



## 2013 Annual Section Plan for Academic Year 2014-15

### Career Technical Education

#### STEP I: DESCRIBE THE SECTION

##### a. Section Mission/Connection to College Mission

The Career Technical Education (CTE) section's is the instructional body providing career technical education and workforce development. Career Technical Education programs offered are validated every two years to meet workforce needs in the service area. Programs are offered both in traditional (on ground) and online deliver. Several of our programs are offered entirely online to meet statewide needs. CTE programs support the college mission of serving workforce needs in our service area.

##### **Departments:**

Administration of Justice  
Business and Information Technology  
Child Development

Digital Media Arts  
Industrial Arts  
Public Service

##### **Programs, primary responsibility:**

Administration of Justice  
Business  
Business Office Technology  
Child Development  
Digital Media Arts  
Emergency Medical Technology  
Human Services Welding

Industrial Technology  
Licensed Vocational Nursing  
Management  
Medical Assisting  
Paralegal  
Public Service



## STEP 2: EXPLAIN YOUR PLANNING

### a. Summary of Relevant Program Review and Unit Outcomes Results

#### Planning

The CTE Section continued through 2012-13 to plan for continuous quality improvement in our section and in each unit through strategic planning. These planning sessions were held in August 2012 with the CTE Retreat and through meetings through the year to review data and identify gaps in performance for each area. The section used a variety of data and reports to guide our evaluation of the gaps that need to be addressed. The VTEA Core Indicators provide us with programmatic and college level assessment on the college performance in Skill Attainment (Student Success-Core Indicator 1), Student Completion (Core Indicator 2), Persistence (Core Indicator 3), Employment (Core Indicator 4) and Non-traditional Participation (Core Indicator 5). This data is based on cohorts of students that take 12 units in a specific TOPS Code. The ARCC Report has been changed in the past year and is now called the Report Card. It evaluates student success, persistence, completion with a different set of measurements (first time students, 9 units in a TOPS code, 6 year time period) and only captures 100,000 students out of 2,500,000 California community college students. Where this measure is captures a small percentage of students, this information is used to evaluate and improve performance at the colleges. Internal KCCD ODS reports are all used to capture all CTE students at Cerro Coso Community College and provide us with overall view of all CTE students not just segmented cohorts. All this information is very useful and showed gaps in the past year that needed improvement.

#### *Gaps Identified/Strategies/Outcomes*

**Student Success/Retention/Completion (Goal 1):** Gaps in student success, retention and eventual completion were identified as the data indicated lower graduates in areas that were anticipated. Student success and retention has been a focus of our career and technical education programs for many years and we have had multiple strategies to improve these areas. While CTE success levels have been close or above the federal and state requirements, identifying students close to completion and/or at completion was challenging and students were not completion the process to obtain their awards. The CTE ASP 2012-13 identified this as a gap, but the subsequent goal for improvement did not address the process and strategy that was implemented to close this completion gap. The college planning cycle is not in alignment with the VTEA planning cycle. Our college planning cycle is in the fall term and data used for these purposes is our internal data. The VTEA planning is based on identified core indicator gaps. The core indicator reports and the ARCC/Report Card reports do not come out until February. Our VTEA planning is typically done in the spring semester. This year, we are moving to align these planning cycles in the fall term each year. We may need to do some modifications in the spring, but generally the trends in the core indicators show gaps in completion, employment and non-traditional participation. As such, in 2013-14, we targeted completion of CTE students as it has been a long standing gap that we have attempted to address in multiple ways over the past five years. This year CTE worked closely with Counseling to do manual student audits of all CTE areas in order to identify, notify and coach students close to completion or at completion. While this was a work intensive project, the outcome was a **36%** increase in CTE graduates (completers) from the previous year. CTE will continue to work closely with Counseling to identify these students and continue to improve in this area. The additional strategy for this area is outlined in the strategies area of this plan.



Other strategies that were proposed last year included providing professional development opportunities and training for CTE faculty in order to implement best practices, implementation of tools (READI) for determining online student readiness in the online environment, SLO assessment and adjunct training. Faculty attended professional conferences, FLEX training, Lynda.com training and other online training in order to implement best practices. It is difficult to measure the effectiveness of professional development in terms of direct correlation to student success/retention/completion as there are many factors that influence student success.

There have been great strides in the last few years with program review and student learning outcome assessments. The new program review model, based on data driven evidence, advisory committee feedback and trends identified by faculty needs to continue and expand to all program reviews in the future. Program review data, training and guidance have been available to full time faculty and are on track for completion this year.

SLO Assessments in the CTE section are for the most part on track. There are several program areas that are behind (Administration of Justice, Electronics, Renewable Energy Technology) that need to be completed. Transition in the Administration of Justice program has been problematic as new personnel is juggling responsibilities of the Kern County Sheriff Department academies in Bakersfield, a series of three modular academies and CTE courses online and on ground. We hired a permanent full time faculty member in this area and the expectation is that these assessment will be completed. Training for adjunct faculty is ongoing.

### **Develop and expand CTE Marketing & Recruitment (Goal 2)**

CTE worked with the Public Information Officer to develop program specific materials, redevelop the CTE brochure, publish public interest stories both on faculty and student and participate in county fairs/community events in order to market the CTE programs. In addition marketing packages (CCCC general banner, CTE banner, CCCC table clothes and brochure packages) were designed and sent to all sites to promote the college and the CTE programs. These marketing/recruiting packages have been used for college information nights and outreach events. Continued efforts will be done in the next year to inform potential students of CTE programs available at all sites.

### **Expand High School Outreach and Transition into College (Goal 3)**

Middle and high school outreach has been done on a consistent basis. In 2012-13 efforts in outreach to the K12 community has continued. In the current year, efforts to outreach to K12 are being increased and funded through the VTEA and CREATE grants. Middle school and high school customized presentations and materials have been developed this fall and will be presented in classrooms in the spring term. The intent of these presentations is to inform and education children in the types of careers that available to them in career technical education areas and provide them context to learning. College visitation, field trips and career fairs will continue to be supported to provide them positive college experiences.



Transition into the college seamlessly is another college goal. Articulation of high school to college courses over the past 6 years has been pursued and there are many articulation agreements. The implementation of CATEMA system to track high school students taking articulation credit has been a positive move. The hurdle has been the establishment of a system to grant credit once the course has been completed. The notation on the college transcript and a 24 step process has been determined and the issuing of college credit will begin late in the fall term. Credit-By-Exam (CBE) as a determination of receiving credit will be the direction the college will move towards for articulated credit. Articulation agreements will need to be updated in the next year.

The college is moving to the dual enrollment models to provide additional credit for high school students. Curriculum over the past two years has been done by CTE to transition the Project Lead the Way courses offered at Burroughs High School into a college level certificate. This work was based on the model provided by El Camino which has been very successful. The courses were completed through the CIC process last year and the certificate is now in process through CIC. The expectation is that by next fall, the PLTW classes (Engineering Technology certificate program) will be offered in a dual enrollment model at Burroughs High School. Student will be able to complete an 18 unit college certificate as they finish high school. Following the success of this program, faculty will move to create an AS degree that the students could obtain following high school.

#### **b. Progress Made on Section Strategies**

##### **Student Success/Retention/Completion:**

The section implemented several strategies in 2012-13 to increase student success, retention and completion. The manual audits that were completed to identify students close to completing or having completed yielded a 36% increase in CTE graduates. While this was a successful strategy, it is labor intensive and not a sustainable approach. It is anticipated that the full implementation of DegreeWorks in combination with audits will continued to identify those that need to be contacted for completion.

Other strategies that were planned to improve student success/retention and completion included the READI program and professional development. The implementation of the READI program to determining online student readiness in the online environment was piloted last year and it did not meet the expectations of the DE or Counseling Department and will not be continued. Faculty attended professional conferences, FLEX training, Lynda.com training and other online training in order to implement best practices. It is difficult to measure the effectiveness of professional development in terms of direct correlation to student success/retention/completion as there are many factors that influence student success.



### **Develop and expand CTE Marketing & Recruitment**

CTE worked with the Public Information Officer and developed CTE specific brochures, marketing packages for each of the remote sites, published CTE stories on students, faculty and events (outreach) to inform the public about our program offerings. It is difficult to ascertain whether the strategies were effective as there is no mechanism for measuring marketing, but the Marketing Committee will be reviewing strategies and potential ways in which to measure effectiveness.

### **Expand High School Outreach and Transition into College**

Middle and high school outreach has been done on a consistent basis. In 2012-13 efforts in outreach to the K12 community has continued and was slightly expanded as the DOL C6 grant sponsored outreach for the Allied Health and Welding programs. Faculty visited K12 schools and provide interactive sessions on careers in those field. The expansion of this model may help if there is a continuous and planned program. In the next year, the CREATE/VTEA grants are funding middle school and high school presentations on CTE careers.

The final implementation step to articulation is students receiving college transcribed credit. This process is in the final stages of being implemented.

The dual enrollment project to transition the Project Lead the Way classes into college level Engineering Technology certificate was started in 2012-13. This required the addition of eight new courses which were developed, reviewed and approved at CIC. This assignment was tasked to a non-discipline specific faculty member to provide assistance who was dependent upon external experts, so the process was slowed down and the certificate was not completed. The Fall 2013 term, the faculty chair took over the role and the certificate is going through CIC for review. It is expected to be implemented at the high school in Fall 2014.

### **c. Department/Unit Strategies for Next Academic Year. *If more strategies needed, copy and paste additional boxes.***

#### ***Strategy 1: Continue and Expand Efforts to improve Student Retention/Success/Completion/Employment***

*1. College Strategic Objective(s) addressed: CCCC Goal 1, 2, 3*

*2. Action Plan:*

*a. Continue to provide adjunct and full time faculty professional development on best practices to improve student retention-success-completion-employment.*

*1. Allocate resources in grants (VTEA, CREATE and C6) for faculty and adjunct faculty to receive professional development opportunities.*

2. Allocate resources for supplemental instruction, peer tutoring, and other best practices.  
 b. Complete degree audit (either manually or with DegreeWorks) to identify and coach CTE student through the completion cycle.

c. Develop a new campaign (Class To Career (C2C) where faculty and counseling provide career specific information in a strategic way three times during the semester using CTE courses to guide students through their programs and improve student ownership/persistence and completion. This faculty driven strategy will engage students with the experts in the field and influence student decisions.

1. In collaboration with Counseling, CTE will work to develop discipline specific packages to disseminate to students that will contain career specific information (career ladders), career pathways, college resources and guidance.

2. Faculty will work with faculty to intervene in CTE courses at key student decision times during the semester (beginning, mid, and end) to guide students.

3. Measure of Success: CTE Student Retention-Success-Completion-Employment will improve in the VTEA Core Indicator data, ARCC data and Achieving the Dream data. Job placement will increase.

4. Expected Completion Date: Spring 2015

5. Person Responsible: Valerie Karnes, Dean, CTE section faculty, Counseling, Job Developer

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations  
 It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake       Remediation       First Year       2nd Year/Program Completion       Post-Graduation

**Strategy 2: CTE Marketing & Recruitment will expand and will be strategic**

1. College Strategic Objective(s) addressed: CCCC Goal 1, 3

2. Action Plan: Expand and target marketing/recruiting for CTE programs.

- a. Work with the Marketing team, Site Directors and CTE section to expand and strategically market CTE programs.

- i. Disseminate program specific brochures in targeted marketing areas where the programs are offered.
- ii. CTE faculty public interest stories for new and tenured faculty.
- iii. CTE Student Success Stories – Highlight student placements/completions
- iv. Participate in County fairs and community events to advertise our programs
- v. Look for ways to promote online programs either locally and/or state wide including the use of social media, google (Facebook/Twitter/Linked In/Blogs, etc)

b. Work with CTE Advisory Committees to ensure that program offerings are correctly dissimilated to employee groups.

3. *Measure of Success:* Targeted marketing will be directed to site and discipline specific areas.

4. *Expected Completion Date:* Spring 2015

5. *Person Responsible:* Valerie Karnes, Natalie Dorrell, CTE faculty

6. Which of the following is **primarily** true of this strategy? Choose one.

- It is designed to improve internal unit operations  
 It is designed to increase student success

7. If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.

- Intake       Remediation       First Year       2nd Year/Program Completion       Post-Graduation

**Strategy 3: High School Outreach and Transition into College Expansion**

1. *College Strategic Objective(s) addressed:* CCCC Goal 3

2. *Action Plan:* Implement best practices for K12 transition and Outreach

- a. Implement dual enrollment model at Burroughs High School for Engineering Technology program



- b. Update high school articulation agreements by meeting with service area high schools
- c. Use Credit by Exam for articulation course as a measure of issuing credit.

3. *Measure of Success: Dual enrollment classes will be scheduled and run. Articulated credit will be transcript, and high school articulation agreements will be updated during the 2014-15 year. An increase of 3-5% of service high school students will attend the college.*

4. *Expected Completion Date: Spring 2015*

5. *Person Responsible: Valerie Karnes/K12 administrators and teachers, Counseling*

6. *Which of the following is **primarily** true of this strategy? Choose one.*

- It is designed to improve internal unit operations*
- It is designed to increase student success*

7. *If the strategy is designed to increase student success, which of the following areas of the student experience does it address? Choose as many as apply.*

- Intake*
- Remediation*
- First Year*
- 2nd Year/Program Completion*
- Post-Graduation*

### STEP 3: EVALUATE YOUR RESOURCE NEEDS

#### a. Facilities

In the past year, some of the CTE areas that have experienced growth have been allocated additional or modernized space; however, as the college expands programmatic areas, there is additional need. The areas below have included an additional need for facilities in their unit plans:

**Administration of Justice.** This program is one of the strongest and highest producing programs at the college, but due to personnel changes over the past year are in the midst of transition. The program is in temporary space on the third floor which is shared with the Emergency Medical Technology program. Advocacy for this program and the need for space have been done over the past few years as requests for space have been in their unit plan, which resulted in the temporary space. The review and resulting transition of this program will not need additional space in the 2013-14 year, but it is anticipated the re-





tooling and planned expanded offerings including intensive academies, modular academies and AST coursework will require additional dedicated space in the 2014-15 year. As this program requires extensive use of large equipment and space, a dedicated standalone area is needed.

**Health Careers (Nursing).** As the Nursing program expands and meets the needs for employment in our service area, there is a need for additional space and reconfigured space. The existing space at the IWV campus where the primary faculty are located has some challenges and space restrictions. Heating and cooling is problematic, some of the space has irregular space shaped and the storage for all the equipment is spread out in various locations. Redevelopment of space for Allied Health is in the planning stages

**Welding Technology.** The fast growing welding program is limited to expanding to meet employer needs as a result of inadequate space. This space request was proposed last year and the new welding facility should be completed by Summer 2014 for instruction.

## **b. Information Technology**

Information Technology is critical in the instructional methodologies used by CTE department. CTE uses technology to teach online, on ground, and through iTV.

**Administration of Justice.** The Administration of Justice program requested the purchase of a Firearms Training Simulator. This may have IT support required as a computerized system.

**Industrial Arts: Electronics Laboratory:** The new Electronics Laboratory is expected to be ready for instruction by January 2014 and much of the lab and instructional laboratory equipment is ready to be put in place at the end of the fall term. An instructional station (laptop, projector, screen, Elmo stations, etc) is required to complete the setup for this space. Temporary portable units may be used for the spring 2014 term, but a whole system solution is required. This classroom will be used not only by the Electronics classes, but will also be used for other Industrial Arts classes that required the use of technology (Industrial Technology, Reading Technical Drawings, Welding).

**General CTE Technology Needs.** In general the CTE faculty and support staff will need laptops/desktops upgraded on cycle. Additional needs and/or inquires will be processed through IT.



### **c. Marketing**

General Marketing has become a targeted effort in 2013-14 through representation at job fairs, information nights and active engagement in community events such as the county fair and the economic outlook conference. Development and redesigning of CTE brochures and marketing materials will be disseminated throughout the year. Marketing packages were sponsored by CTE funding including CTE banners, brochures, and table covers were provided to all sites to provide them with a professional and universal marketing look. VTEA, C6 and CREATE grant funds are currently being used to target CTE programs throughout the service area. CTE is an active member of the Marketing Committee and an increase in marketing and recruiting is anticipated for the 2014-15 year. Not all sites in our service area are aware of all the different programs offered at the college and potential students do not understand the benefits to attending college. Marketing and recruit of student populations for Career and Technical Education programs is critical. As the economy rebounds and some return to the workforce, the college needs to begin to actively recruit for our programs.

### **d. Professional Development**

Professional development is a crucial component of career and technical education programs. Most of our disciplines required ongoing technical training in order to maintain currency and in some cases licenses. Each year, VTEA funds are earmarked for funding for discipline specific training and/or attendance at professional conferences. Pedagogical training and student learning outcomes and assessment training is an ongoing need in order to improve instruction and learning. This is an ongoing need.

### **e. Staffing**

As the CTE programs grow and expand, the need for additional support is required. CTE has needs in the Administration of Justice and Industrial Arts area for classified staff members to provide support to expanding areas.

In Administration of Justice, the Director act not only as a full time faculty member, department chair and director reporting to a state agency but also coordinates the modular academies and oversees the coordination with the intensive academies in Bakersfield. This requires extensive travel, paperwork (HR hiring documents payroll, etc), compliance and reporting to POST, ongoing and massive curriculum efforts. As such, a DA II/III is need to handle the processing of paperwork.

In the Industrial Arts department, the growth of the department over the past few years in the offering of sections of courses that require the ordering,



maintaining, preparation, tracking and securing of materials has tremendously expanded. In addition, the award of the Department of Labor C6 grant has added new cohorts, requirements, and tutoring and tracking for the grant. Use of student labor, work distribution to other classified staff and temporary labor has assisted in the completion of these tasks, but there is a need for a single point of contact for all the materials and services needed for this department.

**STEP 4: SUBSTANTIATE REQUESTED RESOURCES NOT ALREADY LISTED IN UNIT PLANS (Note: All items must be prioritized.)**

- a. **1000 Category.** All temporary or new permanent certificated positions will have been captured at the unit plan level.
- b. **2000 Category.** Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source (check <i>one</i> ): G = General Fund, O = Other G            O	

**Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.***

1. Describe how the position is linked to your unit’s mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College’s strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.



**c. 4000 Category.** Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u> ): G = General Fund, O = Other	
							G	O
General Supplies	IWV	2	1	General office supplies	\$250	N	X	

**d. 5000 Category.** Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u> ): G = General Fund, O = Other	
							G	O
Region 9 Travel/CCCAOE	IWV	1	1	Attendance at regional and statewide meetings to	\$3950		X	
In-district travel	IWV	2	1	Travel to District Office	\$150		X	
IWV Economic Outlook	IWV	1		CCCC Participation in IWV Economic Outlook Conference	\$350		X	
Food (Booth candy)	IWV	3		Meeting	\$100		X	



e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u> ): G = General Fund, O = Other	
							G	O

**STEP 5: ATTACH COMPLETED WORKSHEETS FOR SECTION-LEVEL BUDGETS**