The Curriculum Committee's Role in Building Strong CTE Programs:
A Blueprint for Partnership
ASCCC 2012 Curriculum Institute

Resources for Labor Market Information and Data

The California Employment Development Department provides labor market data by county at http://labormarketinfo.edd.ca.gov . EDD also provides information by Occupational Guide coordinated with TOPS codes at http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx

Occupational Information Network (O*NET) Online at http://online.onetcenter.org: detailed skills, competencies and knowledge by occupational title.

U.S Bureau of Labor Statistics http://www.bls.gov/ and the Occupational Outlook Handbook at http://www.bls.gov/ooh/

California Community Colleges Centers of Excellence (COE) http://www.coeccc.net/index.asp
    Industry Snapshots of selected COE Environmental Scans
    http://www.path2careers.net/?page_id=4

Curriculum and Program Development Resources

The Course Outline of Record: A Curriculum Reference Guide, Curriculum Committee 2007-2008, Academic Senate for California Community Colleges, Adopted Spring 2008, online at http://www.asccc.org/sites/default/files/Curriculum-paper.pdf

California Community Colleges Chancellor's Office Program and Course Approval Handbook, Third Edition, March, 2009, online at http://extranet.cccco.edu/Portals/1/AA/Credit/pcah_032009.pdf

Articulation and Transfer Resources

ASCCC Statewide Career Pathways project, articulates K-12 and Community College programs, online at http://www.statewidepathways.org/index.html

Guide to AA-T and AS-T Transfer Model Curriculum and Templates, online at California Community Colleges Chancellor's Office Academic Affairs Division, http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx or http://www.sb1440.org/

Programs of Study: Local Implementation Readiness and Capacity Self-Assessment, A Tool for Local College and Career Readiness, U.S. Education Department Office of Vocational and Adult Education, online at http://cte.ed.gov/docs/POSLocalImplementationTool-9-14-10.pdf

California Intersegmental Articulation Council (CIAC) online at http://ciac.csusb.edu/ciac/
CIAC serves as a statewide forum for Articulation Officers to meet, discuss, and resolve college transfer and articulation issues; and to facilitate the progress of students between and among the segments of postsecondary education in California.

Checklist of Areas of Discussion for Labor Market Analysis

(From the Chancellor's Program and Course Approval Handbook, Third Edition, March 2009, pp. 58-9, online at
http://extranet.cccco.edu/Portals/1/AA/Credit/pcah_032009.pdf)

Net Job Market

☐ Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?

☐ Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?

Earning Potential

☐ What is the average initial salary?

☐ What is the average percentage of salary increase in 2 years? 5 years?

Program Credibility

☐ If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?

Career Potential

☐ Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as applications? Is it current and of sufficient rigor? Is it of sufficient generality to allow for later shifts in career?

☐ Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade?

☐ Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?

Competitive Fields

☐ Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations--often in the arts and entertainment-- it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.

Career Technical Education Skills

☐ Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, should fit the needs of students likely to be already employed. The course sequence should build on student prior experience and courses should be scheduled to accommodate working students.

☐ A program should not exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.

Small Businesses or Cottage Industries

☐ Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas.

☐ An application for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities should include a careful analysis of needs and of the market within which they must compete.

Emerging Occupations

☐ When job market data are not available or are not appropriate for a new CTE program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation.

☐ A carefully designed employer survey can elicit documentation demonstrating that employers:
  o Share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees and
  o Recognize the value of the proposed degree or certificate in their hiring or promoting staff.

Instructions for Supporting Emerging Programs
Excerpt from California Community College Chancellor's Office Program and Course Approval Manual,
(Third Edition, 2009, page 60. Available online at http://extranet.cccco.edu/Portals/1/AA/Credit/pcah_032009.pdf)

Program applications will be evaluated in light of the data regarding expected job openings within the next five years and the number of students that will complete the program per year. Take into account the number of completers in similar programs at other institutions within the geographical region. Chancellor's Office staff regularly refers to the data mart, available on the Chancellor's Office web site, to confirm the number of completers in a particular discipline.

When strong data on local employment are not available, a survey of prospective employers in the geographic region within which students will be seeking employment should ordinarily be included. If an employer survey is found to be either impracticable or unnecessary, an explanation should be provided as well as other evidence of job availability.

If a survey is conducted, it should address the extent to which the proposed degree or certificate, with its stated objectives and proposed courses, will be valued by prospective employers. The questionnaire/survey should convey as much information as possible regarding the intended program design, proposed equipment, facilities, work experience included, and/or faculty qualifications. The survey can then be used to determine whether the employer would preferentially hire someone with such a degree or certificate over someone without it, other things being equal.

When reporting survey results, it is important to address the following:

- *When the survey was taken, and by what methodology (mail, telephone);*
- *How many employers were surveyed and how many responded;*
- *The specific title(s) of the jobs covered by the survey;*
- *How many openings the employer anticipates, due to separations and new jobs (growth), in the next full year and over the next five years;*
- *Whether the employer believes the program as described would qualify students for the specific positions;*
- *Whether the employer would preferentially hire students who have completed the program.*

A copy of the questions asked in the survey and a full summary of responses should be provided either within this section or as an attachment.