

**Part 2 – Comprehensive Program Review**

March 11, 2011

Program Name:

**Economic and Workforce Development (formerly Applied Science)**

**A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09**

**1. List the objectives developed for this program during the last comprehensive program review.**

The division of Economic and Workforce Development is a new division created in 2010 as a result of an institutional re-organization. The new division created a division that includes the Industrial Technology Department, Business, Extended Campus, WIB and HUD grants, the administration of CTEA, and apprenticeship programs. The comprehensive program reviews for Extended Campus and Business will address the performance, objectives and outcomes for these programs. The review of the Industrial Technology Department will be analyzed in this review as a department. Individual review of academic departments will be done in their respective program review cycle. These departments include Auto Technology, HVAC, Water Treatment Technology, Electrical Technology and Construction.

No program objectives were found from the previous comprehensive program review in Applied Sciences. It appears that program goals were developed as individual academic disciplines instead of divisional goals.

**2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.**

**a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.**

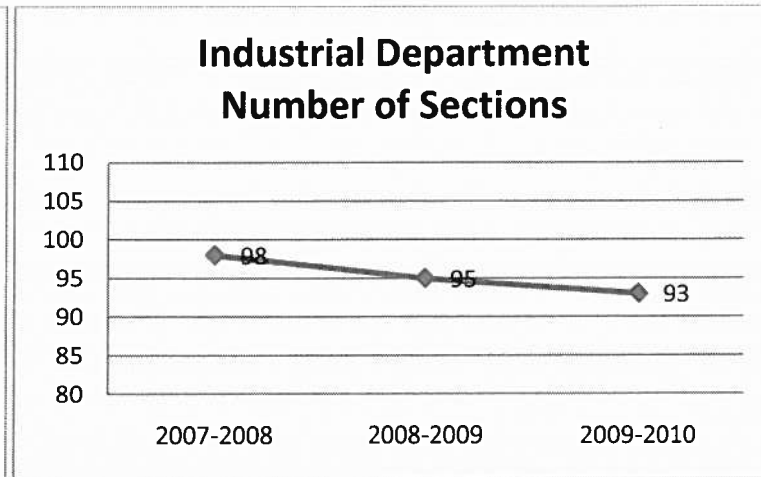
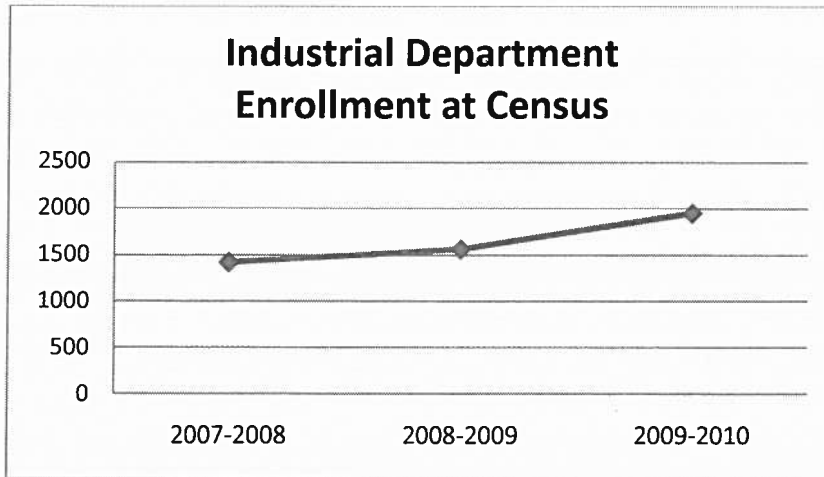
See attached graphs.

**3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any. List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.**

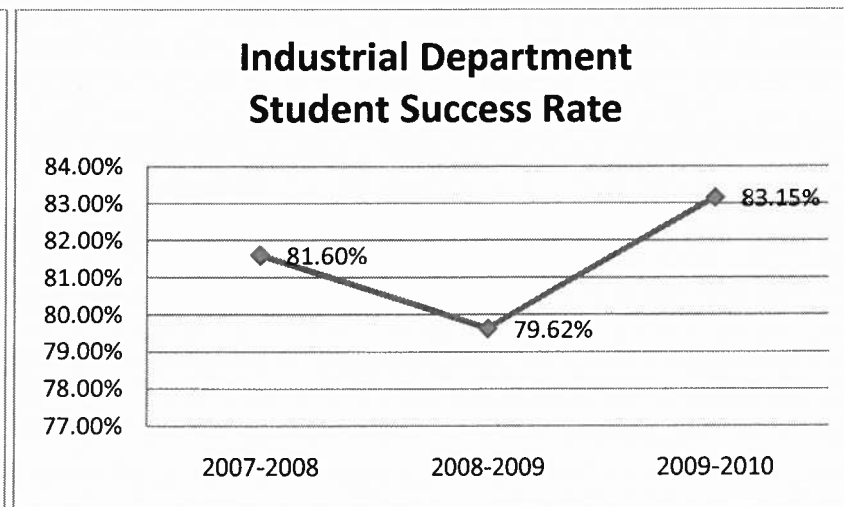
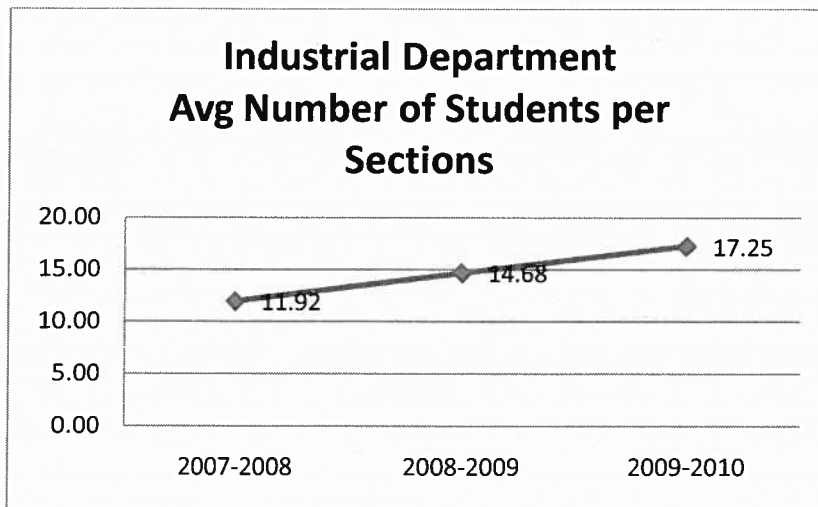
Student Learning Outcomes will be coordinated and assessed through individual academic departments and comprehensive program reviews.

**4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)**

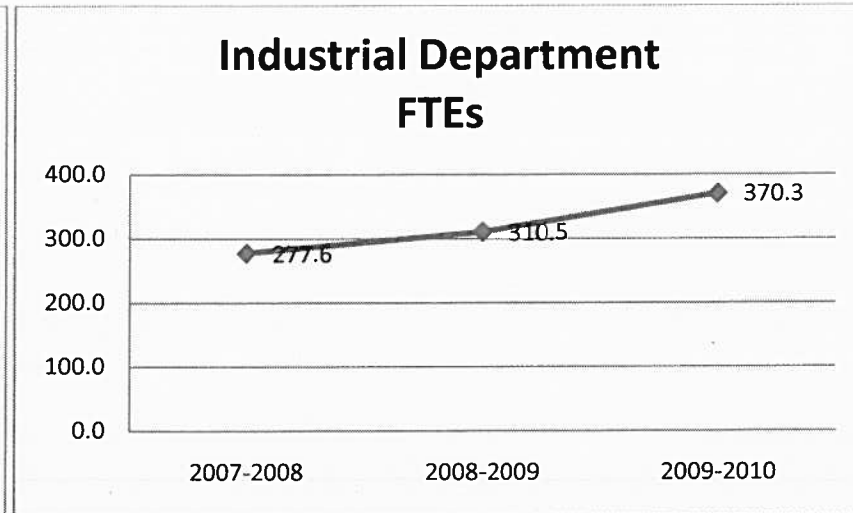
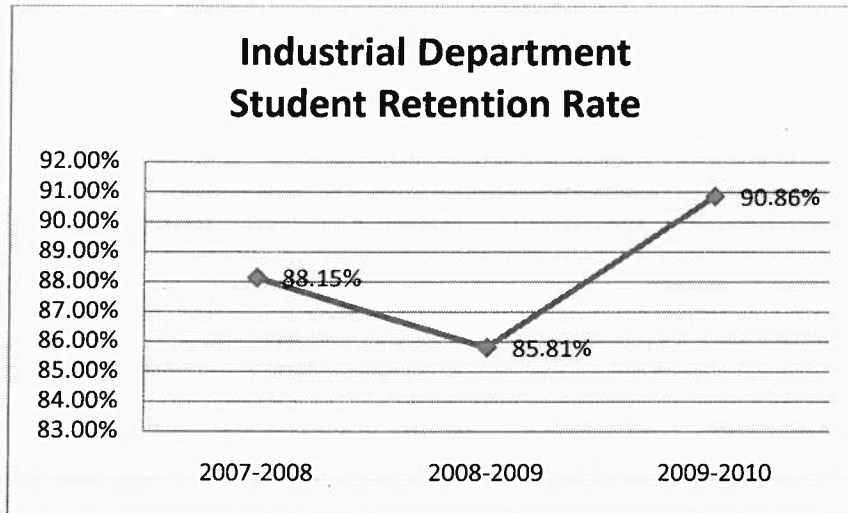
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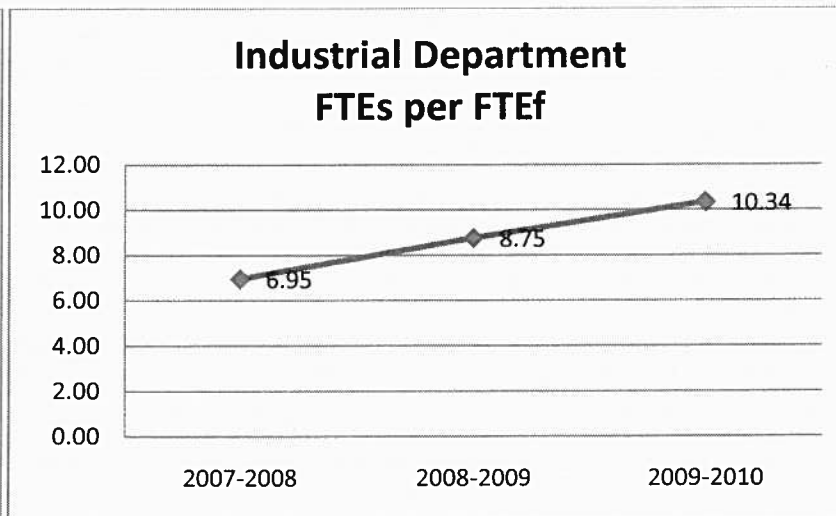
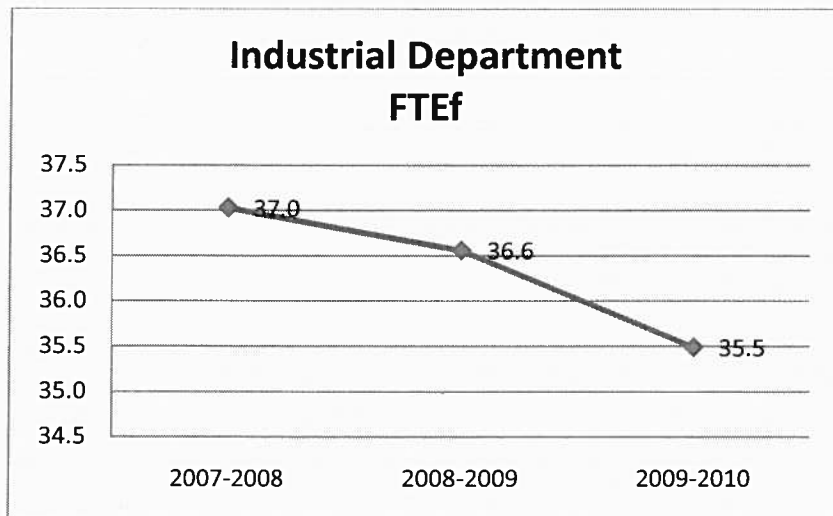
The charts shown above indicate a consistent increase in student enrollment in spite of a decrease in sections offered since 07-09-08. This data shows an increased in efficiencies and faculty accepting more students within limited courses.



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These charts show a high level of student success in terms of student retention rates averaging in the 90% in 09-10. The growth in productivity is also seen in a consistent FTEs growth during the last planning cycle.



**B. PRESENT: Snapshot of the State of the Program in the Current Semester:**

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

As a part of an administrative re-organization in 2009-10, the division of Applied Science was re-organized into the new Division of Economic and Workforce Development. The former Division of Applied Science was in charge of the Career Technical Education programs. The new division maintains direct faculty and staff oversight over the Industrial Technology Department, Business Department, Extended Campus, WIB and HUD grants, VTEA funding, and community education (community services and noncredit).

#### Industrial Technology

The Industrial Technology Department includes 7 disciplines within CTE. The program includes Auto Technology, HVAC, Building Construction, Welding, Electrical Technology, Water Treatment, and Auto Collision.

#### Business

The Business Department includes a combination of CTE programs as well as transfer programs.

#### Extended Campus

The Division also provides oversight responsibilities for the Extended Campus. Extended Campus currently operates a comprehensive off-campus program in Calexico, and evening courses in El Centro and Brawley through high school sites. Courses include a wide range of disciplines but focus primarily in ESL. Classes are taught by both full time and adjunct faculty.

#### WDB grants

The College has obtained a number of training grants through the Workforce Development Board. Training programs in Protective Services, Pipe Welding, Diesel Mechanic, Solar Technician, Instrument Technician, have been completed. New grants in Emergency Medical technician and Dental Assistant are expected. WDB grants are expected to continue.

#### HUD Grant

The HUD grant provides an array of business services to local business including workshops, customer service training, partnerships with local chambers of commerce where business resource centers have been established in El Centro, Calexico, Brawley, Niland, and Westmorland. Twelve local businesses received a \$30,000 loan/grant from the program to provide business equipment. Business counseling is provided on an on-going basis to assist these businesses their success.

#### B-GREEN

B-GREEN is a very successful program funded by the California Energy Commission to train students in Green construction methods and will provide students a wide array of employment opportunities. The program is in its final stage but additional grant funding is being solicited to provide a similar program again.

#### CTEA Funding (Perkins)

The Division is responsible for the administration of CTEA funds. Yearly plans are submitted to the CCCCOC along with quarterly financial and program reports, and a final report. CTEA expenditures are reviewed and approved by our office for consistency with CTEA regulations. Newly adopted procedures require TEA funded programs to be more accountable and responsive to industry needs and input.

#### Community Education

Community Education encompasses noncredit courses and Community services. Noncredit courses are state approved courses within 9 designated instructional areas. The reduction of State apportionment has impacted noncredit education significantly and has reduced the number of course offerings. Noncredit courses are free to students.

Community services are self-funded not-for-credit courses of community interest. No state funding is received for these courses and they are supported entirely by student fees. The college has an agreement with Ed-to Go for online community service classes that creates a comprehensive catalog of on-line community services for the community.

**2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)**

The biggest challenge for all Career Technical programs is the state of the economy in the nation and State which are represented in a much greater scale in Imperial Valley. Imperial Valley has been recognized as having the highest unemployment rate in the State and the nation.

The lack of employment opportunities for students and graduates in spite of upgrading and developing marketable skill sets is disappointing. The federal and state efforts on renewable energy are also requiring colleges to stay current on industry needs. Grant opportunities continue to exist but are also becoming much more competitive.

**3. List any significant issues or problems that the program is immediately facing.**

The poor condition of instructional labs for Industrial Technology programs still exists but it will be remedied next year. Plans are being developed to build a new Career Technical building that will house welding, building construction, electronics, renewable energy, POST and Fire Academies, classrooms and a computer lab. These buildings will have state of the art equipment and training environments. The existing auto technology shop will also be completely renovated, expanded and updated with new equipment and technology. The biggest issue facing both the Electrical and Welding programs is the lack of full-time faculty members. The programs have been taught by adjuncts. The lack of full-time faculty makes it difficult to create cohesive programs that keep up with industry needs. A faculty member in each discipline would have the responsibility, time, and vested interest to ensure that program needs are addressed. Faculty would also have the responsibility for curriculum development, advisory committees, and facility maintenance. The regulations for VTEA funding make it very clear that VTEA funded cannot supplant district expenditures. The college has an internal process where individual funding requests must be approved by the Dean to monitor these regulations. However, the lack of general funds have created a general dependency on VTEA funds for the operation of these programs. As the federal government also looks to reduce funding, VTEA funds become a part of these discussions. Local VTEA funds have remain generally consistent in the last few years. A drastic reduction in federal funding which is channeled to the local districts will have detrimental impact on the operation of these programs. Two key staff members were re-assigned form the Division. The budget technician is needed in the division XXXXX. Accountability and data collection in terms of job placements is needed. The reliability and timely of State numbers are not useful for internal operations. The XXXXX should also be re-assigned back to the division and develop an internal process to assist students in finding employment in training related positions and the collection of data that allows the college to measure the true value and effectiveness of career technical programs.

**C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12**

**1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.**

- a. Complete new Career Technical Building with the latest technology and innovations available to produce students and graduates that meet industry standards and skill sets. To accomplish this, each Industrial Technology Department will have a series of meetings with advisory committees and industry representatives. Expected completion is in spring 2013.
- b. Have industry certified programs and curriculums. Each CTE program will be required to have Advisory Committee meetings where its curriculums and programs are certified annually. To be completed yearly starting in 2011.
- c. Create a VTEA funding system that reduces dependency for CTE programs and allows for a grater and equitable distribution of funds across more disciplines. Expected by 2012
- d. Develop a job placement model that provides meaningful data and services for students in CTE programs. Expected by 2012.

**2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.**

Student learning outcomes are assessed by individual academic departments.

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3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

**Three-year resource projection for facilities, equipment, and personnel**

<b>FACILITIES</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Upgrade of existing CTE building and facilities		X	
<b>EQUIPMENT/TECHNOLOGY</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Computer equipment for staff	X	X	X
<b>PERSONNEL</b>			
Hire Full-Time faculty in Electrical Technology and Welding	X		
Re-assign budget technician to division	x		
Re-assign Placement Specialist to Division	x		