

# Santa Rosa Junior College

## Program Resource Planning Process

### Career and Technical Education and Economic Dev 2014

#### 1.1a Mission

##### CTE

The mission of Career and Technical Education (CTE) and Economic Development (ED) is to ensure that the District is providing relevant, state-of-the-art CTE and ED services that effectively address the workforce needs of the community.

#### 1.1b Mission Alignment

The mission of the Career and Technical Education and Economic Development unit is consistent with the District's mission of providing "education, training, and services to advance economic development and global competitiveness." It is also closely aligned with the College's initiatives of Community Outreach, Development, and Involvement, Student Learning Outcomes, Integrated Environmental Planning, and Basic Skills and Immigrant Education.

#### 1.1c Description

The CTE and Economic Development unit is comprised of the following clusters, departments, and programs: Work Experience; Workforce Training; Small Business Development Center; Employment and Training Panel; Child Development; Ag/Natural Resources/Shone Farm; Health Sciences; and Business and Professional Studies, which includes the departments of Culinary Arts, Consumer and Family Studies, Computer Studies, Business, and Industrial Trade Tech. The Dean of the unit also supervises the Dean I's and II's for Health Sciences and Business and Professional Studies, Agriculture and Natural Resources Management, Child Development and the Director of Economic Development. The unit includes several specialized CTE programs, some of which are supported with categorical funding. These include Tech Prep/School Initiatives and Career Pathways and the Piner Early College Magnet Program. The Dean's office provides broad oversight of the District's programs and services related to career and technical and economic development.

The unit coordinates District activities related to outreach and marketing for all CTE and Economic Development services, in partnership with Public Relations, Computing Services and Student Services. This office is charged with developing new programs in response to emerging community workforce training needs, which requires extensive collaboration with community groups, local high schools/ROP's, the Workforce Investment Board, Economic Development Board, North Bay Leadership Council, etc.

In addition to oversight of these diverse programs, this unit administers approximately \$4.9 million in CTE categorical grants, including the college's Career and Technical Education Act (CTEA) allocation, CTE Community Collaboratives focusing on digital media, green construction, and water/wastewater programs, Healthcare Workforce Development Program, Tech Prep/School Initiatives and Career Pathways, Employment and Training Panel, the Redwood Empire Small Business Development Center, in addition to multiple state and local grants that support the Child Development and nursing programs. These grant opportunities are constantly changing, requiring flexibility and strong administrative support. In the absence of a District grant writer, responsiveness to grant opportunities is limited by staff time to prepare competitive, complex, and collaborative grants.

The unit provides support for 174 CTE certificate programs, including disciplines that reside in other clusters (STEM and Public Safety). This includes program design, curriculum development, marketing and outreach, conducting labor market research, endorsement from the Bay Area Regional Consortium, managing industry advisory committees and interface with multiple community organizations related to workforce development. The unit coordinates 39 SRJC employer advisory committees that inform curriculum and provide feedback to faculty and the District on industry trends, etc. Given the current economic crisis and trends at the State level, the unit has increased responsibility for managing regional collaboration with various partners (employers, community colleges, and secondary institutions), and responding to the needs and opportunities presented to community colleges under the new American Recovery and Response Act.

In response to repeated employer input on workforce needs and the need for soft skills, the unit is also responsible for collaborating with other college units (i.e. Math, English, College Skills, ESL, Counseling, Career Development and Matriculation) and various college departments to address the basic skills and language needs of students.

## 1.1d Hours of Office Operation and Service by Location

The administrative offices of the Career & Technical Education and Economic Development unit are located in 1330 Bailey Hall on the Santa Rosa campus. Hours of operation are Monday - Friday, 7:30 a.m. - 5:00 p.m. The Dean III of Career and Technical Education and Economic Development, Dean I, Agriculture and Natural Resource Management (vacant by June 30, 2011), the Manager of CTE Community Collaborative Grants and the Manager of School Initiatives and Career Pathways are housed in this location. Staff coverage for this office is managed by two administrative assistants.

## 1.2 Program/Unit Context and Environmental Scan

This unit manages several categorically funded projects that intermittently hire multiple adjunct and allied faculty and STNCs. Therefore the program unit review data does not reflect ongoing staff configurations.

Significant changes have occurred across industry sectors to address the need for sustainable practices and technologies. Currently, the District does not have an integrated, cross-disciplinary/departmental plan to foster cohesive development of programs and curricula in response to these changing demands. The message from our industry partners is clear: SRJC must be more proactive and a regional leader in sustainable technology. There are a number of systemic barriers that are preventing us from leading in topics related to sustainability/environmental technologies, including:

- The lack of centralized leadership for environmental technology at the District (someone with time and authority to convene constituents from industry and across curricular areas to do the planning necessary to better integrate programs).
- The extremely tight deadlines to pursue grant opportunities, which often have less than a few weeks planning time, whereby the district would need to have multiple community partners (k-12, SCOE, NVC, COM, Solano Community College and the respective county WIB's) require proactive planning and dedicated leadership to the issues, a grant writer who can research grant opportunities and respond immediately by convening key stakeholders.
- There is competition between CTE and GE courses, raising questions about the respective importance to the mission and community. Departments tend to operate in isolation and from a win-lose perspective (i.e., CTE units/classes that may be taught in a GE area may be cut first, regardless of their importance to certificate completion). In addition, in departments where the industry trends have become more integrated, our curriculum has not, and departments may feel they "own" a particular topic or subject matter; student best interest can get lost in the turf battles.

- A faculty team of experts in sustainable fields representing GE and CTE verified many of these concerns, and further identified a need to better integrate curriculum and actively explore opportunities for students to engage in hands on training utilizing SRJC facilities.
- Students are not able to access a central repository that houses information about sustainable technology curriculum on the web, in the catalogue or elsewhere. The CTE office has provided resources to the curriculum office to ensure that the web pages for certificates and majors contain latest, the most complete information.

## 2.1a Budget Needs

## 2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale
0002	60	4902	5230	Santa Rosa	00	00	\$500.00	Funds are needed to cover mileage costs for the Director of Workforce Development to attend outreach and industry partner meetings

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
AA III, CTE and Economic Development	40	12	Administrative support for the Dean III, Career and Technical Education and Economic Development
Coordinator Career Technical Education and Outreach	40	12	Under direction, serves as a liaison between the District, local high schools and the Sonoma County Office of Education (SCOE) facilitating faculty engagement programs to achieve curriculum alignment and the development of articulation agreements; collaborates with District and high school faculty members to support annual implementation of Credit by Exam procedures for articulated courses; prepares promotional materials and develops, coordinates, and conducts outreach presentations for the District's Career Technical Education (CTE) programs to diverse audiences; and performs related work as required.
ETP Contract Coordinator, Workforce Training	20	12	Under direction of the Dean of Career and Technical Education and Economic Development, the Coordinator manages the college's Employment Training Panel grant funds and workforce training. Is responsible for the daily operation of the program, interfacing with ETP representatives, companies, instructors and college staff, ensures adherence to the ETP policies and procedures and markets the program. Additionally the coordinator markets and secures workforce training contracts for the district.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean III, CTE and Economic Development	40	12	Provides primary administrative direction and oversight for a full range of instructional programs related to career and technical education and

			<p>economic development. The CTE/ED Office currently has 2.7 FTE Deans/Director positions that are not being filled, severely limiting the ability of the office to engage in external economic development activities, to meet grant obligations and perform other needed duties in CTE/ED. The Dean III will be out for the Fall semester, with Stephanie Thompson covering the position 6 hours/day.</p>
Dean II Agriculture, Nat. Res. & Culinary Arts	40	12	<p><b>DIRECT REPORT</b>  Under general direction, is responsible for the overall administration, supervision, and coordination of the Agriculture/Natural Resources Department, the Culinary Arts department, Shone Farm, and the Burdo Culinary Arts Center. The Dean II contributes to the development of policies and procedures pertaining to the instructional programs of the District, and has major responsibility for interpretation and implementation of these policies and procedures, including the selection and evaluation of managers, faculty and classified staff, curriculum development, scheduling of classes and program budget development and monitoring. The Dean oversees and manages facilities such as Shone Farm, and Burdo Culinary Arts Center that are integral to accomplishing the instructional mission of the District. The Dean is also responsible for maintaining effective working relationships with community partners and donors. In consultation with the immediate supervisor, the Dean provides administrative supervision of all faculty, classified support staff, STNCs and students who are employed in the departments supervised by the Dean.</p>
Dean II Business and Professional Studies	40	12	<p><b>DIRECT REPORT</b>  Under general direction, has principal administrative responsibility for the instructional cluster of programs and departments under his/her supervision as assigned by the Vice President of Academic Affairs/Assistant Superintendent such as: Business Administration, Computer Studies, Consumer &amp; Family Studies, Industrial Trade Technology, and other assigned and related departments. Additionally, the Dean functions as the primary contact with department chairs, directors, or coordinators with regard to budget, curriculum, schedule, program development, and staffing issues. Initiates, coordinates, and/or supervises major educational initiatives related to the liberal arts and sciences and to Career and Technical Education programs, such as developmental education, student learning outcomes, and others as identified. In consultation with the immediate supervisor, the Dean provides administrative supervision of all faculty, classified support staff, STNCs and students who are employed in the departments supervised by the Dean.</p>
Dean II Child Development & Teacher Education	40	12	<p><b>DIRECT REPORT</b>  Under general direction, is responsible for the overall administration, operation, supervision and coordination of the Child Development Center, instructional programs and associated categorical programs. The Dean provides supervision and direction regarding compliance with Title 22 of the Human Services Code and Title 5 of the Ed. Code. The Dean is</p>

			<p>responsible for supervision of the Foster and Kinship Care Education (FKCE) program and ensures compliance with all relevant guidelines and laws. The Dean is also responsible for the supervision and administration of the Teacher Academy including acting as liaison to the School of Education at Sonoma State University and any relevant classes. Coordinates the academic portion of the Teaching Fellowship program. The Dean provides supervision of the Teaching Fellows Program.</p> <p>In consultation with the immediate supervisor, the Dean provides administrative supervision of all management, faculty, classified support staff, STNCs and students who are employed in the departments supervised by the Dean.</p>
Dean II Health Sciences	40	12	<p><b>DIRECT REPORT</b></p> <p>Under general direction, has principal administrative responsibility for the instructional cluster of programs under his or her supervision as assigned by the Vice President Academic Affairs/Assistant Superintendent:</p> <p>Associate Degree Nursing, Dental Assisting, Dental Hygiene, Licensed Vocational Nursing, Medical Assistant, Community Health Worker, Certified Nurse Assistant/ Home Health Aide, Pharmacy Technician, Phlebotomy, Radiologic Technology, the Dental Clinic, Health Learning Resource Center (HLRC), Nursing Skills Lab and other assigned and related departments including the HOPE Center.</p> <p>Additionally, the Dean functions as the primary contact with department chairs, directors, and coordinators with regard to budget, curriculum, schedule, program development, and staffing issues. Initiates, coordinates, and/or supervises major educational initiatives related to the liberal arts and sciences and to vocational programs, such as developmental education, student learning outcomes, and others as identified. Initiates and maintains relationships with all local health care agencies and facilities. In consultation with the immediate supervisor, the Dean provides administrative supervision of all faculty, classified support staff, STNCs and students who are employed in the departments supervised by the Dean.</p> <p><b>SCOPE:</b></p>
Director of Workforce Development	40	12	<p>Under general direction of the Dean, CTE and Economic Development, has principal administrative responsibilities for Work Experience education, inclusive of internships, career and technical education (CTE), and general programs; Community Involvement; Apprenticeship programs; Contract Workforce Training/Education; community, industry, and business-related workforce development partnerships and programs. This position also has responsibility on behalf of the district to develop CTE partnerships with the K-12 educational system, in addition to promoting the college's CTE educational offerings in the community. Oversees Special Education, Apprenticeship, Work Experience, and Community Involvement instructional service agreements (ISA) established between the district and non-profit agencies locally and across the state.</p>

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Worker	20	0	Support CTE office on various projects

## 2.2d Adequacy and Effectiveness of Staffing

Career Technical Education and Economic Development are in the process of rebuilding our leadership team. The team consist of 5 Dean/Director (Ag/NR/Cul, BPS, ECE, HS, and WFD) direct reports, 3 new hires and one interim. There are three additional in-direct reports (PSTC, A&H, STEM), one new hire, that have strong CTE components to their responsibilities. The leadership team also has a vacant Workforce Training Manager. This position is needed to handle the increasing load of industry contacts for training and special education. The position has been vacant for one year and we are in the process of requesting a hire for this position. We would like to develop an entrepreneurial aspect to this position and will work with the AAC and district to fund and hire this vital position. We are also still in need of a Manger of Grants and Special Projects. This position would assist in the writing, developing, planning and managing of grant and specially funded projects. A form of this position was dismissed with retirements and resignations of previous employees.

At this point we are unable to respond to critical industry, workforce training and District needs. A plan for strategically staffing the CTE/ED offices in the years to come in a separate document. The CTE strategic plan gives and overview and vision for the future. An ideal staffing structure, rationale and proposal will include a stronger focus on Economic and Workforce Development in the future.

2.2e Classified, STNC, Management Staffing Requests

Rank	RS	ACTV	Location	SP	M	Current Title	Proposed Title	Hrly	Type	Salary Increase	Benefits Increase	Total Increase
0003	63	6018	Santa Rosa	08	07	Manager of CTE Grants and Special Projects	New Hire	\$0.00	Management	\$0.00	\$0.00	\$0.00
0003	63	6018	Santa Rosa	08	07	Manager of Workforce Training	Re-hire and reorganize position	\$0.00	Management	\$0.00	\$0.00	\$0.00

### 2.3a Current Contract Faculty Positions

Position	Description

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description

## 2.3c Faculty Within Retirement Range

All but one CTE/ED leadership team member is within 5 years of retirement.

CTE requires specialized knowledge of industry needs, Chancellor's Office regulations, community partners, complex state and federal grants. There is no succession plan for this unit. In addition, as identified in the demographics report of the college, over 40% of SRJC faculty are over 55. These faculty (especially CTE faculty) have built a network of industry contacts that are in danger of being lost when these faculty retire.

## 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

n/a

### 2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale

## 2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

A fund should be established for equipment repairs needed by CTE programs.



## 2.4e Safety, Utility, and ADA Impacts

There are no problems in this area.



## 2.5b Analysis of Existing Facilities

n/a

## 3.1 Diversify Funding - Grants/Contracts

Any grants identified, applied for and received have been vetted to include the diversity of the district and programs of study offered. All grants take into effect the needs of special populations and address the needs and wants of such groups.

## 3.2 Cultural Competency

The unit recruits staff members who are sensitive to the diversity of our students and the community through internal and broad-based external recruiting. Each applicant completes a diversity statement. In addition, bi-lingual staff are recruited and hired for outreach positions.

The unit prints its annual Career and Technical Education Programs Handbook in both Spanish and English; funds the development of VESL courses and course materials in career and technical education programs; and conducts outreach and provides resources to underrepresented and special population students.

## 3.3 Professional Development

This unit encourages staff participation in PDA days; funds attendance at conferences; and provides release time for staff who wish to enroll in courses that will further professional development. The unit also supports staff who wish to participate in college committees or activities.

As part of the classified evaluation process, staff are encouraged to take SRJC classes that will improve skills.

Professional Development activities for this year include:

CCCAOE conference

Economic Development forum

Sexual Harassment Training

Cultural Competency Training

Admin 101

NSF Grant writing

Leadership Santa Rosa

## 3.4 Safety and Emergency Preparedness

The Department's AAll has recently been designated as the department safety leader. Our staff are eager to engage in training opportunities as the District boosts the emergency preparedness plan. More training is needed to ensure staff understand the role of Safety Leader and how it fits into broader emergency preparedness efforts in the District.

### 3.5 Sustainable Practices

n/a

#### 4.1a Course Student Learning Outcomes Assessment

This CTE/ED unit has allocated CTEA funds for a Student Learning Outcomes Coordinator to support CTE faculty in developing student learning outcomes and assessment projects.

#### 4.1b Program Student Learning Outcomes Assessment

See 4.1a

### 4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented

## 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7

## 4.2b Narrative (Optional)

This unit fully supports the development, revitalization, improvement and planning of career and technical education programs of study. Primarily funded through Perkins money (CTEA), projects are vetted and awarded funds for projects related to the program of study or purchasing equipment for such programs. We also encourage and fund professional development for instructors of our programs.

The unit is also reaching out to sources of funding outside the state. We apply and received funding for Ag, business, Public Safety, Entrepreneurship, Computer studies and digital media.

## 5.0 Performance Measures

### ECONOMIC DEVELOPMENT

To support the regional economy, the college offers employers and business owners several training options:

1. Contract Education – The College’s Contract Education Department provides customized training at local business sites. In the last year, the department has partnered for training with Medtronic for two courses in Machine Tool Technology, Agilent/Keysight for C# computer programming and Sonoma Promotional Inc., for business skills training through their ETP funding.

### CTE

The breadth and scope of the projects within the CTE/ED unit are significant. Following are some of the key recent accomplishments.

### CTE GRANTS

Computer Studies in Cyber Security  
 Emergency Medical Care  
 Entrepreneurship  
 Hospitality  
 Sustainable Agriculture  
 USDA Beginning Farmers and Ranchers Development program

- **CTEA Supported Projects/Program Development**

1. By end of fiscal year, will have updated course information and narratives of all CTE certificates listed on SRJC Certificates pages.
2. In cooperation with the Counseling Department, placed a career/academic counselor in an office in Trade Technology departments to assist students with education plans, career selection, and college orientation.
3. Placed all CTE surveys on-line to improve information about CTE students, which should lead to increased funding.

4. Supported creation of new programs in digital media, hospitality, automotive and revitalized many existing programs. 20 existing certificates were discontinued.

## **CTE TRANSITIONS/SCHOOL INITIATIVES AND CAREER PATHWAY DEVELOPMENT**

### High School-SRJC Articulation:

- (17) new articulation agreements were established with (8) comprehensive high schools
- These represent (7) disciplines: Culinary, Web Design, Computerized Bookkeeping, Child Development; Geospatial Technology, and Machine Tool Technology.
- In total (68) articulation agreements are in place with (15) comprehensive high schools
- Articulated courses are from (7) industry sectors and represent (11) disciplines
- (17) SRJC courses are articulated with the high schools totaling 39.5 SRJC units.

### SRJC Credit by Exam:

- (85) students who enrolled in articulated courses at (10) high schools
- passed (95) SRJC exams
- earning a total of 246 units
- more than doubling the number of units earned by students in spring 2010
- More than half of students earned SRJC credit in Computer Studies courses in the disciplines of Web Design, Cisco Networking, and IT Essentials.
- Students benefited from Credit by Exam fee exemptions totaling nearly \$8,000, due to special provisions established under procedure 3.16 for students in articulated courses.
  - (2) students have accumulated 8.5 units each through Credit by Exam in Auto and Diesel Technologies.

## **CTE OUTREACH**

This unit hired a full time CTE outreach coordinator. Requests for presentations on the district's CTE program offerings have increased from the previous year. During the year, 9700 contacts were made with youth, adults, parents, educators, and community members through the following organizations, events, media, and venues:

- (22) comprehensive high schools in the region
- (7) comprehensive high schools outside the district
- (23) alternative education schools and juvenile justice programs
- Spanish radio KBBF programs
- (13) community based organizations
- (11) SRJC ESL/College Skills classes

SRJC's CTE programs are represented at large community events such as: End of Harvest Fair, Construction Expo, SRJC Career Fair, high school career fairs, Joblink, YouthBuild, Chops Teen Center, North Bay Conservation Corps, Sonoma County Human Services Dept., Latino Service Providers, Parent University, Community Action Partnership, et al.

The CTE Outreach Coordinator collaborates and coordinates with SRJC's English Language Learner outreach team as well as Schools Relations, the HOPE program, EOPS, and other Student Services programs. The Coordinator is bilingual and regularly attends high school English Language Advisory Committee (ELAC) meetings to engage parents about the educational opportunities at SRJC for them and their children. Being able to communicate in Spanish has been critical to engaging members of the Spanish speaking community.

The Coordinator engages high school career pathway students who are enrolled in courses articulated with SRJC CTE courses. He facilitates their completing online SRJC applications and filling out other forms required to participate in SRJC Credit by Exam for a chance to earn college credit.

## **5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)**

n/a

## 5.2a Enrollment Efficiency

n/a

## 5.2b Average Class Size

n/a

## 5.3 Instructional Productivity

n/a

## 5.4 Curriculum Currency

n/a

## 5.5 Successful Program Completion

n/a

## 5.6 Student Success

n/a

## 5.7 Student Access

n/a

## 5.8 Curriculum Offered Within Reasonable Time Frame

n/a

## 5.9a Curriculum Responsiveness

n/a

## 5.9b Alignment with High Schools (Tech-Prep ONLY)

See 5.0 (CTE Transitions)

## 5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

n/a

## 5.11a Labor Market Demand (Occupational Programs ONLY)

n/a

## 5.11b Academic Standards

n/a

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	05	Board Policy 3.13 and 3.13P Advisory Committees	Rewrite and implement	Fall 2014	Completed
0002	ALL	02	05	Advisory Committee hand book	Develop and distribute to faculty, staff and administration	Fall 2014	Completed
0003	ALL	02	06	Perkins Funding (CTEA) application forms, process and procedures	Rewrite and implement	Spring 2014	Completed
0004	ALL	08	06	Apprenticeship programs	Develop instructional contracts, policies and procedures for apprenticeship programs, including curriculum update and assessment of SLO's	Fall 2014	All completed except the SLO assessment
0005	ALL	08	06	Work Experience/internship programs	Implement new AFA contract and develop sustainable policies and procedures for apprenticeship programs, including curriculum update and assessment of SLO's	Fall 2014	All completed except the SLO assessment

## 6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
ALL	We have begun to utilize data driven decision making for workforce and economic impacts.

## 6.2b PRPP Editor Feedback - Optional

Rebuilding the leadership team, appropriately staffing positions and supporting new and interim leaders is the most pressing issue facing the unit. The strategic planning process will guide staffing structure of positions. The staffing recommendations will be shared with the VPAA.

We will review, plan, revitalize and discontinue programs of study to meet the needs and wants of our industry partners. We will continue to look for and apply for outside funding for our programs of study and projects.

Developing and strengthening our educational and industry partnerships and assess our outcomes is still a very high priority of the unit. We will also continue our revamping of our industry advisory committees.

### 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	08	06	CTE Web page and Outreach	Develop and implement outreach program and procedures	Spring 2015	none
0002	ALL	08	06	CTE Celebration Event	Develop and initiate and end of the year celebration for all CTE	Spring 2015	Unknown at this time
0003	ALL	02	06	CTE program videos	Create and distribute	Spring 2015	none funded by CTEA