

<b>BOARD OF TRUSTEES</b>	<b>INFORMATION</b>
Santa Monica Community College District	October 4, 2011

MAJOR ITEMS OF BUSINESS

**INFORMATION ITEM G**

**SUBJECT:**                    **UPDATE: CAREER TECHNICAL EDUCATION**

**SUBMITTED BY:**            Superintendent/President

**SUMMARY:**                    With the growing pressure from international competition and rapid technological change, the competitive position of the Los Angeles region and the state of California in the global marketplace is largely dependent on a highly skilled workforce. As a premier educational institution in the Westside region, Santa Monica College must produce a workforce that supports the critical industries in our region, the growth of existing business, and that of emerging industries.

The Office of Workforce and Economic Development aids the District in this endeavor by applying for and managing grants that assist departments in developing new programs, securing funding for professional development and for the purchase equipment that keeps CTE programs consistent with industry standards, and piloting not-for credit, short-term training programs and contract education in emerging industry sectors to test demand before developing credit programs in a new field.

The recent institutional research findings from various studies show that there is much to learn and implement in order to improve outcomes for CTE students. However, this report will demonstrate that SMC CTE students are successful in ways besides earning a certificate and degree. It is clear that CTE plays an important role in SMC's and the state's college completion agendas. In addition to improving completion rates, strengthening the SMC CTE mission will help the College meet critical regional and state workforce goals, improve equity goals, and increase post-secondary productivity due to the significant number of students identified as CTE concentrators and large number of students taking CTE courses.

*The complete report is included as Appendix A.*

<b>BOARD OF TRUSTEES</b>	<b>ACTION</b>
Santa Monica Community College District	October 4, 2011

**APPENDIX A: UPDATE: CAREER TECHNICAL EDUCATION**

Submitted by: Patricia Ramos, Dean Workforce & Economic Development, Vice-Chair of Career Technical Education (CTE) Committee

**Report Summary**

With the growing pressure from international competition and rapid technological change, the competitive position of the Los Angeles region and the state of California in the global marketplace is largely dependent on a highly skilled workforce. As a premier educational institution in the Westside region, Santa Monica College must produce a workforce that supports the critical industries in our region, the growth of existing business, and that of emerging industries.

The Office of Workforce and Economic Development aids the District in this endeavor by applying for and managing grants that assist departments in developing new programs. We secure funding for professional development and for the purchase equipment that keeps CTE programs consistent with industry standards. We pilot not-for credit, short-term training programs and contract education in emerging industry sectors to test demand before developing credit programs in a new field.

Our recent institutional research findings from various studies show that we have much to learn and implement in order to improve outcomes for CTE students. However, this report will demonstrate that SMC CTE students are successful in ways besides earning a certificate and degree. It is clear that CTE plays an important role in SMC's and the state's college completion agendas. In addition to improving completion rates, strengthening the SMC CTE mission will help the College meet critical regional and state workforce goals, improve equity goals, and increase post-secondary productivity due to the significant number of students identified as CTE concentrators and large number of students taking CTE courses.

**Career Technical Education Mission at SMC**

The Career Technical Education (CTE) mission of Santa Monica College is not as well understood as its transfer mission. As such, the CTE mission at Santa Monica College has only in recent years received the needed attention. This rich and complex mission can benefit from more attention and greater understanding by College stakeholders especially when viewed within a context of state and national workforce trends and economic conditions.

Motivated by the strategic priority adopted by the SMC Board of Trustees and College governance committees, the CTE Committee of the Academic Senate, and the Office of Workforce and Economic Development have dedicated the last two years to studying patterns of CTE student enrollment and progress. The Office of Institutional Research has provided the CTE Committee with vital comprehensive data analysis and has included CTE as a focus in its research agenda.

## Report Contents

This Board update contains components of a broader research agenda aimed at understanding how SMC could best promote the success of students who pursue programs in occupational fields of study. This brief report will focus on efforts underway to better understand CTE at SMC and improve outcomes. Included are updates of new CTE programs. The contents of this report include:

- Career Technical Education Infrastructure
- The new CTE-BSI Research Collaborative
- Completer/Leaver Survey highlights
- NEW CTE Programs and Updates
- 

## Career Technical Education Infrastructure

Career Technical Education at SMC prepares students for entry-level employment opportunities, ranging from one semester to four semesters. SMC offers numerous options spanning 9 industry sectors. Credit programs include:

- 37 CTE related Associate Degrees,
- 33 Certificates of Achievement
- 22 CTE Department Certificates

## Who are CTE Student Concentrators?

31138 students enrolled in fall of 2010. A total of 7506 or 24.1% of credit students are CTE concentrators (enrolled in one or more credit courses coded SAM code 'B' or 'C').

Unit Load	Non-CTE		CTE		Total	
	Count	Percent	Count	Percent	Count	Percent
<b>Part-time</b>	15136	<b>64.0%</b>	4842	<b>64.5%</b>	19978	<b>64.2%</b>
<b>Full-time</b>	8496	<b>36.0%</b>	2664	<b>35.5%</b>	11160	<b>35.8%</b>
<b>Total</b>	23632	<b>100.0%</b>	7506	<b>100.0%</b>	31138	<b>100.0%</b>

## New CTE-BSI Research Collaborative

In an effort to better understand and improve CTE outcomes, Jeff Shimizu, Vice-President of Academic Affairs, formed a committee that includes CTE and Basic Skills chairs, along with initiative administrative leaders. This collaborative research project began this summer and is funded with SB70 and BSI funds.

The main goal of this committee is to explore the possibility of 1) identifying common/ basic and technological skills needed for emerging careers SMC is currently pursuing 2) to discuss developing courses that teach basic skills in the context of occupational skills training 3) discuss innovative programs and approaches which have or could increase student success in CTE areas.

Understanding barriers to completion is critical to improving outcomes. Data reviewed includes: CTE awards and degrees; time to completion of awards; Basic Skills status. We are also seeking to know how many students satisfy certificate requirements but fail to earn one and why? We also hope to better understand what levels of English and math certificates should require. What are the major barriers to completion in CTE? Could this committee contribute to intervention strategies to improve CTE outcomes? Although this committee has met only a few times, we have reviewed best practices, and analyzed research data provided. The following is a sample of some preliminary findings:

- The persistence and graduation of CTE concentrators is low
  - The persistence may be low because of the course reductions; how can we keep courses open to help the progress of students, especially in courses that are only offered once a year
- A large proportion of CTE concentrators already have degrees
  - How can we serve the professional development students or those who only come to us for courses only and not a certificate or degree?
- CTE students with degrees still enroll in basic skills courses
  - It is clear that we should still focus on math and English skills in the CTE courses as degree holders still enroll in these courses.

Implementing more effective instructional practices could mean including student-centered models, peer group support, accelerated courses, and courses that teach basic skills in the context of occupational skills training. These are all things we have done quite successfully with Promo-Pathway. However, contract funding has allowed for the unique design of services in this relatively small program (25 students). The challenge is creating programs which impact larger numbers of students.

The committee includes: Chris Fria, Frank Dawson, Fariba Bolandhemat, Vicki Drake, Laura Manson, Susan Sterr, Laura Campbell, Alan Emerson and Counseling Chair, Laurie Guglielmo. The administrators include Roberto Gonzalez, Maria Leon-Vasquez, Hannah Alford, and Tricia Ramos.

Early recommendations from the committee include exploring the feasibility of:

- Implementing an online portal to collect departmental certificates so we can count them as successes; right now, there is no systematic way to collect and store this information and it varies from department to department
- Advertising certificates via counseling
- Offering math modular courses that are self-paced and are CTE program specific. Encourage students to take these courses before or while enrolled in CTE courses in order to serve the students with varying math levels in CTE courses
- Implementing writing across the curriculum with broad CTE themes (technology, education, etc.)
- Administering a survey in the beginning of the CTE courses to capture students who just want to take one course and update contact information

### **Completer/Leaver Survey**

Tracking employment outcomes of CTE students is critical to the success our programs and it is a major challenge for college personnel. Having this information would allow the college to better understand the impact of our educational programs in CTE. Therefore, the CTE Committee used Perkins funds to pilot a qualitative study conducted by our Office of Institutional Research. The college surveyed 1,232 former CTE students who earned a career certificate or associate degree (Completers) and those who took substantial coursework in a CTE program but did not receive an award (Leavers). Students returned 173 surveys for a response rate of 14.0%.

The following points summarize the major findings of the survey study. To view survey and findings in its entirety, visit:

[http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Career\\_Technical\\_Education/2011CTECompletersLeaversSurvey.pdf](http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Career_Technical_Education/2011CTECompletersLeaversSurvey.pdf)

- About 43% of survey respondents had earned an associate or higher degree prior to enrolling at SMC. The large proportion of former CTE students who already have a degree implies that a certificate, degree, or transfer goal may not apply to all students.
- A larger proportion of Leavers (32.7%) reported that the primary reason for attending SMC was to obtain or update job-related skills or for personal enjoyment or self-improvement than Completers (9.3%). The data has implications for using award completion as the sole measure for CTE student success. Nearly one-third of Leavers indicate that their primary educational goal at SMC was not to earn a certificate, degree, or transfer but to obtain or obtain job skills or for professional or personal development. Therefore, it is important to identify other measures of student success.
- Although they left the college without earning a certificate or degree, a large majority of Leavers (84.4%) reported that they were satisfied with the education they received at SMC.
- A large majority of survey respondents reported that the courses at SMC helped them obtain their current job, advance in their current job, improve their job performance, and or improve their overall employability. Disproportionately fewer Leavers reported that SMC helped them on all four points when compared with Completers; however, the percentages of Leavers who indicated that SMC did help them were still high (64% to 76%). Although they did not earn a certificate or degree, a large majority of Leavers reported benefits of attending SMC, including obtaining or advancing in their current employment and improving their job performance and overall employability.
- On average, students reported a gain of \$5.41 in hourly wage when comparing their wages before and after attending SMC.
- Overall, with the exception of dental, survey respondents reported a gain in benefits, including medical, vision, retirement, vacation, and paid sick leave. A fewer proportion of Leavers reported having these benefits after leaving SMC when compared with before their education at SMC; however, Leavers reported a 20% gain in opportunities for pay increases and 27% gain in opportunities for promotion after leaving SMC.
- A large majority of survey respondents reported using general work, computer/technology, interpersonal, reading and writing, and math skills in their current jobs.

This finding has implications for the curriculum of CTE programs. In addition to discipline-specific knowledge and skills, survey respondents reported using soft skills in their jobs on a regular basis.

- Among the options listed for the primary reason Leavers left SMC without earning a certificate or degree, the highest proportions of students (15% each) reported that they did not have enough time for classes or transferred to another college. Twelve or 14% of the respondents indicated that they reached their goal and earned a departmental certificate.

The finding suggests that students who leave SMC may have other reasons besides academics. In addition, a large number of former students reported they left the college because they earned a departmental certificate. Although the Chancellor's Office does not recognize the departmental certificate as a formal award, students recognize it as an achievement.

## **Emerging CTE Program and Funding Updates**

New programs are added in response to emerging industries and careers in our region. Several of these are credit programs that have already begun. Others have completed the curriculum process and will launch in the next academic year. Some have begun as contract education. Programs described below (with the exception of Resource and Recycling Management) are still in the development stage and must complete the curriculum and certificate/degree process. Two have launched in the 2010-2011 academic year and two will launch in 2011-2012. What makes these programs unique and exciting is their interdisciplinary content and design.

### **Promo-Pathway**

The viewing audience is rapidly changing into a diverse demographic with unique social cultural realities, varied product and programming interests, and divergent ways of using technological platforms. Despite this change and diversified psychographic landscape, marketing departments at many entertainment companies and networks remain in large part ethnically and culturally homogenous, struggling to produce marketing strategies that effectively connect to diverse populations.

This unique education initiative gives young creative talent the opportunity to develop promo-editing-marketing skills. The pathway exposes students to arts education and leads into intensive program focused specifically on promo production. There exists a relative lack of diverse perspectives, experiences, and identities in on and off air, media strategy and planning, PR, communications, promo, graphic design, motion design, broadcast and interactive media. The program is focused on building a sustainable diverse talent pipeline for the media/entertainment marketing industry with strong industry collaboration. The pathway provides basic remediation skills when needed. Santa Monica College is the first institution in the nation to offer this unique degree program.

The Promo Pathway program has been developed with contract education funding provided by South Bay Center for Counseling in association with the industry trade organization Promax. Communication Department chair Frank Dawson has designed the new curriculum and program.

View a short documentary about SMC's first Promo Pathway program produced by Promax on SMC's iTunes U or use the following link: [http://www.youtube.com/watch?v=WfcwOtjK\\_Hk](http://www.youtube.com/watch?v=WfcwOtjK_Hk)

New classes include:

Broadcasting 20: "Introduction to Writing and Producing Short-Form Media" (CSU)

Broadcasting 21: "Short-Form Visual Media Production" (CSU)

### **Medical Laboratory Technician (MLT)**

A new occupation in California has emerged whose purpose is to alleviate the clinical laboratory workforce shortage, which is by most industry estimates, in a crisis.

Recently licensed by the state of California, the Medical Laboratory Technician (MLT) is being touted as the needed middle step in the clinical laboratory career ladder— bridging the gap between the lower rung jobs of Phlebotomist and Laboratory Assistant and the high rung job of Clinical Laboratory Scientist (CLS), which is most in demand. This creates an opportunity for Santa Monica College because Medical Laboratory Technicians only require a two-year associate degree.

The MLT program has received funding from UCLA Medical Center for nearly \$400,000 for two years. It requires and has strong industry commitment (with UCLA and St. John's Hospitals). Currently only three community colleges in the state are operating an MLT program. The MLT program will be housed in the Life Sciences academic department and will launch in Fall, 2012. New courses include:

MLT 1: "Introduction to Clinical Laboratory Profession" (1 unit, CSU)

MLT 2: "Hematology, Coagulation, Urine and Body Fluid Analysis" (5 units, CSU)

MLT 3: "Blood Banking and Immunology" (5 units, CSU)

MLT 4: "Clinical Chemistry" (5 units, CSU)

### **Resource and Recycling Management Program**

Through a Department of Labor grant, SMC is leading a consortium of community colleges and environmental advocates to provide training and education programs that supports the growth of recycling and resource management industry. The project serves both Los Angeles and Orange County. This training and education program began in July, 2010 with industry not-for-credit training and launched is much anticipated academic program this Fall, 2011. It compliments SMC's sustainable technologies program and is housed in the Earth Sciences Department.

In collaborating with faculty at Irvine Valley College and Golden West College, as well as industry partners, this Community-Based Job Training will likely become a become national model. The program demonstrates SMC's commitment to environmental and ecological responsibility. The new core courses in this program are:

RRM 1: "Introduction to Resource Management" (CSU; Global Citizenship)

RRM 2: "Culture and Zero Waste" (CSU)

RRM 3: "Resource Management and Zero Waste for Communities" (CSU)

RRM 4: "Resource Management and Zero Waste in Business" (CSU)

### **Homeland Security**

Homeland Security is the largest agency in the federal government. Homeland Security/Emergency Management is a program that has the potential for enormous growth and variety, outside of a traditional criminal justice program.

Through the hard work and diligence of a small team of administrative staff led by Al Vasquez, Santa Monica College has been selected to participate in the Transportation Security Agency (TSA) contract training program. Though implementation of the TSA contract training program is pending further negotiations, it is indeed an honor to have been selected to train LAX's Transportation Security Officers (TSOs) as it is the largest base in the nation. TSA training will be the first focus under a larger Homeland Security program envisioned. The curriculum and new certificate of achievement program are currently under development.

The program will to every extent possible, align with existing training academies and universities that offer programs that students can articulate to. Other planned Homeland Security programming could include curriculum in cyber security, emergency management and prevention, and terrorism in a geo-political context.