Career Technical Education Department
ASP for Academic Year 2019-2020
November 2018

Description Of Section

Connection to College Mission

The Career Technical Education (CTE) section is the instructional body providing Career Technical Education and Workforce Development opportunities for Cerro Coso Community College. Career technical Education programs are reviewed and validated every two years to meet workforce needs in their service area. Programs are offered ether in traditional (on ground) venue or via on-line coursework. Several of the programs are offered entirely online to provide educational opportunities for students who may not have the opportunity or means to attend classes at the college's physical sites. CTE programs support the college mission of serving workforce needs within the college service area. There are five CTE departments at Cerro Coso Community College: Allied Health; Business and Information Technology; Child Development; Industrial Arts; and Public Safety/Administration of Justice.

Review And Planning

Performance and Equity Gaps Still to be Addressed

The CTE Section continued through 2018-19 to plan for continuous quality improvement with each unit focusing on strategic planning. Throughout the year each unit reviewed the incoming data to identify gaps in performance and to make needed adjustments to improve student success and retention. The section utilized a variety of data and other reports to guide in the evaluation of gaps being indicated per unit including The VTEA Core Indicators to provide programmatic and assessment on the college performance. The data being considered is based on cohorts of students that take 12 units in a specific TOPS code. This information was used to evaluate and improve performance at the college. Internal KCCD ODS reports were utilized to capture CTE students at Cerro Coso Community College and provide an overall view of all CTE students and not just segmented cohorts. The information gained has been very useful in showing gaps over the past year, allowing us to address specific gaps in student success. Additionally, new data has been provided by the state through the CTE Data Unlock Launchboard.

Allied Health

The Allied Health Programs continue to need to increase participation rates for underrepresented minority students and students under the age of 19. The programs will continue their outreach to the secondary schools to assist with this issue. Senior nights, high school college fairs, and special events will help to build enrollment of this age group. Additionally, the participation age issue should be impacted by the expansion of our dual enrollment programs in Allied Health. Dedicated dual enrollment staff will be assisting with this effort.

Business and Information Technology

Throughout the diverse programs under this department there are a number of areas that need to be addressed such as greater African-American and male participation in CIS and Business Office Technology. Many of the participation, retention and success issues are near college level and are being addressed through changes like implementing steps related to the IEPI success factors strategies. For instance, a department wide requirement for syllabi quizzes was implemented in the spring of 2018, and has helped to increase success of students. As with much of the college, there is a need to increase minority student participation, retention and success. The department is using strategies such as referring struggling students to counseling, Umoja Club, and CTEC Club, in order to receive support for completion.

Childhood Development

Childhood Development is offered completely online, and more research is needed to identify ways to address the gaps that exist in that environment. However, ensuring accessibility for students will address equity gaps that currently exist. For this reason, the department is working to ensure the core courses in the program go through the OEI Exchange. In addition, the department will

move to Online Educational Resources (OER) to ensure all students can learn regardless of whether they can afford textbooks.

Industrial Arts

The gap areas for the Industrial Arts program continue to be African-American participation and success rates along with a low enrollment for women. The department had an outreach event in the fall for the community members and high schools with a successful turnout. There will be a "Women in Welding" day in the spring of 2019. Additionally, we are working with the Deputy Sector Navigator in this area to learn best practices throughout the state for increasing enrollment and increasing outcomes.

Public Safety/ Administration of Justice

The primary equity gap for this department is related to participation, success and retention for students under the age of 19. The department is approaching this issue in three ways, instituting some concurrent enrollment courses; evaluating learning assessments to address success and retention issues and developing a new program (security guard training) that will allow participation for law enforcement interested students who are under 19. As with the rest of the college, this program struggles with African American male student participation and success.

Annual Planning: Actions Taken

Increase the Number of Quality Cerro Coso CTE Programs

This initiative is ongoing. there has been limited progress in addressing the myriad of data points required to increase the number of CTE programs.

Progress made thus far includes adding a part-time adjunct CTE counselor and a dual enrollment and prison program manager. More work needs to be accomplished in this area.

Develop Strategies to Assist with Equity Gaps

Again, this initiative seems to be in progress. Implementing student success initiatives should be a measurement tool for this initiative. We do not currently have an Equity Director, so training may be delayed. Some departments have offered non-traditional outreach events, but we need to see more participation.

Modernization of the Industrial Arts Laboratory

This is in progress and moving forward.

Initiatives for Next Academic Year

Refine and create CTE programs and industry recognized certifications

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The Dean, in conjunction with the Faculty Chairs, Advisory Boards, College Administration, Lead Faculty, Local Business and Students will determine what appropriate program refinement or new program and certification development should occur. This is the third year this item has appeared in the CTE section plan as it is the main focus of the Strong Workforce Program (SWP) for which we are receiving over $700,000 of funding in the 18-19 year to implement.

Expansion will be scrutinized for alignment with the new funding formula, in that all new programs must meet metrics provided for in acquiring additional advanced funding. New programs will be evaluated on the following criteria: Existence of a Labor Market Information showing demand for the program; an existing student population interested in the program; and appropriate resources available to make the program successful (industry support, financial and facility resources as well as a potential instructor pool and appropriate local technical expertise). Additionally, we will concentrate on programs that offer 9 and 16 unit certificates that lead to

living wage employment. All programs must meet either degree for transfer, certification, and/ or employment in their field with a living wage. Program curriculum will be developed and taken through both local and state wide curriculum processes.

Lead Measure of Success:

Advisory committee held and input given for new programs

Develop curriculum for new programs

Successful submission of at least one new program to state for program/ certificate approval.

Increase number of industry recognized certifications offered to students

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Successful increase in CTE FTES

Increase in numbers of students completing program/ certificates

Increase number of students graduating with industry recognized certifications

Increase in number of students employed after completing program/ certificates

Person Responsible:

Dean, Department Chairs, Faculty

Other

This initiative addresses multiple gaps. It increases access for students by offering more certification programs that ensure those wanting shorter-term certificate programs have choices. It addresses outcomes assessment by ensuring we count industry recognized certifications as a major metric, instead of local certifications.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections

Modernize and refine the Industrial Technology Space

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

This is a continuing from the previous two years' section plans as we waited on the completion of the main building modernization project before we will be able to implement this plan. Modernization of the oxyacetylene lab to accommodate 20-24 individual work stations. This would require new exhaust duct work, re- piping oxygen and acetylene gases, new work tables, torches and regulators. Update and purchase new machining and electronics equipment.

Lead Measure of Success:

Construction beginning, ordering equipment.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Completion of modernization of Industrial Technology space

Increase enrollments in Industrial Technology program

Person Responsible:

Dean, Department Chair, Maintenance & Operations

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Implementation of Student Success Initiatives

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Students are more likely to achieve their goals when they are directed, focused, nurtured, engaged, connected, and valued (RP Group 2013). The dean, along with faculty chairs and faculty, will engage in discussion and action regularly and with documentation to address the student success measures to be practiced.

Lead Measure of Success:

Department meeting minutes and other artifacts that reflect the adoption, implementation, and outcomes of student success initiatives

Evidence that faculty chairs and faculty have plans of action to implement strategies

Evidence of strategies

Evidence of feedback and course correcting of strategies

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Increase in student persistence, retention, and success data

Person Responsible:

Dean, Department Chairs, Faculty

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Resource Needs

Facilities

The Industrial Technology remodel includes facility requests, which I support.

Allied Health will require shelving and storage for their equipment. Particularly EMT, which has large equipment that will need to be locked and secured. This will be in the form of lockable storage bins, shelves, and containers, which I support.

Information Technology

Industrial Technology

Video projection equipment with wireless connection from computers for room 147, 192, 198, which I support.

Allied Health

Projected need for simulation room video monitoring, broadcasting, and closed captioning of simulation scenarios. If enrollment warrants this, i support this request.

Across All Programs

As we implement certification testing from various vendors, we will require IT support to ensure adequate testing bandwidth, space, and computers. This request I support because it increases our student achievement and meets new funding formula metrics.

Marketing

Marketing continues to be a request form all CTE programs. The dean, along with faculty chairs, will work with our marketing department to revise all CTE banners and brochures, as well as order SWAG, items, and other peripherals that promote the CTE programs.

The dean, along with faculty chairs, will work with the outreach department to coordinate and advertise events for CTE.

The Job Development Specialist will work with the community partners to promote our programs and students.

Professional Development

Across All Programs

Instructors that require professional development as a requirement to retain their professional licenses or certification will be able to do so.

As we refine all CTE programs and implement new programs, there is sure to be needed professional development. All requests must meet the criteria for addressing college vision and goals, along with "moving the needle" on our CTE initiatives. Namely, student success strategies and increased student success, closing our achievement gaps.

Professional development that does not meet these goals will not be approved.

After assessment of the current funded PD, we can better assess which PD's provide benefits to the college and our students.

Research and Data

Research and data needs to be collected to gauge the strengths and challenges of our programs. To that end, there are process and personnel to help address the data shortage.

The district has funded an Institutional Researcher position through Strong Workforce. This person will work solely for CTE SWP projects.

Additionally, SWP is funding an Administrative Secretary who will collect, analyze, and report data on our programs, including completion and success numbers.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Business

Location:

EKC Tehachapi

Justification:

Due to the growth in Tehachapi and the growth plan for the Tehachapi area, the campus director is requesting a full time faculty member in business. I support this request.

Childhood Development

Location:

Ridgecrest/IWV

Justification:

The department is losing a full time member due to retirement. They would like to replace the position. I support this position.

Public Services

Location:

EKC Tehachapi

Justification:

Due to the growth of the prison programs, full time faculty is needed in this area. I support this request.

Counseling

Location:

Ridgecrest/IWV

Justification:

The current part-time adjunct for CTE is not able to cover all the needs for students in the CTE program. Some of the programs, such as Allied Health, requires more time to advise students. For example, when we are running an LVN cohort, this requires the counselor to meet with each student in depth. We currently have other counselors who assist with the CTE programs but for purposes of consistency and improving counseling services, it would be beneficial to have a full-time counselor dedicated to CTE. In addition, this would enable the CTE counselor to participate more in advisory committees, outreach activities, and build additional partnerships. The current CTE counselor works .67 during the fall and spring semester and additional hours in the summer. The cost difference of hiring a full-time CTE counselor would be approximately $22,000 annually. The position would be located at IWV but serve as a content expert for other counselors from the other sites for the CTE programs. This position will only be funded if there are funds within the CTE program to do so. As CTE dean, I support this decision.

2000 Category - Classified Staff

Industrial Arts Instructional Aide

Location:

EKC Tehachapi, ESCC Mammoth Lakes, Ridgecrest/IWV

Salary Grade:

Number of Months:

Number of Hours per Week:

40

Salary Amount:

Justification:

The department is asking fro the current TA moved from 30 hours per week to 40 hours pre week. We are planning to grow

Industrial technology programs in Tehachapi and other locations. If enrollment warrants this, I support this request.

Library

Location:

Ridgecrest/IWV

Salary Grade:

Number of Months:

12

Number of Hours per Week:

10

Salary Amount:

Justification:

Meeting metrics of the new funding formula means concentrating on persistence and completion of CTE programs. Added assistance from the library staff would be helpful in meeting this metric. Having dedicated library support for CTE students will increase completion and persistence through dedicated and focused one-on-one as well as group workshops. I support this request.