

# Career Technical Education Department Annual Section Plan for Academic Year 2018- 2019

November  
2017

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## Description Of Section

### Mission/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 through the VTEA Program Review. Programs are offered either 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 proper. 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; Public Safety/Administration of Justice.

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## Review And Planning

### Performance and Equity Gaps Still to be Addressed

The CTE Section continued through 2017-18 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 need to increase participation rates for underrepresented minority students and students under the age of 19. Outreach to the secondary schools will be done to assist with this issue and the participation age issue should be impacted by the expansion of our dual enrollment programs in Allied Health. The department is working with college equity director and has participated in one on campus training session related to minority student success and will participate in a CTE-wide effort to improve these numbers..

#### 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 male participation in CIS. 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. A department wide requirement for syllabi quizzes is being implemented in the spring of 2018. As with much of the college, there is a need to increase minority student participation, retention and success. The department is working with college equity director and has participated in one on campus training session related to minority student success and will participate in a CTE-wide effort to improve these numbers.

## **Childhood Development**

There were success and retention issues for both men and students under the age of 19. These two groups, particularly men are traditionally at low representation numbers in all Childhood Development programs. Over the last year we began teaching Childhood Development courses to incarcerated students at a male prison. This should give us a bump in the numbers for this gap area. Efforts are being made to market to these populations to increase our pool as well.. There were also issues with success for African-American and Hispanic/Latino students. The department is working with college equity director and has participated in one on campus training session related to minority student success and will participate in a CTE-wide effort to improve these numbers.

## **Industrial Arts**

There were two gap areas for the Industrial Arts program, the first was African American participation and success rates. Secondly, participation rates for women seem to be stagnating at around 10%, this is typical for Industrial Arts programs, however going forward the CTE programs would like to develop and implement some workshop events to introduce students to non- gender typical fields of study. This would include women in welding, men in Childhood Development or Nursing. The department is working with college equity director and has participated in one on campus training session related to minority student success and will participate in a CTE-wide effort to improve these numbers.

## **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 nature of the current programs mean that often these students are ineligible for classes such as the police academy. 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 too young to participate in the police academy trainings. These trainings should begin in the 2018 calendar year. As with the rest of the college, this program struggles with African American male student participation and success. The department is working with college equity director and has participated in one on campus training session related to minority student success and will participate in a CTE-wide effort to improve these numbers.

## **Progress Made on Prior Year Initiatives**

### **Increase the Number of Quality Cerro Coso CTE Programs**

During the previous year we fully implemented the Cyber Security program, solidified program pathways, and started development on a medical coding/billing program and added capability to our campus site programs. We've had significant expansion in our dual enrollment programs including the addition of medical assisting in three Delano area high schools. We have instituted an application testing program for our LVN program which should begin to improve the quality of the student cohort and positively impact our nursing NCLEX scores. Additionally, using Strong Workforce Program (SWP) program funds, we have brought on a CTE adjunct counselor and four Career Education Liaisons who are assisting with Advisory Board improvement. We are currently also in the process of hiring dual program and internship positions.

### **Develop Strategies to Assist with Equity Gaps**

During the last year and as an ongoing initiative programs have been meeting with the college's equity director to begin to develop plans to more effectively address their equity gaps. We have also initiated CTE-wide equity related trainings on a minimum of an annual basis to help faculty more effectively deal with their equity gaps which was initiated by a workshop on African American students success.

## **Modernization of the Industrial Arts Laboratory**

This continues to be on hold as we wait for the completion of our main building renovation project.

## **Initiatives for Next Academic Year**

### **Increase the Number of Quality Cerro Coso CTE Programs**

#### **Action Plan:**

The Dean, in conjunction with the Faculty Chairs, Advisory Boards, College Administration, Lead Faculty, Local Business and Students will determine what appropriate program expansion or new program development should occur. This is the second 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 \$500,000 of funding each year to implement.

Expansion will be evaluated on the basis of three 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).

Program curriculum will be developed and taken through both local and statewide curriculum processes.

A marketing plan will be developed and implemented.

#### **Measure of Success:**

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

Expansion of across program CTE FTES.

#### **Person Responsible:**

CTE Dean, Department Chairs, Program Lead Faculty

#### **It directly addresses a college Strategic Goal or Objective**

This activity directly address Strategic Goals #1 and #4 by increasing opportunities for students to complete education/training and find employment as well as increasing our connections with local industry.

## **Modernization of the Industrial Arts Laboratory**

#### **Action Plan:**

This is a hold over from the previous year's section plan as we are still waiting 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 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.

#### **Measure of Success:**

Completion of the project and expansion of Industrial Arts enrollments.

**Person Responsible:**

CTE Dean, Welding Department Faculty, Maintenance & Operations

**It directly addresses a college Strategic Goal or Objective**

This activity directly impacts Strategic Goal #1 by both increasing the quantity of students who can access industrial arts classes as well as improving the quality of the classroom experience.

**Develop a Comprehensive Career Pathway Map and Process for all of our CTE Program Pathways****Action Plan:**

Utilize additional staffing from the SWP to look at our CTE career pathways including those originating from our prison student and dual enrollment populations. Do a gap analysis, plan for the removal of those gaps so that we can clearly show our CTE students how they can best achieve their desired certificate or degree. The mapping should clearly delineate all on and off ramps as well as potential jobs and salary levels at each off ramp.

Staff involved will included the Dean, CTE Counselor, Dual Program Director, Career Education Liaisons and Job Placement Specialist

**Measure of Success:**

The development of complete program pathways with on and off ramps that include dual enrollment and prison entry points for all CTE programs.

**Person Responsible:**

CTE Dean and Dual Program Director

**It directly addresses a college Strategic Goal or Objective**

This activity directly address Strategic Goals #1 and #3, by increasing clarity as to how students can most effectively achieve their goals, we should see an increase in student success as well increased access to our programs from our local high schools and incarcerated student populations.

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## Resource Needs

### Facilities

**Allied Health**

No facility requests at this time.

**Business and Information Systems**

Increased classroom space will be necessary as the Cyber Security and Data Analyst programs grow and expand. These programs will also be adding equipment and additional computers so additional storage space for the programs will be required.

## **Childhood Development**

While the Child Development Center located at the Ridgecrest campus has been updated and looks great, there is still an issue of security at the front door and the front office being hidden from the lobby. There needs to be staff at the front desk or some other locking mechanism that allows only those who are supposed to be at the center in the center when children are present.

## **Industrial Arts**

There are a variety of needs related to the modernization project, in addition the department is requesting to have the solar house removed, the auto lifts removed and the removal of the center office in the Oxy/Acetylene lab.

## **Public Safety**

The Advisory Board has identified the need to update and improve the firing range facility to include a "smoke house" for chemical agents training and exposures, concrete lanes (or Eco-Flec Rolls) for the shooters, latrine facilities for the students and recruits, and additional shade and seating areas for instruction and weapons maintenance. The department also requested items related to a Level I academy; however that approval does not at this time seem likely so those needs will need to be addressed at a later date.

# **Information Technology**

## **Allied Health**

The program has requested continued use of the iTV distance sites as a program back-up to the Vocational Nursing program. Additionally, a need for simulation room video monitoring for broadcasting of simulation scenarios once we enter the new building.

## **Business and Information Systems**

Existing computer programs are required to maintain the status quo in campus labs. This includes Office 2016 and appropriate operating systems. Plug-ins for SAM, CengageNow, and Keyboarding Pro Deluxe Online. Cyber Security will also need access to a classroom with 30 computers, instructor station and assorted technical equipment as we continue to grow and expand the program.

## **Childhood Development**

The Childhood Development program has no requests at this time.

## **Industrial Arts**

Video projection equipment with wireless connection from computers for rooms 192, 198 and 147.

## **Public Safety**

No additional IT requests at this time

## Marketing

For each individual program as well as for the overall CTE offerings at Cerro Coso continued marketing support will be required. These will need to take the form of flyers, brochures, banners, stand ups, as well as marketing videos, banner ads and materials for use at outreach events. Over the next year we will be looking at how to better do online marketing as well.

## Professional Development

### Allied Health

Continued need for Nursing and EMT instructors to maintain licensing requirements. Faculty attend conference related to their specific area and provide updates to adjunct faculty within the discipline. Continued funding is needed to support in-state and out-of-state conference travel to maintain program and student success.

Patient simulation training on an annual basis to remain abreast of the best practices in simulation applications for vocational nursing and emergency medical technology.

National medical coding instructor certification in progress for 1 full time faculty and 1 adjunct faculty. Continued search for viable 2nd adjunct faculty to complete training.

Continued need for director of nursing to attend semi-annual meetings for Board of Vocational Nursing and Psychiatric Technicians in southern and northern California regions to remain aware of state changes and challenges.

### Business and Information Systems

Business/BSOT - The department members would like to attend conferences to support currency in their areas as well as to keep abreast of state- wide initiatives. Examples of conferences include the California Business Education Association (K-12, College, and university) or the Cengage Technology conference as well as the national and Western Business Education Association meetings.

Paralegal - Attend Annual California Alliance of Paralegal Association (CAPA) conference and other relevant training/continuing education to stay up to date of on current laws effecting the profession and other conferences to learn more about teaching tools to help students or gain further knowledge to help the program..

Web Professional – appropriate conferences and continued self-training through Lynda.com

### Childhood Development

Ongoing professional development is needed by both full-time and adjunct faculty in Child Development and Education. It is important to maintain funding for the attendance of conferences, workshops, trainings, and other events presented in the early learning field.ESCC Early Engagement: In order to participate in activities in the ESCC, travel expenses will be required.

Quality Improvement Training: The state-wide push for quality improvement means there are many changes in policies and practices

in the field. Training is needed on CLASS, ASQ, DRDPs and DRDP tech. These trainings are needed for CHDV faculty as well as CDC managers and staff

### Industrial Arts

Provide all department faculty opportunities for professional development which may include but not limited to attendance at professional conferences (i.e. FABTECH, WESTEC, CBEA), Lynda.com, @One courses, or other venues for training including certified welding inspector training.

### Public Safety

Instructors in the Public Services department and Academy instructors will continue to attend the required training established by 2017-2018 Career Technical Education Annual Section Plan

the California Commission on Peace Officer's Standards and Training (POST). In addition, the faculty will use the Public Agency Training Council opportunities to attend certification courses and conferences to maintain field related expertise.

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## Staffing Requests Not Already Listed In Unit Plans

### 1000 Category - Certificated Positions

**Academic Unit Plans requested the following faculty positions ranked in order section priority**

1. Business faculty (Tehachapi Center) – New position
1. Human Services faculty (college-wide) – retirement replacement January, 2018
2. Childhood Development (college-wide) – retirement replacement
3. Computer Science Faculty – (college-wide) New position

We are only requesting one position not listed in the AUP's and the position would be funded under our Strong Workforce Program funding.

### **Career Pathways Manager for CTE/Dual Enrollment/Prison/Articulation**

**Location:** Tehachapi

**Funding Source:** Strong Workforce Program with an eventual transition to general fund

**Justification:**

1. We have seen significant growth in our dual enrollment and prison education populations over the last couple of years. With the Medical Assisting courses in the Delano Joint Unified School District alone we have added over 170 enrollments for this year and that is expected to double next year. Currently we are doing what has to be done to make sure these classes occur and that we get the FTES from this growth area. What we are not sufficiently doing is coordinating these efforts across our service area, developing plans for future growth, exploring additional growth areas in a planned fashion and making sure we are handling issues in a consistent fashion across our service area. Activities that would be beneficial like in-service training for high school faculty, parent meetings and education high school counselors and staff are not occurring at a sufficient level. Although we are doing an adequate job of supporting our dual enrollment faculty to make things work, we are not supporting them at a level that makes them feel well supported and this has been expressed to us.
2. We continue to increase the number of classes we teach at both the California City and Tehachapi prisons while also looking forward to the next logical step of how to best support formerly incarcerated students in their educational goals.
3. The college has established educational pathways for each program and the state is pushing the idea of guided pathways and a major statewide initiative. This position could serve as the point person for the college on the guided pathways effort while working toward fulfilling developing our existing pathways to show multiple entry and exit points as well as linkages to jobs/salaries at each exit point.
4. The college has an interest in doing data analysis with our dual enrollment population to track these students to see if they are transitioning to Cerro Coso after high school to complete their programs. This transition is a secondary source of additional FTES for the college and this position would serve to educate dual enrollment faculty and high school counselors on how students could best accomplish their degree/certificate goals.
5. This position would be the primary contact point and coordinator for dual enrollment courses for our entire service area. They would assure, either by continuing to use current staff engaged with the high schools or by themselves, that we are more efficiently working with our secondary partners. Currently, we are not effectively providing parent information meetings, nor are we getting students enrolled in a timely fashion. In order to improve our performance on enrollments we need to meet tight timelines that vary from high school to high school.
6. This position would be provide assistance and mentoring to our dual enrollment high school faculty. Reminding our dual enrollment faculty of census and drop dates, assuring they are comparing high school and college rosters and turning in grades on a timely basis would be of benefit to the college. Currently we utilize too much staff time having to correct rosters due to students having to be dropped after deadlines and having to do late adds or drops to make the rosters meet realities. Simple reminders of these timelines could easily address this issue but current staff do not have the time to do this.
7. This position would handle the process of assuring all instructor and course agreements are done in a timely fashion, and that

MOU's and Articulation agreements are up to date.

8. This position would assist the institutional research office in making sure that dual enrollment/prison FTE are being appropriately flagged so that we can more effectively track these populations for research purposes.
9. This position would work in conjunction with student services to assist with assuring that the appropriate resources are being garnered for our dual enrollment and incarcerated students as well as partnering with any special project work related to these populations such as Project Rebound.
10. We have the availability of funds through the Strong Workforce Program Regional funds to fully support this position at a full-time level for at least the next three years, although it could be longer. It is hoped that this position would then be considered for institutionalization based on the FTES gain from the growth in the dual enrollment and prison FTES.

## **2000 Category - Classified Staff**

Academic Unit Plans requested one classified position, a department assistant for Allied Health. At the section level this is not supported as we have been operated without a full-time dedicated Executive Secretary in the office of instruction. It needs to be seen if this position once stably filled can provide all of the support needed.



The primary goal for the Strong Workforce Program (SWP) is to increase CTE FTES by expanding sections and the number of programs. Funding for years 2-3 are being established by the state in unison and we will implement year 2 and 3 plans with few differences between them. In addition, the programs that utilize SWP funding will be assessed against seven metrics that match up with the federal Workforce Investment Opportunities Act (WIOA) metrics. These metrics are employment related and measure the following:

1. Program Completion
2. Transfer to 4 Year Programs
3. Employment Rates
4. Employment within the field of study
5. Earnings
6. Median change in earnings
7. Proportion of students who attained a living wage

Programs of study need to be certified first by our college (Corey Marvin) then through the Chancellor's Office local template by being approved by our district office (John Means). Programs can be certified in one of two ways, either by having data showing that more than 50% of program completers have attained a living wage. Or by demonstrating through labor market information in the CTE Data Unlock that there are significant employment opportunities available in the district's service area.

Most of our programs qualify under the living wage provision, the exceptions are: Human Services (24%); BSOT (50% - the requirement is more than 50%); Web Design (29%); and Welding (45%). All of these programs were able to be certified due to sufficient labor demand.

Cerro Coso's annual allotment under the SWP has been increased to \$324,000. The emphasis of the plan is the development of a team centered around increasing local and statewide awareness of our CTE programs. Program expansion will occur in three ways, first by increasing dual enrollment sections under the CTE programs. Secondly, we will be work through the team to increase the numbers of student enrolled in our currently existing programs through section expansion and the development of new courses.

Finally, we will work through program creation to expand the number of programs we offer at the college.

Program creation will be vetted under three criteria:

- The existence of an interested student pool (assessed via student surveys and expressed interest)
- The existence of appropriate financial and physical resources including industry support
- Existing job opportunities as determined by the labor market information in the CTE Data Unlock system supplemented by local Centers of Excellence and Institutional research

The exception to this process is where intermediate programs can be created that will provide stackable certificates along a degree and/or transfer pathway. An example of this is the development of a legal document assistant certificate that would be an intermediary step on the way to our full Paralegal certificate.

## **Local Share**

Under the local share our plan is to utilize the SWP funds to finish the hiring for and support of a CTE Hub, a focused group of support professionals to work alongside our faculty to recruit, provide direction, support and assist our students with job placement. We have currently hired a CTE adjunct counselor, four Career Education Liaisons (CEL), one at IWV and ESCC, one at KRV and one at Tehachapi. Our Dual Enrollment Manager recruitment is nearing completion.

This should help increase our enrollment, retention and success numbers. Additionally, we will be working to improve our alumni and program completer tracking and do a better job of assessing our local labor market information that has been previously very hard to track.

The CTE Hub team will be comprised of current full-time staff and faculty, to include the departmental faculty, chairs, directors, CTE counselor, dual enrollment manager, our job developer, the Director of Contract and Community Education, CEL's, site directors and the CTE Dean.

This CTE Hub team will meet under the direction of the CTE Dean to develop a comprehensive marketing and support plan for our CTE programs across our service area. This team will work to raise the profile of our programs, recruit more students and support these students to increase the success and retention of students within the programs.

We will also be purchasing equipment under the SWP funds. Our first priorities will be for equipment related to the Cyber Security program that has just begin as well as machining equipment so that we will begin to again offer all of the courses in our Industrial Arts Certificate Program. We will be also utilizing local share funds to provide professional development funds for the programs and to supplement materials for our Business/CIS, Public Safety, Childhood Development and Allied Health programs. Particularly to improve our POST certification readiness for Public Safety and to update program materials and enhance our capabilities at our sites. These resources will be paired with our Perkins Funding that we will use to provide additional support related to improving our access and equity metrics as well as providing additional professional development funding.

**Local Share Proposed Budget is attached final budget must be submitted to the state by January 1, 2018**

## **Regional Share**

At this time our regional share funds will be centered on two projects. The first is the NetLab Hub run through San Joaquin Delta College in support of our CIS/Cyber Security classes. We are currently involved in this project and will continue to do so in support of the Cyber Security Program.

The second project will be a regional project to fund the dual enrollment/pathways/prison position discussed above. The funds would be used for salary and benefits for the position as well as funds to support dual enrollment faculty in-service and other events meant to support our dual enrollment and prison programs including professional development.

We will need to be involved in a third project (TBD) to spend out our full regional allocation.

**Tentative Regional Share Budget sheet is attached, there will be a third project added to fully spend out our allocation. Final project selections will be determined by December 1<sup>st</sup>.**

Local Share - \$309,800		Projected					
	Annual Allotment	Annual Allotment					
	2016-17	2017-19					
<b>Across Program</b>							
Full-time CTE counselor	75,000.00	110,000.00					
Career Education Liasons - IWV	11,250.00	15,000.00					
Career Education Liasons - ESCC	7,500.00	10,000.00					
Career Education Liasons - KRV	7,500.00	10,000.00					
50% Dual Enrollment Manager	30,000.00	50,000.00					
Marketing - videos, matierials, advertising	7,500.00	4,000.00					
Professional Development	6,000.00	3,000.00	\$232,000.00				
indirect on across program	6,710.00	9,280.00	\$241,280.00				
<b>Equipment Expenditures (total including indirect 4%)</b>							
Welding	41,600.00	31,020.00					
Nursing	10,192.00	10,000.00					
Medical Assisting	10,400.00	5,000.00					
Cyber	32,800.00	20,000.00					
Administration of Justice	14,660.00	2,000.00					
Police Academy	27,888.00	10,000.00					
Child Development	3,120.00	2,500.00					
BSOT	3,120.00	10,000.00					
Business	2,080.00	3,000.00					
Web Desing (DMA)	2,080.00	4,000.00					
CIS	4,160.00	4,000.00					
Paralegal	4,160.00	1,500.00					
Human Services	2,080.00	1,500.00					
			\$68,520.00				
	135,840.00						
	173,960.00						
<b>Total</b>	<b>\$309,800.00</b>	<b>\$324,800.00</b>					
			309800				

## REGIONAL SHARE PROJECTS 2017-19

### Dual enrollment/pathways/prison

1000 Faculty salary	66000
3000 Benefits for salary	34000
4000 Supplies and Materials	5000
5000 Professional Development	15000

#### Totals

### ICT/Netlab Collaborative

5000 Professional Development/training	6000
6000 funding to support infrastructure/staffing at SJD	24000
<b>Total</b>	<b>30000</b>

**Grand Total** **150000**