycle systems, package trim and packaged systems (Active from 2017 SU)	100.00%	0.00%
B. Demonstrate installation techniques and troubleshooting (Active from 2017 SU)	100.00%	0.00%
C. Demonstrate use of package trim and packaged systems (Active from 2017 SU)	100.00%	0.00%
D. Describe installation techniques and performing troubleshooting (Active from 2017 SU)	100.00%	0.00%
FSAP72.18 - Fire Sprinklers Water Supplies		
A. List water supply types, water storage, water mains, backflow preventers, and meters (Active from 2017 SU)	100.00%	0.00%
B. Identify tests and reports needed for water supply systems (Active from 2017 SU)	100.00%	0.00%
C. Demonstrate flow test procedures and graph plots for static and residual pressure (Active from 2017 SU)	100.00%	0.00%
IWAP40.05 - IW-Advanced Welding III		
A. Demonstrate how to safely fuse-weld heavy gauge ferrous metals using low hydrogen electrodes and flux cored wire electrodes (Active from 2018 FA)	100.00%	0.00%
B. Demonstrate the capability of passing the root and face bend test to the American Welding Society standards (Active from 2018 FA)	100.00%	0.00%
C. Able to describe and identify basic joint designs and weld metallurgy (Active from 2018 FA)	100.00%	0.00%
IWAP40.07 - FIW-Orientation		
A. Explain important elements of safety on the job (Active from 2018 FA)	100.00%	0.00%
B. Accurately measure materials on the job (Active from 2018 FA)	100.00%	0.00%
C. Identify basic hand tools used by Ironworkers (Active from 2018 FA)	100.00%	0.00%
D. Student can Describe the important skills and tools used for rigging and working around cranes (Active from 2018 FA)	100.00%	0.00%
E. Identify four types of welding processes that ironworkers use 1. Set up and break down oxygen fuel cutting and welding equipment 2. Identify how the leads are connected for shielded metal arc welding (Active from 2018 FA)	100.00%	0.00%
F. Describe the important skills and tools associated with the structural ironworker (Active from 2018 FA)	100.00%	0.00%
IWAP40.09 - IW-Gen Rigging		
Demonstrate and apply the proper application of fiber line, steel cable, and chain in various tackle and lever combinations used in raising, transporting, and storing heavy loads (Active from 2018 FA)	100.00%	0.00%
B. Identify and demonstrate the various types of rigging equipment and procedures used in the ironworkers' trade (Active from 2018 FA)	100.00%	0.00%
IWAP40.10 - IW-Welding I-Reinforcing		
Demonstrate basic understanding of the structure of ferrous metals and their reactions to heat. (Active from 2018 FA)	100.00%	0.00%
Demonstrate the proper knowledge and usage of the equipment and materials used in shielded metal-arc, gas shielded-arc, and oxy-acetylene welding. (Active from 2018 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
Identify the size of a bar in standard or metric numbers (Active from 2018 FA)	100.00%	0.00%
Identify each of the marks on the piece of reinforcing steel (Active from 2018 FA)	100.00%	0.00%
IWAP40.11 - IW-Welding II-Reinforcing		
Demonstrate basic understanding of the structure of ferrous metals and their reactions to heat (Active from 2018 FA)	100.00%	0.00%
Demonstrate basic skills and knowledge in the handling of equipment and materials employed in the use of shielded metal-arc, gas shielded-arc, and oxy-acetylene welding. (Active from 2018 FA)	100.00%	0.00%
Demonstrate the applications of both oxy-acetylene and arc welding and the appropriate times to use each (Active from 2018 FA)	100.00%	0.00%
IWAP40.12 - IW-Reinforcing Iron I		
A. Interpret the standard codes, code classifications, plans, schedules, charts and specifications in common use by the ironworker (Active from 2018 FA)	100.00%	0.00%
B. Demonstrate the contraction techniques used in reinforcing concrete members with steel (Active from 2018 FA)	100.00%	0.00%
C. Use of bar supports, placement of reinforcing iron in the structural members of buildings and in structures other than buildings (Active from 2018 FA)	100.00%	0.00%
D. Demonstrate the general principles of bar splicing and welding, post tensioning and pre-stressing (Active from 2018 FA)	100.00%	0.00%
IWAP40.15 - IW-Post Tension I		
Demonstrate proper installation of multi-strand post-tension bar system, including stressing, grouting, and inspection (Active from 2018 FA)	100.00%	0.00%
Properly assemble stressing equipment (Active from 2018 FA)	100.00%	0.00%
grouting operation including proper operation of various types of grouting equipment, checking for blockage prior to grouting, and will be able to explain proper mixing and pumping procedures (Active from 2018 FA)	100.00%	0.00%
Demonstrate knowledge of the types and causes of various problems that can arise during the installation, stressing, and grouting of the various types of post-tensioning systems (Active from 2018 FA)	100.00%	0.00%
IWAP40.21 - IW-Structural Steel I		
A. Read structural steel drawings (Active from 2018 FA)	100.00%	0.00%
B. Safely unload, handle, and store materials (Active from 2018 FA)	100.00%	0.00%
C. Safely erect columns and beams and install joists, joist girders, and trusses (Active from 2018 FA)	100.00%	0.00%
D. Plumb, align, and bolt up structural steel (Active from 2018 FA)	100.00%	0.00%
E. Make structural connections (Active from 2018 FA)	100.00%	0.00%
IWAP40.22 - IW-Cranes		
A. Demonstrate the performance of various processes related to structural steel (Active from 2018 FA)	100.00%	0.00%
Demonstrate an understanding of the recommended building procedures in structural steel construction (Active from 2018 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
C. Demonstrate the proper way to receive and store materials (Active from 2018 FA)	100.00%	0.00%
D. Define blueprint and other drawings related to structural steel (Active from 2018 FA)	100.00%	0.00%
IWAP40.26 - IW-Metal Building Erection I/Foreman Traing		
B. Describe pre-engineered metal buildings including the history and trends (Active from 2018 FA)	100.00%	0.00%
C. Safely unload and store material (Active from 2018 FA)	100.00%	0.00%
D. Erect primary and secondary structural framing systems including girts and purlins (Active from 2018 FA)	100.00%	0.00%
E. Install insulation, wall materials, metal roofing, flashing, gutter, trim and accessories (Active from 2018 FA)	100.00%	0.00%
F. Repair common metal building problems and failures (Active from 2018 FA)	100.00%	0.00%
G. Re-roof and perform other metal building renovations (Active from 2018 FA)	100.00%	0.00%
IWAP40.50 - IW-Mixed Base-Reinforcing		
A. Demonstrate the understanding of the specifications that constitute a safe and healthful working environment under OSHA (Active from 2018 FA)	100.00%	0.00%
B. Demonstrate the understanding of the rights and obligations that the OSHA act imposes (Active from 2018 FA)	100.00%	0.00%
C. Demonstrate the understanding of construction blueprints commonly used with emphasis on its function and interpretation (Active from 2018 FA)	100.00%	0.00%
D. Demonstrate basic math skills and apply these skills in solving typical problems that are apt to arise in the construction trades (Active from 2018 FA)	100.00%	0.00%
IWAP40.53 - IW-Detailing/Reinforcing Iron		
A. Demonstrate a basic knowledge of the job performed by the detailer of reinforcing iron (Active from 2018 FA)	100.00%	0.00%
Read and interpret the communication instruments of the detailer such as: 1. placing drawings 2. bar lists 3. bar schedules (Active from 2018 FA)	100.00%	0.00%
C. Able to utilize instruments that guide the fabrication of reinforcing bars in the shop and their proper placement in the field. Assemble documents from the source information is derived (Active from 2018 FA)	100.00%	0.00%
Interpret mechanical drawings, math computation skills, and blue prints (Active from 2018 FA)	100.00%	0.00%
IWAP40.55 - IWS-Reinforcing Foreman Training		
A. Informed of a construction worker's awareness regarding on-the- job hazards (Active from 2018 FA)	100.00%	0.00%
B. Demonstrate the understanding of OSHA standards and the many aspects of safety, compliance, scheduling, jurisdiction, and the labor law (Active from 2018 FA)	100.00%	0.00%
C. Demonstrate the understanding of the duties of the ironworker foreman, general foreman, and superintendent's and forklift operation (Active from 2018 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
D. Demonstrate how to properly and safely erection and disassemble scaffolding (Active from 2018 FA)	100.00%	0.00%
E. Demonstrate safe operation of a forklift and ability to comply with all OSHA regulations regarding the safe operation both on and off of a forklift (Active from 2018 FA)	100.00%	0.00%
IWAP40.56 - IW-Ironworker History Reinforcing		
A. Demonstrate basic knowledge of the Ironworkers history and profession (Active from 2018 FA)	100.00%	0.00%
B. Able to list events leading up to the birth of the Ironworker union (Active from 2018 FA)	100.00%	0.00%
IWAP40.60 - IW-Architectural and Ornamental I		
A. Construct curtain walls, window walls, sloped walls and skylights (Active from 2018 FA)	100.00%	0.00%
B. Construct storefronts, entranceways, and cable walls (Active from 2018 FA)	100.00%	0.00%
C. Install glazing systems, glass rails, and apply sealants (Active from 2018 FA)	100.00%	0.00%
D. Able to test curtain wall and window wall systems (Active from 2018 FA)	100.00%	0.00%
IWAP40.61 - IW-Structural Precast Concrete		
A. Coordination of task elements needed in the staging and economical erection of a precast concrete building (Active from 2018 FA)	100.00%	0.00%
B. Apply pre-construction planning (Active from 2018 FA)	100.00%	0.00%
C. Demonstrate understanding of field considerations for connections (Active from 2018 FA)	100.00%	0.00%
D. Demonstrate understand transportation of precast concrete to worksite (Active from 2018 FA)	100.00%	0.00%
E. Demonstrate proper rigging techniques of precast concrete (Active from 2018 FA)	100.00%	0.00%
F. Safely and properly handle and install precast concrete (Active from 2018 FA)	100.00%	0.00%
G. Demonstrate proper post-installation inspection of precast concrete (Active from 2018 FA)	100.00%	0.00%
IWAP40.63 - IWS - Structural Lead Hazzard		
A. Explain the history of lead, its uses and the health effects caused by lead exposure. (Active from 2018 FA)	100.00%	0.00%
B. Identify regulations and sampling methods related to lead (Active from 2018 FA)	100.00%	0.00%
C. Explain hazard communication regulations and workers legal rights related to lead. (Active from 2018 FA)	100.00%	0.00%
D. Demonstrate appropriate use of personal protective equipment and describe work methods on steel structures when lead may be present (Active from 2018 FA)	100.00%	0.00%
E. Describe general site safety, safe work practices, and confined space entry as related to working on construction sites where there is a possibility of lead exposure (Active from 2018 FA)	100.00%	0.00%
IWAP41.03 - IW-Reinforcing II		
A. Outline the history of reinforcing and the manufacturing of reinforcing steel. (Active from 2018 FA)	100.00%	0.00%
B. Identify reinforcing tools, ties and safety practices (Active from 2018 FA)	100.00%	0.00%
C. Identify structural forms associated with placing reinforcing steel (Active from 2018 FA)	100.00%	0.00%
D. Demonstrate how to bend, tag, mark and fabricate reinforcing steel (Active from 2018 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
E. Demonstrate how to safely unload, handle and store reinforcing steel (Active from 2018 FA)	100.00%	0.00%
F. Read engineering and placing drawings (Active from 2018 FA)	100.00%	0.00%
G. Install bar supports (Active from 2018 FA)	100.00%	0.00%
Place reinforcing in footings, walls, columns, beams and girders, and in joists and slabs (Active from 2018 FA)	100.00%	0.00%
Describe how to reinforce highway and airport pavement and how to use bar splicing and mechanical couplers (Active from 2018 FA)	100.00%	0.00%
IWAP41.04 - IW-Architectural III		
A. Demonstrate and install swing doors, door closers, sliding doors, mall fronts, revolving doors, and rolling service doors (Active from 2018 FA)	100.00%	0.00%
B. Demonstrate and install anchors and fasteners, stairs, ladders, catwalks and grating (Active from 2018 FA)	100.00%	0.00%
C. Demonstrate and install fence, guard rails, and detention systems (Active from 2018 FA)	100.00%	0.00%
D. Demonstrate and install miscellaneous architectural and ornamental work (Active from 2018 FA)	100.00%	0.00%
IWAP41.05 - IW-Architectural II		
A. Construct curtain walls, window walls, sloped walls and skylights (Active from 2018 FA)	100.00%	0.00%
B. Construct storefronts, entranceways, and cable walls (Active from 2018 FA)	100.00%	0.00%
C. Install glazing systems, glass rails, and apply sealants (Active from 2018 FA)	100.00%	0.00%
D. Test curtain wall and window wall systems (Active from 2018 FA)	100.00%	0.00%
IWAP41.06 - IW-Structural Steel II		
A. Safely install metal decking and sheeting (Active from 2018 FA)	100.00%	0.00%
B. Explain how to erect bridges, towers, wind turbines, clear span, and amusement park structures (Active from 2018 FA)	100.00%	0.00%
C. Use composites in structural erection (Active from 2018 FA)	100.00%	0.00%
D. Read structural drawings (Active from 2018 FA)	100.00%	0.00%
IWAP41.07 - Post-Tension II		
Apply the principles and theories of post-tensioning and be able to identify the components of monostrand tendon systems and barrier cable systems (Active from 2018 FA)	100.00%	0.00%
Use the tools, equipment and procedures to safely unload, handle, layout, install, stress, grout and finish each type of post-tensioning system; including systems used in aggressive and non-aggressive environments (Active from 2018 FA)	100.00%	0.00%
Apply proper procedures for detensioning and performing lift-offs on post-tensioning systems (Active from 2018 FA)	100.00%	0.00%
Troubleshoot and repair post-tensioning systems and equipment on the job. (Active from 2018 FA)	100.00%	0.00%
Install and stress post-tensioned barrier cable systems (Active from 2018 FA)	100.00%	0.00%
IWAP41.08 - IW-Post Tension III		

Course by SLO	Expected Performance	Performance
A. Apply the principles and theories of post-tensioning and be able to identify the components of multi-strand and bar tendon systems (Active from 2018 FA)	100.00%	0.00%
B. Use the tools, equipment and procedures to unload, handle, layout, install, and stress each type of bonded post-tensioning system (Active from 2018 FA)	100.00%	0.00%
C. Use the tools, equipment and procedures to grout and finish each type of bonded post-tensioning system (Active from 2018 FA)	100.00%	0.00%
Troubleshoot and repair post-tensioning systems, stressing equipment, and grouting equipment on the job (Active from 2018 FA)	100.00%	0.00%

## Assessment Report (Part 2: Assessment Responses) : Version by **Barrera De Contreras, Gabriela** on **03/27/2024 18:30**

The Continuing Education division employs mostly adjunct faculty, who comprise more than 90% of its workforce. However, AED faces challenges in collecting data due to a lack of capacity. Program meetings are held twice a semester, but with only one full-time faculty member providing guidance and support, it's challenging to address all the programs' needs and implement action plans. Therefore, the division needs more full-time faculty to represent each program area that it currently offers.

The Course Student Learning Outcomes (CSLO) are assessed every semester, and data is collected accordingly. The results are analyzed after three semesters. Unfortunately, in the past, AED adjunct faculty did not have access to ELumen or proper training on how to input SLO data. Additionally, some AED programs collect student success data by completing a state-mandated CASAS (Comprehensive Adult Student Assessment Systems) exam.

The department will work with the SLO coordinator to ensure that all adjunct faculty have access to ELumen's SLO platform. Additionally, the department will offer summer training to help adjunct faculty become familiar with submitting SLO data using ELumen. SLO data reporting will also be added as a topic for discussion in our division meetings.

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

Our Continuing Education division currently includes an SLO item at every monthly division meeting to allow all adjunct faculty to participate in the process. By spring 2025, we aim to create an improvement plan for each course. We analyze SLO data to assess the needs of the program and courses based on student performance at our monthly division meeting. We are currently focusing on accurately capturing and reporting data.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

To develop an improvement plan, the division follows these steps in order:

1. Enhance data collection.
2. Analyze SLO data.
3. Set up a timeline for the improvement plan.
4. Create an improvement plan.
5. Implement the improvement plan.
6. Evaluate the effectiveness of the improvement plan.

The Continuing Education division aims to improve data collection processes for all courses by conducting training of all PT and FT staff. This will enable us to gather useful data with which to develop improvement plans.

## Data Analysis of Program Data : Version by **Barrera De Contreras, Gabriela** on **03/27/2024 18:39**

### Race/Ethnicity

Overall, the demographics of our program and the attendant courses correlate consistently with the college for the five years worth of data the division investigated. The Cerritos College Factsheet published by The Office of Public Affairs in July 2023 ascertained that in our most recent semester—Spring 2023—68% of Cerritos College served were Hispanic. The enrollment number of students for said semester was 20,498 (accounting for credit students only). According to the Cerritos College database, the adult education department served 2,034 Hispanic students in 2022–2023, 62% of the total students we served that year. Much like the college, the school and the department serve students of other ethnicities at similar percentages.

### Age

In the 2018–2019 academic year, the school served 2,880 students aged 50. That same year, the adult education department served 1,919 students of the same age group. Thus, 66.6% of students being accounted for were taking our classes in some capacity. In the 2022–2023 academic year, the campus served 2,609 students who were 50 years or older. The adult education department served 1,442 students of the same category. Thus, 55.3% of this age group were enrolled in one of our department's classes. It is no surprise that the student demographics of the department continue to be dominated by the 50 and over age group year after year.

The division saw an increase from the 2018–2019 to the 2019–2020 academic years in students who were 19 and younger. During these years, the adult education division implemented its action plan from the previous program review: to offer support classes in mathematics and English. We saw a massive decline the following year when the pandemic occurred. Today, we are collaborating with the mathematics department to best assist students in mathematics. The progression over the past three years has been slow. Still, we hope the collaboration will establish and allow best practices to bridge the gap between the credit side and the adult education department to assist all our students.

## Gender

The proportion of male and female students has remained consistent throughout the past few years at the college. In the 2021–2022 and 2022–2023 academic years, the college had an increase of 5.41% in female headcount, while the adult education department saw a 19.74% increase in this group. However, regarding the male category, the percentages for 2021–2022 and 2022–2023 were similar for both the campus and the division. The school had an increase of 2.35%, while the adult education division had one of 2.69%. The adult education department is proud to serve a variety of courses tailored to both men and women who wish to continue their education journey, be that through the Older Wiser Learner (OWL), General Education Development (GED), English as a Second Language (ESL), or other classes we offer.

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

## The Campus at Large

Enrollment figures for the overall campus increased from the 2021–2022 academic year to the 2022–2023 academic year, increasing from a full-time equivalent students (FTES) count of 11,191 to one of 36,432.

## Continuing Education division

According to the Cerritos College database for our recent academic year, 2021–2022, we served 2,905 students in the adult education department. Of these students, 320 were considered FTES. During the 2022–2023 academic year, we served 3,261 students in the adult education department. Of these, 351 were considered FTES. Thus, in these two academic years, we saw an enrollment increase of 12.25% and a 9.69% increase in FTES.

However, according to the CASAS TOPSpro Enterprise (CASAS) database, 38% (2,408) of the 6,334 adults we served had 12 or more contact hours (participants) in the 2021–2022 academic year. Of these 6,334 students, 1,991 were returning or continuing students, while 4,343 were first-time students at the adult education department.

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

## Headcount (Unduplicated)

During the 2018–2019 academic year, the department served 6,509 students, and we saw a decline in the following two academic years. During the pandemic from 2020 to 2021, we witnessed a decrease of 57.57%. From the academic year 2020–2021 to the year 2022–2023, we saw a steady increase of 31.75%. Moreover, if we look at each consecutive academic year from 2020, there was a 17% incline from 2020–2021 to 2021–2022 and a 12% incline from 2021–2022 to 2022–2023.

## Enrollment (Duplicated)

From 2019–2020 to 2020–2021, the enrollment numbers for our department underwent a 44.8% decline. The following three academic years (2020–2021, 2021–2022, and 2022–2023) saw a 12.62% increase, a 7.72% increase, and a 4.54% increase, respectively.

## Other Patterns

Scheduling patterns include weekday mornings, weekday nights, and all-day Saturdays. To meet demand, a series of course-specific tutoring labs were scheduled with immense success, partly because of the instruction and the day and time the tutoring sessions were scheduled.

## Section Counts

Regarding section counts from 2018–2019, we had only 7,801 sections before we saw an increase to 7,972. In 2020–2021, we saw a decrease of 9.22% (7,237). However, after 2021, we could offer more sections, taking the count to 7,794, an increase of 7.7%. Then, there was a decrease of 2.62% for the year 2022–2023, which left us with 7,590 sections. However, our number of enrollments was still steadily increasing (as shown in the data noted above). This led us to conclude that the sections no longer accounted for were classes that had been removed and had low enrollment. In addition, the population we serve has become accustomed to remote learning. Thus, we increased the number of remote classes and saw a decline in in-person courses.

According to the state's database, our CASAS information arrives at the following figures:

In the 2021–2022 academic year, 136 students earned a noncredit Career and Technical Education certificate. In addition, 344 students completed post-secondary credentials.

Students earning a diploma or high school equivalent in the past five years went on to complete the following certificates or degrees:

- 2018–2019: 49 of 3,704 participants earned an AA certificate and CCC baccalaureate degree
- 2019–2020: 89 of 2,905 participants earned an AA certificate and CCC baccalaureate degree
- 2020–2021: 26 of 2,055 participants earned an AA certificate and CCC baccalaureate degree
- 2021–2022: 80 of 2,408 participants earned an AA certificate and CCC baccalaureate degree

Furthermore, now that we provide support classes in English and mathematics, we are seeing a far greater number of students completing their degrees; however, due to numerous factors, we may not have precise data on how many students who take our support classes have successfully moved to the credit side, transferred, and received their degree. We will continue collaborating with the mathematics department to increase the number of students on the credit side taking support classes, such as 90.07 and 90.06.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

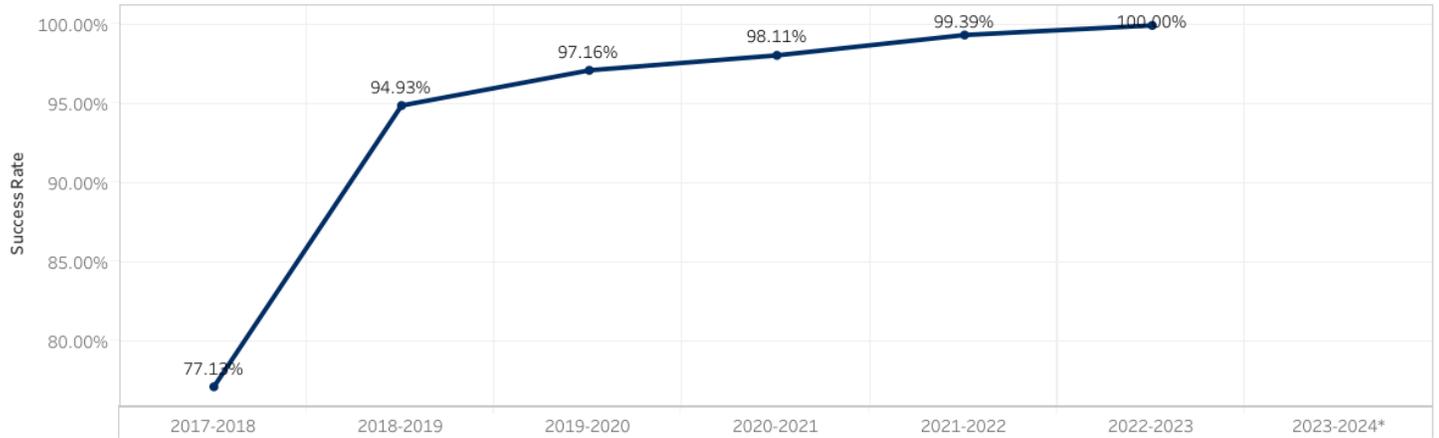
Cerritos College's dashboard lacks data on noncredit course grades or progress indicators because the college does not currently collect such information. This means that there is no data available to document the rate of change for retention or success of any AED course in the past six years. However, the division is working with the IT department to start collecting grades for noncredit courses and access division data on success and retention.

To document the success of students, our division uses the rate of job placement and increase in annual earnings. According to the CASAS database, adult education students at Cerritos College have median earnings that are close to or slightly above the state average. In the 2020–2021 academic year, adult education students who completed the program after the second and fourth quarters were surveyed, and the statewide median earnings were \$34,920, while for Cerritos College, they were \$36,916.

Our apprenticeship programs collect data as they are credit programs. In the last six years, the success rate of our apprenticeship programs has increased from 77.13% in 2017-2018 to a 100% success rate in 2022-2023. Additionally, the retention rates for these programs have also increased from 98.49% in 2017-2018 to 100% in 2022-2023. The following images document the upward trend.



# Success Rates

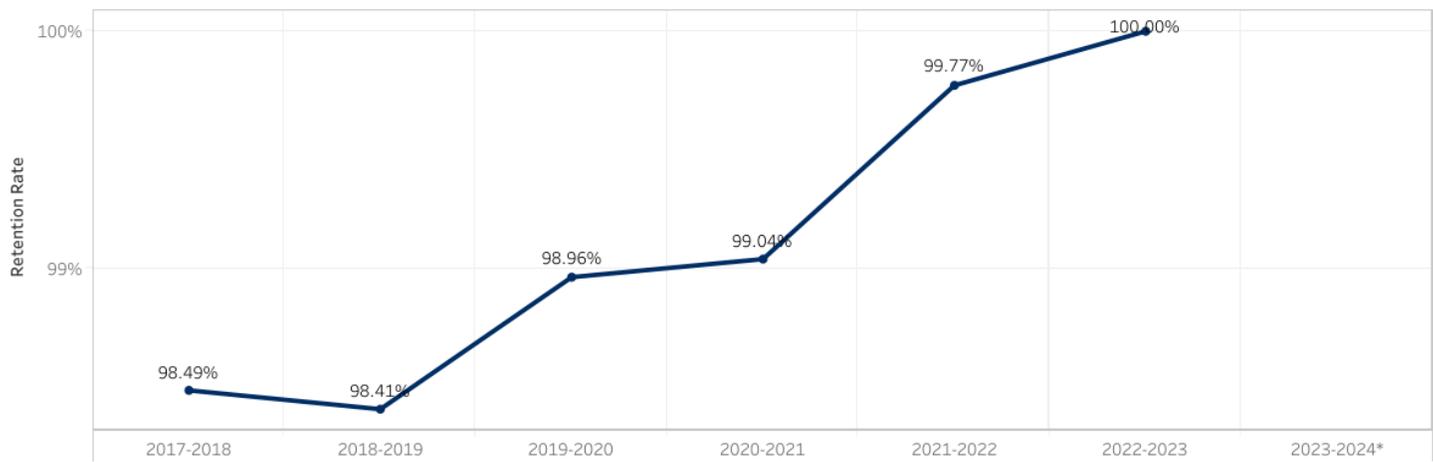


Population: All students

All students

28.57% 100.00%

Division	Department	Subject	Course	Select Student At...	2017-2018 Academic Ye..	2018-2019 Academic Ye..	2019-2020 Academic Ye..	2020-2021 Academic Ye..	2021-2022 Academic Ye..	2022-2023 Academic Ye..	2023-2024*
<b>Grand Total</b>					<b>77.13%</b>	<b>94.93%</b>	<b>97.16%</b>	<b>98.11%</b>	<b>99.39%</b>	<b>100.00%</b>	
Continuing Education	APP	FSAP	FSAP 72.01	All students	74.24%	75.24%	96.83%		100.00%		
			FSAP 72.02	All students	80.88%	98.21%	96.77%		100.00%		
			FSAP 72.03	All students	83.08%	92.59%	98.39%				
			FSAP 72.04	All students	77.05%	100.00%	96.83%		100.00%		
			FSAP 72.05	All students	68.42%	100.00%			100.00%		
			FSAP 72.06	All students	91.55%	73.33%	93.33%		100.00%		
			FSAP 72.07	All students	71.62%	47.06%			98.81%		
			FSAP 72.08	All students	68.66%	81.52%					
			FSAP 72.09	All students							



Population: All students

■ All students 83.33% 100.00%

Division	Department	Subject	Course	Select Student At...	2017-2018 Academic Ye..	2018-2019 Academic Ye..	2019-2020 Academic Ye..	2020-2021 Academic Ye..	2021-2022 Academic Ye..	2022-2023 Academic Ye..	2023-2024* Academic Ye..
Continuing Education	APP	IWAP	IWAP 40.60	All students							
			IWAP 40.61	All students		99.34%	99.06%	95.90%	100.00%	100.00%	
			IWAP 40.63	All students		99.49%	99.69%	100.00%	99.76%	100.00%	
			IWAP 41.03	All students		100.00%	97.71%	100.00%	100.00%	100.00%	
			IWAP 41.04	All students		98.44%	100.00%	100.00%	100.00%		
			IWAP 41.05	All students		100.00%	99.07%	100.00%	100.00%	100.00%	
			IWAP 41.06	All students		98.39%	97.01%	100.00%	100.00%	100.00%	
			IWAP 41.07	All students		100.00%	95.74%	100.00%	100.00%	100.00%	
			IWAP 41.08	All students		100.00%	93.33%	100.00%	98.98%	100.00%	
			IWAP 41.09	All students		100.00%	100.00%		100.00%		

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

All of our credit apprenticeship programs are only offered as face-to-face classes, but the retention and success rates reported show no differences.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

One important finding from our apprenticeship programs is that the success rate has improved significantly, from 77.13% in 2017-2018 to a 100% success rate in 2022-2023. Furthermore, the retention rates for these programs have increased from 98.49% in 2017-2018 to 100% in 2022-2023. We are committed to continually monitoring the success rates and outcomes of these programs to better serve our students.

The department will collaborate with IERPG to establish a system for tracking student success in all noncredit courses, including the creation of a noncredit transcript. Implementing an institutional process to gather data on noncredit student success will also help identify ways to enhance the transition from noncredit to credit programs.

### Curricular Course Review : Version by Barrera De Contreras, Gabriela on 03/02/2024 00:18

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

Course Review	Academic year
GED program courses	2024-2025
Basic Skills math and English courses	2025-2026
ESL program courses	2025-2026
Workforce Preparedness program	2026-2027
CTE program courses	2027-2028

Course Review	Academic year
Older Adult program courses	2027-2028

Explain any course additions to current course offerings.

Our curriculum is designed to meet the needs of our communities and programs. We have recently added courses in Career and Technical Education (CTE), as it is an area of focus for our state, regional workforce group, and communities. Here are the details of some of the programs we have added:

1. Apprenticeship: Field Iron Workers - Active from 2022 FA - IWAP - A.S. Degree Major

2. College Readiness - Active from 2021 FA - AED - Certificate of Completion

This program helps students achieve success when taking college-level courses by improving their math, reading, and writing skills.

3. Pre GED (Noncredit Certificate of Completion) - Active from 2024 SP - AED - Certificate of Completion

This program strengthens students' basic skills in math and reading to help them succeed in the GED Test and Preparation program. It is designed for students who are at an elementary skillset level.

4. Renewable Energy - Active from 2022 FA - AED - Certificate of Completion

This program provides a general understanding of how to start a career in the emerging and in-demand field of renewable energy. It prepares students for employment in the sustainable energy technologies industry.

5. Workforce Preparedness - Active from 2021 SP - AED - Certificate of Completion

This program helps students build or improve their interpersonal skills in the workplace. It covers a broad range of knowledge in several work-related areas such as goal setting, technology, communication, collaboration, and employment resources.

The curriculum addition process began with market and curriculum research in Fall 2019. AED faculty and dean meetings were held in Spring 2020, but the pandemic caused some revisions to the process. The curriculum was added to Elumen during Summer and Fall 2020. It was sent to the board for approval in Fall 2020 and Spring 2021. Entrepreneurship courses began in Fall 2021.

Explain any course deletions and inactivations from current course offerings.

The following courses have been deactivated:

Course Code	Course Title	First Term Offered	Status
APP71.01	Introduction to Boilermaking	2017 SP	Deactivated
APP71.02	Boilermakers Cutting and Welding	2017 SP	Deactivated
APP71.03	Boiler Systems and Componets	2017 SP	Deactivated
APP71.04	Welding and Pipe Fabrication	2017 SP	Deactivated
APP71.05	Plasma Arc Cutting	2017 SP	Deactivated
APP71.06	Tube and Piping	2017 SP	Deactivated
APP71.07	Advanced Mechanics and Boilermaking	2017 SP	Deactivated
APP71.08	Quality Assurance and Leadership	2017 SP	Deactivated
AED42.08	CREATIVE MUSIC EXPERIENCE	2017 SP	Deactivated
AED43.01	COMMON ROOFING/WATERPROOF	2017 SP	Deactivated
AED16.14	ADULT FOUR-PART CHORUS	2017 SP	Deactivated
AED19.02	CORONAL POLISHING	2017 SP	Deactivated
AED16.13	Vocal Arts Workshop	2017 SP	Deactivated
AED40.2	Welding II - Structural	2017 SP	Deactivated
AED40.18	General Rigging - Structural	2017 SP	Deactivated

#### New Course

##### Show Deactivated Courses

Course Code	Course Title	First Term Offered	Status
AED40.19	Welding I - Structural	2017 SP	Deactivated
AED40.64	IW OSHA	2017 SP	Deactivated
AED22.08	LIFE SKILLS	2017 SP	Deactivated
AED90.91	Mathematics - Tutorial	2017 SP	Deactivated
AED10.1	Movement Into Fitness	2017 SP	Deactivated
AED14.02	SR ARTSMOBILE/ON WHEELS	2017 SP	Deactivated
AED14.03	SENIOR CITIZENS MELODRAMA	2017 SP	Deactivated
AED14.07	MUSIC APPRECIATION/SENIORS	2017 SP	Deactivated
AED14.09	Arts & Crafts For Adults	2017 SP	Deactivated
AED14.11	QUILTING FOR SENIORS	2017 SP	Deactivated
AED16.1	Senior Chorus	2017 SP	Deactivated
AED16.11	COMMUNITY BAND/OLDER ADULT	2017 SP	Deactivated
AED23.48	POSITIVE PARENTING	2017 SP	Deactivated
AED24.04	Cooking For Senior Citizen	2017 SP	Deactivated
AED40.17	IW-REINFORCING IRON D	2017 SP	Deactivated

**New Course****Show Deactivated Courses**

Course Code	Course Title	First Term Offered	Status
AED40.23	IW-STRUCTURAL STEEL III	2017 SP	Deactivated
AED40.24	IW-ORNAMENTAL IRON I	2017 SP	Deactivated
AED40.25	IW-ORNAMENTAL IRON II	2017 SP	Deactivated
AED40.28	IWS-WELDING/SHOP I.W. II	2017 SP	Deactivated
AED40.51	AED 40.51	2017 SP	Deactivated
AED40.54	Iws-Reinforcing Detail II	2017 SP	Deactivated
AED41.02	Intro to Apprenticeship	2017 SP	Deactivated
AED42.09	BASIC SKILLS II	2017 SP	Deactivated
AED43	Intro Roofing/Waterproof	2017 SP	Deactivated
AED43.03	BUILT-UP ROOF ASEMBLIES	2017 SP	Deactivated
AED43.04	COLD-APPLIED ROOFING SYS	2017 SP	Deactivated
AED45.01	OPEN ENTRY/EXIT WELDING	2017 SP	Deactivated
AED5.08	Multi-Clerical	2017 SP	Deactivated
AED50.03	NTMA-SHOP THEORY	2017 SP	Deactivated
AED90.1	Supervised Science Tutorial	2017 SP	Deactivated

**New Course****Show Deactivated Courses**

Course Code	Course Title	First Term Offered	Status
AED90.3	COMPUTER UTILIZATION TUTORIAL	2017 SP	Deactivated
AED90.32	Communication Disorders	2017 SP	Deactivated
AED90.36	SUPERVISED INDIV ESL TUTORIAL	2017 SP	Deactivated
AED90.46	Individualized Speech	2017 SP	Deactivated
AED90.47	Supervised Nursing - Tutorial	2017 SP	Deactivated
APP72.25	Fire Sprinklers Procedures and Documentation	2017 SP	Deactivated
IWAP4011	Welding II - Reinforcing	2018 FA	Deactivated
AED10.01	EXERCISE FOR SENIORS	2019 FA	Deactivated
AED10.06	Music Experience for Seniors	2019 FA	Deactivated
AED22.11	Contemporary Issues/Adults	2019 FA	Deactivated
AED24.03	Adult Nutrition	2019 FA	Deactivated
AED11.10	Personal Care / Older Adult	2019 FA	Deactivated
AED40	IW Mixed Base	2019 FA	Deactivated
AED40.08	IW Extension and Review	2019 FA	Deactivated
AED40.52	IW - Orientation II	2019 FA	Deactivated

**New Course****Show Deactivated Courses**

Course Code	Course Title	First Term Offered	Status
AED40.57	IW Lead Hazard - Reinforcing	2019 FA	Deactivated
AED40.6	IW Architectural and Ornamental I	2019 FA	Deactivated
AED40.62	Ironworker History Structural	2019 FA	Deactivated
AED80.10	Sheet Metal I	2019 FA	Deactivated
AED80.11	Sheet Metal II	2019 FA	Deactivated
AED80.12	Sheet Metal III	2019 FA	Deactivated
AED80.13	Sheet Metal IV	2019 FA	Deactivated
AED80.14	HVAC I	2019 FA	Deactivated
AED80.15	HVAC II	2019 FA	Deactivated
AED80.16	HVAC III	2019 FA	Deactivated
AED80.17	HVAC IV	2019 FA	Deactivated
AED80.18	Electronic Systems Technician I	2019 FA	Deactivated
AED80.19	Electronic Systems Technician II	2019 FA	Deactivated
AED80.20	Electronic Systems Technician III	2019 FA	Deactivated
AED80.21	Introduction to Electrical Craft Training	2019 FA	Deactivated

**New Course****Show Deactivated Courses**

Course Code	Course Title	First Term Offered	Status
AED80.22	Electrical Craft Training - Level I	2019 FA	Deactivated
AED80.23	Electrical Craft Training - Level II	2019 FA	Deactivated
AED80.24	Electrical Craft Training - Level III	2019 FA	Deactivated
AED80.25	Electrical Craft Training - Level IV	2019 FA	Deactivated
AED10.07	Fitness For Older Adults	2020 SP	Deactivated
AED10.08	Exercise For Adults	2020 SP	Deactivated

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

Currently, our college does not issue noncredit or CDCP certificates to students, making it difficult to set measurable improvement goals.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?

- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.
- No programs related to division require any kind of licensure or certification exams for completion.

## Program Reflection

### Six-Year Program Reflection : Version by **Barrera De Contreras, Gabriela** on **03/02/2024 00:40**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The Continuing Education Department and the Partnership Adult Academic Career Education (PAACE) Program (a regional Adult Education Consortium consisting of ABC, Bellflower, Cerritos, Downey, and Norwalk La Mirada Adult Schools) have increased student enrollment and transition to credit degree programs through collaborative and intentional efforts in engaging partner Adult Schools and providing consistent outreach activities that include:

1. Classroom outreach visits
2. Campus tours
3. An annual "Welcome Day" event that invites four partner adult schools to the campus to receive an overview of degree programs, financial aid services, and supportive resources such as Student Accessibility Services (SAS), Extended Opportunity Programs and Services (EOPS), and an overview of various student resources to address basic needs.

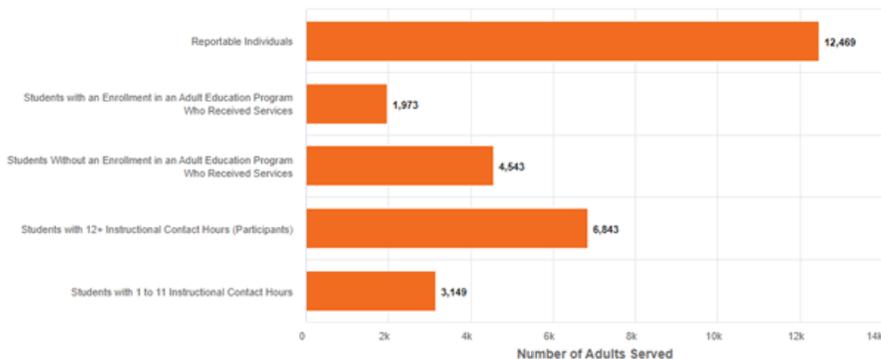
Additionally, the Continuing Education Division and PAACE serve as a liaison to transitioning students by providing:

1. Dual Enrollment opportunities for adult school students, allowing them to experience credit-level courses,
2. Math and English Support courses
3. Assisting students with the college application and financial aid process
4. Regular student progress monitoring to ensure continued success.

The efforts made by the PAACE Consortium have resulted in increased enrollment and transition rates. This has led to students completing not only their associate's degree but also their four-year degrees. The demographics of the student population indicate that the PAACE Consortium serves a diverse group of students, with over 70% of the population identified as English Language Learners. To meet the needs of this population, the Continuing Education Division and PAACE have created a network of courses aimed at providing instruction in both English and Spanish. These courses include English as a Second Language and GED Prep courses, which are offered in both English and Spanish. These language acquisition services allow students to enter the workplace quickly.

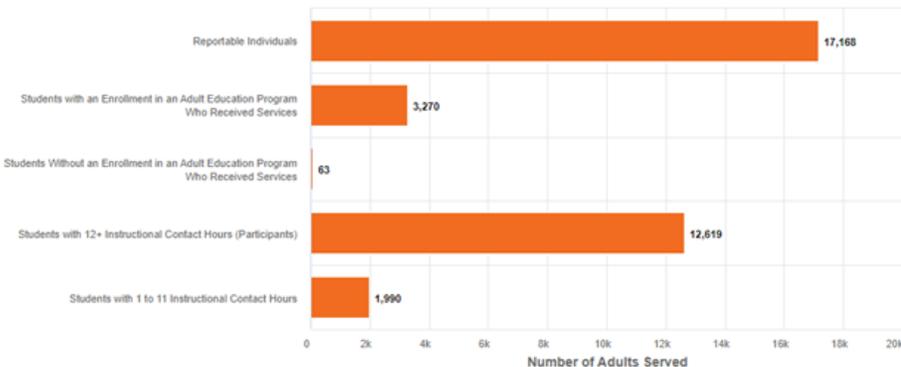
PAACE aims to further improve their efforts in assisting adults with transition to community college by increasing the number of college graduates and students transferring to universities. To achieve this, we will work closely with community and consortium members to provide the necessary educational training and services needed by the community.

• Partnership for Adult Academic and Career Education, 2021-2022

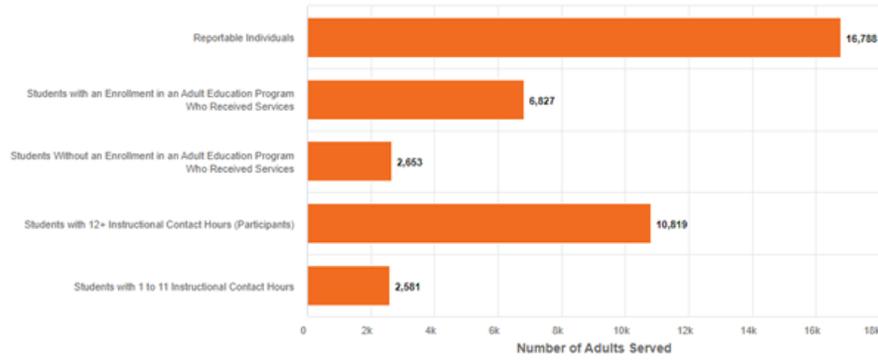


Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

• Partnership for Adult Academic and Career Education, 2016-2017

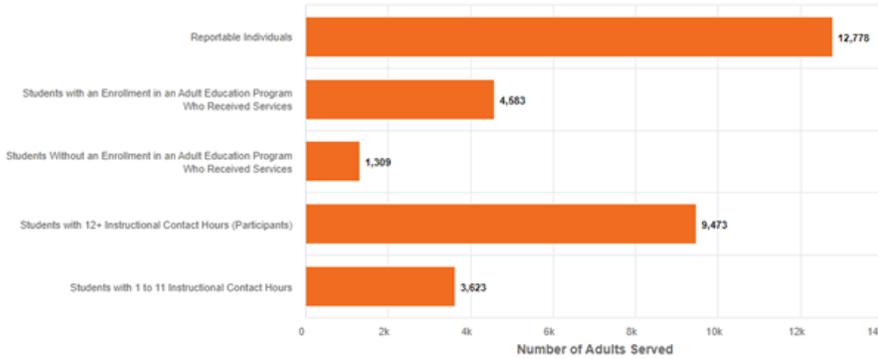


● Partnership for Adult Academic and Career Education, 2018-2019



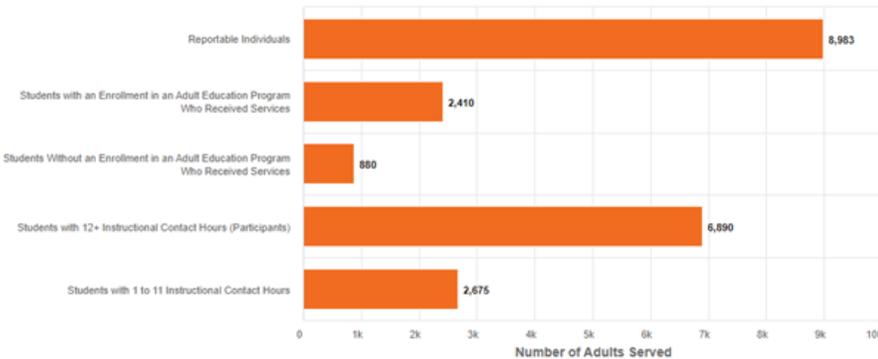
Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

● Partnership for Adult Academic and Career Education, 2019-2020



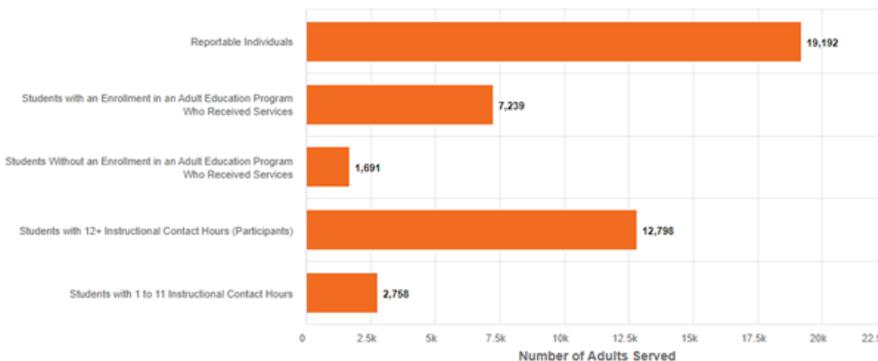
Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

● Partnership for Adult Academic and Career Education, 2020-2021



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

● Partnership for Adult Academic and Career Education, 2017-2018



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer? Unfortunately, our college does not currently issue noncredit or CDCP (Career Development and College Preparation) certificates to our students, making it difficult to accurately measure the number of students completing these certificates and establish a measurable improvement goal. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

The pandemic had a negative impact on the community, causing a decline in enrollment numbers due to the challenges posed by the transition to remote learning. However, now that the pandemic is subsiding, students have returned to campus, and enrollment numbers have stabilized. In 2019, a new wave of learning modality was introduced for instructors and students. The division is now using data to best serve the needs of students and offer programs in the most flexible format for working students.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

### **Achievements**

1. Our division received the Health Science Pathway and Apprenticeship Chancellor's Demonstration grants.

The Continuing Education Division and PAACE Consortium received recognition during the 2023-2024 School Year as a program with Promising Practices in exceeding expectations in serving students of color. This acknowledgment is partly due to the caring faculty that emphasizes equity, champions growth and support for students, and the exemplary leadership of the division dean. This distinction was provided to two schools within the PAACE Consortium, Cerritos Noncredit and ABC Adult School. Both schools participated in a study, the results of which will be shared across the state by the California Department of Education and infused into statewide professional development as a best practices model. Additionally, during the 2023-24 school year, the PAACE Consortium was invited by the California Community Colleges Chancellor's office to apply for the English Language Learner Healthcare Pathway Grant. An intent to award this grant was received by the PAACE Consortium on 1/11/24.

The division received a million-dollar grant for an apprenticeship in Metro Railway and Electrical training. This will bring additional programs, enrollments, and funding for the division. Enrollment grew in the last academic year when most other areas and programs in the state did not grow. Headcount (unduplicated) 17.17% increase 2020 - 2021 (2,475) 2021 - 2022 (2,905) Enrollment counts (duplicated) 7.71% increase 2020 - 2021 (9,368) 2021 - 2022 (10,091)

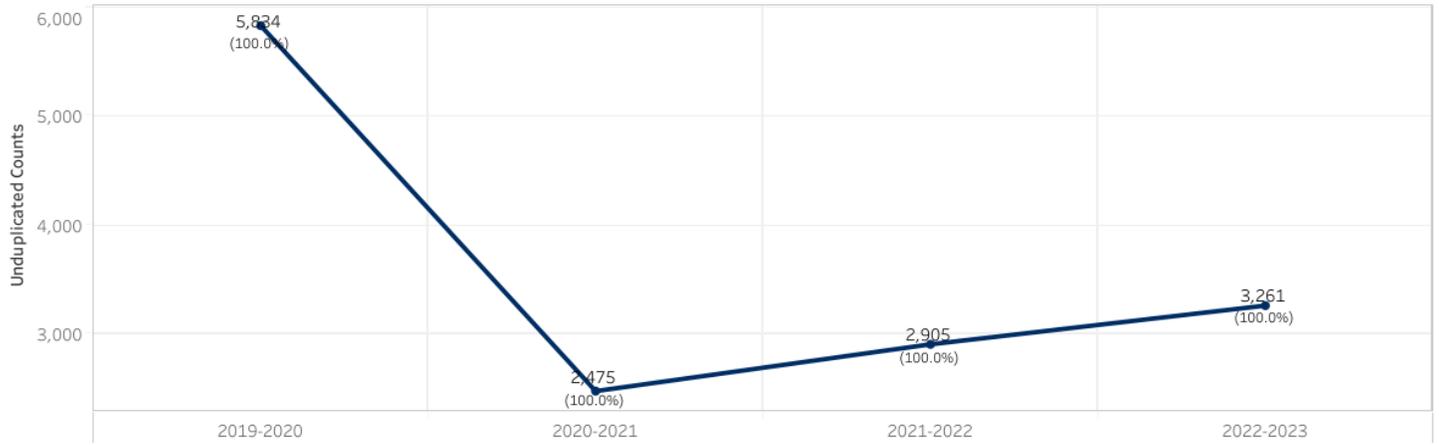
The Continuing Education Department and the Partnership Adult Academic Career Education (PAACE) Program have increased student enrollment and transition to credit degree programs through collaborative and intentional efforts in engaging partner Adult Schools and providing consistent outreach activities that include classroom outreach visits, campus tours, an annual "Welcome Day" event that invites four partner adult schools to the campus to receive an overview of degree programs, financial aid services, and supportive resources such as Student Accessibility Services (SAS), Extended Opportunity Programs and Services (EOPS), and an overview of various student resources to address basic needs. Additionally, the Continuing Education Division and PAACE serve as a liaison to transitioning students by providing Dual Enrollment opportunities for adult school students, allowing them to experience credit level courses, Math and English Support courses, assisting students with the college application and financial aid process, and regular student progress monitoring to ensure continued success. These efforts have led to increased enrollment and transition numbers, resulting in students who have not only completed their associate's degree but also their four-year degrees. Student demographics indicate that collectively, the PAACE Consortium serves a diverse student population regionally greater than 70% of the population are identified as English Language Learners; the Continuing Education Division and PAACE have delivered a network of courses aimed at providing courses that are offered in both English and Spanish to meet the needs of the population and deliver language acquisition services, that will allow students to enter the workplace quickly. Students can enroll in English as A Second Language and GED Prep courses in Spanish.

2. Noncredit enrollment is on an upward trend.

Due to the pandemic, our enrollment numbers decreased, but as demonstrated in the graph below, our enrollment is now upward.



# Unduplicated Headcounts



Population: All students

All students

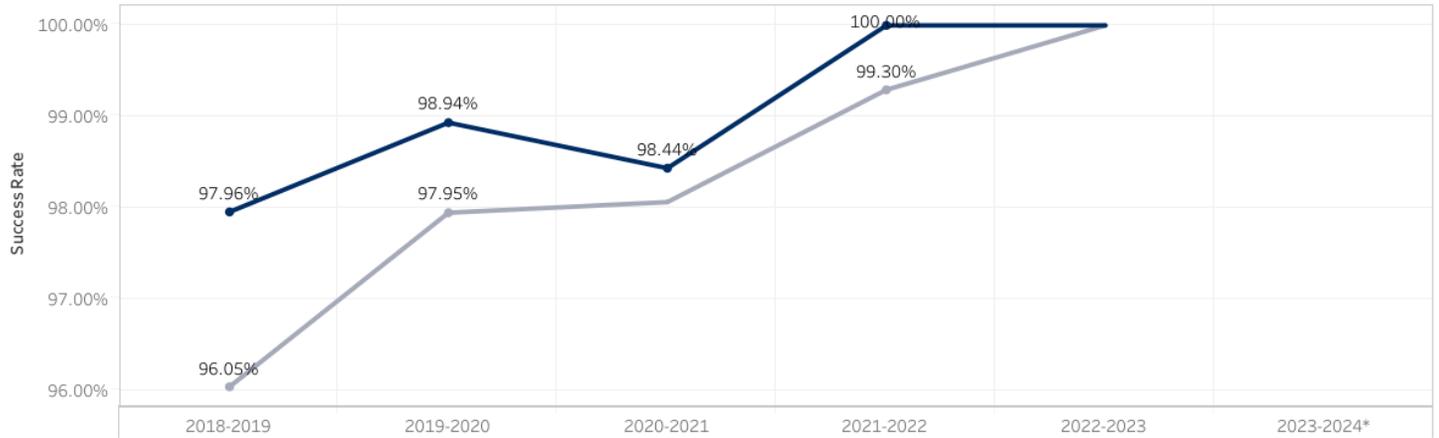
5 1,403

Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year
<b>Grand Total</b>					<b>5,834</b> (100.0%)	<b>2,475</b> (100.0%)	<b>2,905</b> (100.0%)	<b>3,261</b> (100.0%)
Continuing Education	AED	AED	AED 11.08	All students	1,169 (100.0%)	680 (100.0%)	712 (100.0%)	869 (100.0%)
			AED 22.06	All students	160 (100.0%)	96 (100.0%)	78 (100.0%)	47 (100.0%)
			AED 22.09	All students	146 (100.0%)	116 (100.0%)	175 (100.0%)	226 (100.0%)
			AED 36.01	All students	71 (100.0%)		47 (100.0%)	38 (100.0%)
			AED 36.06	All students	166 (100.0%)	85 (100.0%)	56 (100.0%)	85 (100.0%)
			AED 39.01	All students	44 (100.0%)			46 (100.0%)
			AED 39.02	All students		48 (100.0%)		
			AED 39.03	All students		50 (100.0%)		
			AED 39.04	All students		52 (100.0%)		

3. The division has closed the gender success gap in its credit program IWAP.



# Success Rates



Population: All students

Female

Male

96.05% 100.00%

Division	Department	Select Student Attribute	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024* Academic Year
Grand Total			96.10%	97.98%	98.08%	99.32%	100.00%	
Continuing Education	APP	Female	97.96%	98.94%	98.44%	100.00%	100.00%	
		Male	96.05%	97.95%	98.07%	99.30%	100.00%	

Provide a status update on goals from the last program review cycle.

### Previously established goals:

Goal	Status
Adult Basic Education (ABE) (AED 49.01 and AED 48.05), College Placement Strategies (AED 42.98 and AED 42.99), ESL, and GED courses will have an active instructional action plan based on at least two semesters of course SLOs data.	Completed
AED 49.01 and AED 48.05 will participate in the AIME program to create a clear transition from non-credit to credit in the areas of math and English.	Completed
A supplemental GED math and reading course are to be submitted to curriculum to support our current GED students' needs.	Completed
The AED department will update at least two of its current courses to align the course content to career or college readiness. - AED 42.98 - AED 42.99 - AED 42.20 AED 42.22 - AED 22.08 - AED 36.01	Completed
In an effort to connect non-credit students to the success center, AED 49.01, AED 48.05, AED 42.05, ESL, and GED courses will implement at least one class visit to the success center per semester.	Completed
Hire a full-time Basic Skills faculty	Not completed
Recruit qualified ESL and Basic Skills instructors for a part-time pool.	Ongoing
Conduct program based professional development to insure the vision and mission of the Adult Education Department.	Completed
Use LMS as a medium to communicate among faculty, engage all adjunct faculty in professional development, and to collaborate.	Completed
Develop a plan with necessary Cerritos College departments to report accurate positive attendance and academic progress for all AED courses	Ongoing
Draft three new courses to address college preparation, ESL, or career readiness.	Completed
AED 49.01 will assess all course SLOs to obtain course wide trends and to create an accurate and effective course action plan.	Completed
GED A and GED B will assess all course SLOs to accurately discover differences in student performance among the four subject areas covered.	Completed
Implement College English Skills SLOs and assess.	Completed

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

Replacement of faculty member- Martha Robles retired and her position was replaced.

## Resource Requests

## Faculty Resource Request(s) : Version by Barrera De Contreras, Gabriela on 02/16/2024 01:58

We require a full-time faculty position to serve high-need programs. The position would be a growth position.

We also require continued funding for a full-time counselor in SEAP (ACE categorical funding of \$120,000). Additionally, we need two part-time counselors who will be paid \$60,000 each.

Program/Department/Division:

Continuing Education Division- Adult Education Department

Title of instructor position:

Faculty

Counselor

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

#1 priority: FT faculty for high area need -STV programs, growth position to provide support with online instruction and student enrollment, increase in-person enrollment and assist with work in meeting the initiatives of enrollment growth planning, including outreach, multi-language student material, social media, adult dual enrollment, etc.

#2 Priority: FT counselor- continued funding - SEAP (ACE categorical funding \$120,000)

#3 Priority: 2 PT counselor- (\$60,000 x 2)

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

NEW #1 priority: FT faculty for high area need -STV programs, growth position to provide support with online student enrollment, increase in-person enrollment and assist with work in meeting the initiatives of enrollment growth planning, including outreach, multi-language student material, social media, adult dual enrollment, etc.

CONTINUED #2 Priority: FT counselor- continued funding - SEAP (ACE categorical funding \$120,000)

CONTINUED #3 Priority: 1 PT counselor- (\$60,000)

REPLACEMENT #4 Priority: 1 PT counselor- (\$60,000)

Cost estimate:

NEW #1 priority: FT faculty for high area need -STV programs \$120,000

CONTINUED #2 Priority: FT counselor- continued funding - SEAP (ACE categorical funding \$120,000)

CONTINUED #3 Priority: 1 PT counselor- (\$60,000)

REPLACEMENT #4 Priority: 1 PT counselor- (\$60,000)

Occurrence:

- Recurring expense
- One-time augmentation

All 3 positions expenses:

**One-time augmentation** NEW #1 priority: FT faculty for high area need -STV programs \$120,000

**Recurring** CONTINUED #2 Priority: FT counselor- continued funding - SEAP (ACE categorical funding \$120,000)

**Recurring** CONTINUED #3 Priority: 1 PT counselor- (\$60,000)

**Recurring** REPLACEMENT #4 Priority: 1 PT counselor- (\$60,000)

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

**General Fund** (Program 100): NEW #1 priority: FT faculty for high area need -STV programs \$120,000

**Categorical - 3SP** CONTINUED #2 Priority: FT counselor- continued funding - SEAP (ACE categorical funding \$120,000) and REPLACEMENT #3 Priority: 1 PT counselor- (\$60,000)

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

FT faculty for high area need -STV programs,

FT & PT Counselors are needed to continue on categorically funded budgets to sustain and provide counseling to approximately 5,000 of noncredit and apprenticeship students

If this position is not filled, what is the potential impact to student success?

FT Faculty - Faculty is needed to be dedicated to curriculum and instructional needs. Currently, due to no full time faculty the program is out of compliance in areas that have not been addressed given the lack of faculty for curriculum development, SLO reporting, issuing certificates, and updating and/or augmenting program courses.

FT & PT Counselor - Services for students in noncredit and apprenticeship would not be provided services to develop educational plans.

## Classified Resource Request(s) : Version by Barrera De Contreras, Gabriela on 02/15/2024 08:52

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by **Vasquez, Graciela** on **02/06/2024 22:08**

Director position (1 year categorical funds) to collaborate with faculty, staff, and industry on new initiatives and areas of growth - STV and apprenticeship (use SWF regional funds) -IWAP

Program/Department/Division:

IWAP

Position requested:

Director, grade 33

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1 -Critical (mission critical or must have)

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New

Cost estimate:

\$144,000K + benefits grade 33

Occurrence:

- Recurring expense
- One-time augmentation

one-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Other funding: apprenticeship

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

This position is required to manage the growing apprenticeship programs. Currently there are 2 programs with over 1,500 students. In addition, there are 5 apprenticeship programs being developed as a consequence of awarded CAI - California Apprenticeship Initiative grants. Additional resources are expected over the next 5 years and the college is well positioned to grow in this area.

If this position is not filled, what is the potential impact to student success?

Program development, requirements, and effectiveness will be inadequate and harm the reputation of the programs and inadequately serve students.

## Professional Development Resource Request(s) : Version by Vasquez, Graciela on 02/06/2024 22:39

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

Conferences for full time and part time faculty are needed so that faculty are up to date

due to various programs and State and Federal requirements in noncredit and apprenticeship (CASAS required training)

\$2,000 per conference (including travel) x 5 faculty member

Professional Development Resource Request(s):

Profession Development: Conference Registration and travel

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2. Important

Cost estimate:

\$10,000

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund

## Facilities Resource Request(s) : Version by Vasquez, Graciela on 02/02/2024 23:37

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

None

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Facilities Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Technology and Software Resource Request(s) : Version by Vasquez, Graciela on 02/02/2024 23:37

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

None

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Technology and Software Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

### Other Resource Request(s) : Version by Vasquez, Graciela on 02/02/2024 23:37

Identify and justify any other needs. Explain how it will help the program better meet its goals.

None

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

### Prioritized Resource Request Recommendations

Resource request:	Priority:	Cost estimate:	Program goal alignment:
undefined	undefined	undefined	undefined

### Career Technical Education (CTE) Supplemental Questions : Version by Barrera De Contreras, Gabriela on 03/02/2024 00:40

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

Our division does not have any CTE programs.

How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

No Value

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

No Value

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

No Value