



Barstow Community College
**NON-INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year:

Date Submitted:

By:

Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Data
4. Policies & Processes
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
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1. Mission and Vision

A. Service Area/Administrative Unit Mission

Provide a skilled workforce through credit-based classes and contract training that meets the needs of employers and provides students with relevant 21st century career and technical education that leads to academic achievement and successful employment in a global economy.

B. Service Area/Administrative Unit Vision *(Where would you like the Program to be three years from now?)*

The Barstow Community College Workforce & Economic Development Department (WEDD) values each individual student and supports student learning and career and economic development by providing the necessary programs and services designed to enhance the overall learning experience of our students. We are committed to an on-going process of assessment designed to monitor and improve the effectiveness of our programs to our students, community, nation, and partners. WEDD faculty and staff work in a professional manner with students, colleagues and administrators, treating everyone with the respect and dignity they deserve while supporting the college’s Mission Statement.

C. Describe how mission and vision align with and contribute to the College’s [Mission](#) and [Vision](#)

WEDD offers programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities. WEDD provides career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace. WEDD partners with local agencies, businesses, schools, and military bases to promote positive community development and economic growth. WEDD uses institutional research to further develop courses, programs, and services.

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ANNUAL UPDATE #1:

Mission and Vision Statements remain the same from previous program review. WEDD meets BCC’s Mission Statement commitment to bullet number 2, 5, 6, and 7.

In alignment with the BCC Mission Statement, WEDD offers programs to prepare students in “basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities.” Also to help further BCC Mission, WEDD provides “career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.” A significant part of the WEDD Mission that promotes the BCC Mission is that WEDD partners with “local agencies, businesses, schools, and military bases to promote positive community development and economic growth.” As WEDD has consistently uses institutional “research to further develop courses, programs, and services” including using that data for grants, employment summits, and advisory committees.

DATE:

ANNUAL UPDATE #2:

2. Service Area/Administrative Unit Description and Overview

Assume the reader does not know anything about the Service Area or Administrative Unit. Describe the unit, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including demographics)?
- C. What kind of services does your unit provide?
- D. How do you provide them?

A. The Workforce & Economic Development Department (WEDD) consists of the Business and Workforce Division (BWD) which oversees credit-based vocational classes and the Career and Technical Education Workforce Development Division (CTEWD) which conducts contract training for employers.

All staff positions, with the exception of the Dean, are funded through WEDD procurement of grants and contract training and consist of the following positions:

- Dean, Workforce & Economic Development (management position - general funds);
- Director, Career & Technical Education (management position–WEDD funded);
- Administrative Secretary (classified position – WEDD funded);
- Accounting Assistant– (classified position- WEDD funded);
- Secretary (classified position – WEDD funded);
- FKCE Instructional Specialist (contract position – FKCE program funded);
- FKCE Trainers (contract positions – FKCE program funded).

- B. WEDD serves students, trainees, and employers locally, regionally, state-wide, and nationally through credit-based vocational classes and through contract training for various employers.
- C. WEDD provides education and training for workforce development and economic improvement.
- D. Services are provided through contract training and credit-based classes (day, evening, online, and hybrid).

DATE:

ANNUAL UPDATE #1: **Update to specific sections including additional relevant details:**

- A. Since the last program review the Accounting Assistant Position has been re-classed to a Grant Technician. Outside of this the overall structure and Service Area/Administrative Unit Description and Overview has remained unchanged. However our organizational structure is under review and is addressed further in Section 5. Internal Factors, Update # 1.
- C. **Services provided:** WEDD provides education and training for workforce development and economic improvement. We assist students and trainees obtain employment. Provide student services and instructional support. WEDD meets grant deliverables through Outreach, Career Exploration, student project-based learning, and integration of basic math, writing and other soft

skills into basic programs. We provide free training to the community and parents of foster and kinship children through the Foster and Kinship Care Education (FKCE) program. We obtain funding to assist students in the child development program.

D. **How we provide Services:** Services are provided through contract training and credit-based classes (day, evening, online, and hybrid). We provide staff that is available to assist students in enrollment and other student services. We obtain grant funding to assist students and parents/guardians and provide staff necessary to provide all services above.

WEDD assisted students and trainees to obtain employment by providing resume workshops, scheduling and transporting students/trainees to interviews, assisted with online applications and resume building, partnered with California Steel Industries to establish internships, and provide job leads and resources via email.

WEDD provided assistance with admissions application, registration, concurrent enrollment, financial aid information and application, transcript retrieval, and navigation of retrieval of the student’s online secure area.

WEDD provided outreach to K-12 by hosting and attending career fairs at BUSD, Baker USD, Silver Valley USD, Hesperia USD, Victor Valley USD, and Excelsior. We also provided an annual CTE summer youth program to approximately 65 middle school students. Held orientations to students and parents/guardians to provide information on CTE programs.

FKCE scheduled and provided 484 participants in 604 hours of training.

The Child Development program funds allowed WEDD to purchase textbooks and give stipends to students to assist them financially with their education.

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ANNUAL UPDATE #2:

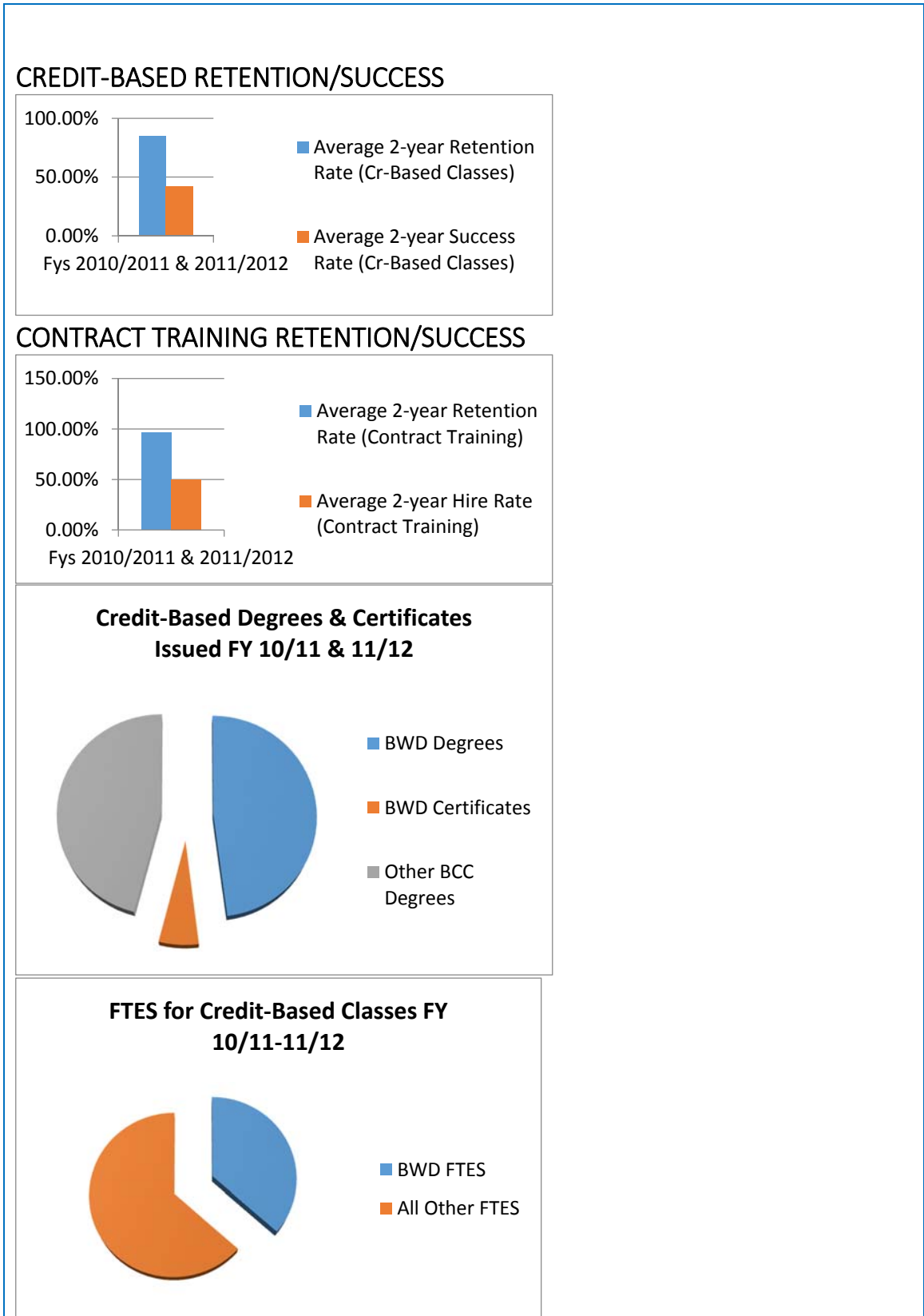
3. Data

A. ASSESSMENT DATA

- 1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

Completion Rates, Success/Retention Rates, Full-Time/Part-Time Service Professional Ration, FTES Targets, Student Engagement, other representative measurable data, Perkins Data, student/trainee satisfaction surveys.

- 2) Summarize the results of these measures.



B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES (SAO/AUO)

- 1) Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

Programs have been amended to meet workforce needs. A facility was obtained that allowed for improvements in equipment and technology to improve instruction and that allowed us to offer contract training.

- 2) Describe any improvements made by your unit as a result of the outcomes assessment process. What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)

Through Advisory Board meetings, we re-evaluated contracts that were no longer relevant based on what the college recommended. Through contract training, we provided programs based on workforce needs and began development of industry-requested credit-based programs. An improved hire rate was realized through assessment testing of participants. Feedback was utilized from contract employers to constantly realign programs.

Hire a data collection clerk to gather necessary information for assessment, hire additional full-time faculty, hold monthly staff development meetings, continually evaluate job descriptions to ensure positions are meeting the additional job duties, and continue to hold required advisory meetings.

DATE: October 1, 2013

ANNUAL UPDATE #1:

3. A. 1. Quantitative and/or qualitative measures we use to gauge effectiveness of our unit.

We continue to use the quantitative and qualitative gauges outlined in the prior year's program review and have added trainee satisfaction survey. We have made our best attempt with limited staffing to collect and compile additional data. Having staff dedicated to this area could increase the effectiveness of the data collection process for the WEDD.

Questionnaires from industry partners and meeting minutes obtained from the Advisory Committee Meetings and Leadership Summits allow us to gauge whether we are meeting the industry needs of the community and our partners.

We were unable to obtain accurate FTES data from Campus Data for this reporting period (problem with data confirmed by phone conversation between Heather Calderon and Rhonda Sheffield).

3. A. 2. Summarize results of measures.

Our credit-based retention average for the 3-year period is down by 1/2%. Our credit based success rate has steadily increased each FY and is up by 6% over the last 3 years.

Credit based degrees and certificates issued have decreased by 10% over last year.

Contract training retention remained high at 96%. The average 3 year hire rate decreased to 38%. We achieved our goal of 90% satisfaction rate (ratings of good,

very good, and excellent).

In 2011-12 FKCE served 242 participants and in 2012-13 they served 484 participants which is a 100% increase. In 2011-12 FKCE provided 441.5 hours of training and in 2012-13 they provided 604 hours of training. This is an increase of 37%.

3. B. 1. Summarize the progress made on SAO/AUO measures.

Goal #1 to provide quality education and training to meet the needs of employers in a timely and efficient manner was met by aligning 100% of our degree programs to a 2- or 4-semester format which is currently in the completion stage. We have made changes to our certificate programs to align them and are currently in the completion stage as well. We held an IMMT Advisory Committee Meeting with ten industry partners in attendance on October 15, 2013 and plan to implement an IMMT program that will meet the community and industry needs and improve economic growth. We are developing the IMMT program so that it is a national industry-recognized certification program through NCCER. Our welding department was recertified and is an AWS industry-recognized certification program. We continue to submit BAPs in our Program Review process to attempt to hire new full time faculty, most importantly a full time IMMT faculty instructor that will meet the needs of industry partners and provide a quality program that meets industry standards and brings additional revenue to the college. Additional full time instructors would increase course offerings, student learning outcomes assessment, retention, success, and meet the needs of our students. It would ensure that programs meet state and industry standards. We obtained our goal of obtaining a 90% student satisfaction rate, however, our hire rate for contract training was down. This was in part due to the state of the economy, unemployment rates and other uncontrollable factors. The trainees in these particular trainings are not prescreened for some factors that may exclude them from some employment opportunities (determined by Workforce Development Department (WDD)). Furthermore, due to lack of staffing, the figures might not be a complete representation of current employment data. Hiring a new FKCE specialist who promoted the program helped increase the numbers of participants, locations, and types of trainings and hours improved the training we were able to provide to foster and kinship parents and the public.

Goal #2 to provide state-of-the-art technology and other instructional equipment and tools to enhance student learning was achieved through the purchase of simulation equipment for several areas. When the electrical upgrade is completed in January, the equipment will be installed and the instructors will be trained.

Goal #3 to obtain external funding continues to be met through networking and partnering at conferences and seminars regionally and state-wide. With the loss of the Dean in this department and the changes in grant funding, we are currently reviewing our grants and contracts in order to align the needs of the college and the community to continue meeting the financial stability for our programs and the college. While there were no measurements established for this outcome, we continue to meet our financial obligations without relying on additional college

funding.

3. B. 2. Describe any improvements made by your unit as a result of the outcomes assessment process.

After analyzing our Program Review update, we recognized the need to improve our assessment process by collecting additional data. We would like to collaborate with the Dean of Research to brainstorm processes for collection of data for credit based and contract training programs, economic growth patterns, hire rates, and persistence rates of vocational programs since students drop when employment requirements are met which may not require a certificate or degree. It will be necessary to hire a data collection clerk to assist with the collection of data necessary to properly evaluate our programs.

We recognize the importance of holding annual CTE Advisory Committee Meetings for each department and an annual Advisor Committee Meeting with industry partners that will drive our direction/goals. We plan to ensure these meetings are held as required.

We plan to continue with the process of aligning our programs to 2- & 4- semester degrees and certificates until it is completed and hope this will increase the number of degrees and certificates issued. We plan to continue our outreach efforts through increased enrollment in the Summer Youth Program and attendance at Career Fairs and Expos to meet our grant deliverables through increased enrollment in CTE programs.

We plan to improve the electrical and internet capacity at our State Street vocational facility in order to get the simulation equipment operational and our faculty trained in the use of the equipment and software to improve student success and meet industry demands for more hands-on training.

We plan to hire a full time IMMT instructor in order to meet the needs of industry partners and provide a quality program that meets industry standards and brings additional revenue to the college through contract training. The on-hands simulation equipment and software programs that were purchased will support this program and meet industry requests for more on-hands training.

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ANNUAL UPDATE #2:

4. Policies & Processes

A. What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit? (BCC BP/AP; Federal, State & local regulations; departmental guidelines)

Procedure for obtaining signature/approval of requisitions, staffing requisitions, purchase orders, contracts, financial reports, etc. are lengthy and can take weeks or months.

No clear written policy exists to recruit, retain, and fairly compensate high quality contract trainers.

The inability to obtain timely approval of contracts, requisitions, purchase orders, financial reports, staffing requests, etc. affects WEDD's ability to meet demands in a timely manner.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

Due to no changes or updates in policies, WEDD continues to experience delays in work flow and therefore changes and updates do need to be made. For example, an email sent in September was not responded to until November 26.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

The procedure for certifying reports to the Chancellor should be changed from the Budget Analyst to the WEDD Accounting Assistant or the WEDD Dean.

Procedure for obtaining all other paperwork should be expedited and should not exceed the deadlines.

A written policy should be in place that allows WEDD to recruit, retain, and fairly compensate high quality contract trainers.

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ANNUAL UPDATE #1:

A. Timelines are still crucial for our department and there have been some improvements. We have obtained verbal approvals to meet our contract training timeline demands. However, program 310-10/11 and program 323 final reports to the chancellor have not been certified by the administrative office. These reports were due 4/30/13. This may delay fund receivables and affect the cash flow of the college.

B. The procedure for certifying reports to the Chancellor has not been changed from the Budget Analyst to the WEDD Accounting Assistant or the WEDD Dean. Most of the time the quarterly reports have been certified by the administrative office in a timely manner.

Procedure for obtaining some paperwork has not been expedited and has exceeded the deadlines. For example, an invoice for the State St. lease has been in the administrative office for over two months pending a decision on payment. This could affect the relationships with our partners and success of our students.

DATE:

ANNUAL UPDATE #2:

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

Staff and Faculty. WEDD staff and faculty have developed and maintained a cohesive partnership structure with open communication and collaboration.

Facilities. Adequate space provides the ability to procure the tools, equipment, and updated technology to continue to expand our offerings to students and partners.

Distance Education. Classes are offered online, hybrid, and through video conferencing.

Curriculum. Some programs have been developed to meet professional and industry Standards through the National Center for Construction Education and Research (NCCER), American Welding Society (AWS), and the Division of Apprenticeship Standards (DAS).

B. Weaknesses

Insufficient Staffing. In order to meet external funding requirements and because of the rapid growth of WEDD, a reorganization and additional staff are desperately needed. Many current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. See reorganization chart Attachment D.

Distance Education. An updated, interactive website needs to be developed. Improvement in the internet capacity at the Career Education & Workforce Development Center is needed in order to meet the demands of new and emerging technology and to run programs and offices efficiently.

Instruction. The lack of full-time faculty to meet the program curriculum and paperwork demands in a timely manner. Lack of flexibility to obtain contract trainers at market rates and with the requisite skills and certificates to meet training demands

BCC Processes. The inability to obtain timely approval of contracts, requisitions, purchase orders, financial reports, staffing requests, etc. affects WEDD's ability to meet demands in a timely manner.

DATE:

ANNUAL UPDATE #1:

A. STRENGTHS:

Staff and Faculty. With the departure of the Dean of WEDD, our team has developed a new perspective and a renewed commitment to the college's goals of integrity, respect and open communication with each other, the college, and the community.

One Full-time faculty position was hired for Automotive Program.

Facilities & Equipment. We improved our facilities by purchasing training simulators (waiting for installation), increased network capabilities and Wi-Fi, installed SMART Boards and an additional computer lab for use with the training simulators once installed.

Distance Education. Purchased simulation software to be used online when IMMT program is approved.

Curriculum. Industrial Maintenance Mechanic Technology (IMMT) courses have gone through the curriculum committee and an advisory committee must be held before approval by the Chancellor's Office.

All CTE faculty members have identified Student Learning Outcomes (SLOs) and method of instruction to CTE courses.

Barstow Community College completed a survey at Fort Irwin and based off the results the three most desired programs are ADJU, CHLD, and MGMT.

Meeting Grant and Program Deliverables. WEDD continually meets grant deliverables and timelines on multiple grants.

- Perkins Title 1C Grant (program 0318): The intent of this grant is to develop the academic, career and technical skills of students who enroll in CTE vocational programs. WEDD will meet these fund requirements by:
 - Professional Development (faculty)
 - Develop, improve, and expand use of technology in CTE programs
 - Work-based Learning Experiences for Students
 - Assessing Needs of Special Populations
 - Improve quality of CTE Programs

- SB70 Grant (program 0310): The intent of this grant is to align and strengthen K-12 Career Technical Education (CTE) with community college programs organized around future labor market and industry needs. This grant funding will end in November 2014. WEDD has identified the following Pathway Sectors as the focus of the current grant cycle 1) Energy & Utilities (Electrical, HVAC, Environmental Tech) and 2) Transportation (Auto, Diesel, Logistics). WEDD's plan to meet these goals includes the following:
 - Career Exploration beginning in middle schools
 - CTE Pathway Development
 - Internships with Industry
 - Professional Development
 - Career Fairs
 - Strengthening Instruction through new technology and equipment
 - Local and Regional Partnerships to increase sustainability
 - Recruitment Efforts

- CTE Transitions: The intent of this grant is to facilitate the transition of CTE students from secondary to postsecondary to high skill, high wage, and high demand occupations. These annual funds are expected to continue until the Perkins Tech Prep program is reinstated. WEDD plans for use of these funds include:
 - Outreach/Career Exploration
 - Professional Development
 - Consortia Meetings
 - Articulation
 - Support for concurrent enrollment
 - Support for coordination of work-based learning/internships/placement at the postsecondary level.

- Rural School (program 0308): The WEDD delivered the requirements of this grant by outreaching to California rural high schools and providing them the opportunity

to attend online course offerings at Barstow College since these resources are not available in their locations. We also provided participating schools funding for textbook purchases and tutoring/computer lab support. We assisted the school counselors and students in the admissions, concurrent enrollment, registration and other student services processes.

- CDTC Grant (program 0304): Child Development Training Consortium (CDTC) – we receive 200 units which equals \$5,000.00 that is to be used for our students who are currently working in the field of early childhood education. The grant is an incentive for students to get their permits and degrees in ECE. We have had this program for 4 years and have earned all the units each year. Last year we assisted 20 students.
- CEC Mentor Grant (program 0305): High Desert Regional - Mentor Program – Barstow College and Victor Valley College have collaborated to offer the Mentor Program for our students. This program is designed to provide quality mentors for our Practicum Students. The Mentor Program pays the Mentors a stipend for each student they mentor. The Mentors provide 108 hours of mentoring.

- Foster and Kinship Care Education (FKCE) Program:

The mission of the Foster and Kinship Education Program is to provide quality education and support opportunities to caregivers of children and youth in out-of-home care, so that these providers may meet the foster children's educational, emotional, behavioral, and developmental needs.

In 2011-12 FKCE served 242 participants and in 2012-13 they served 484 participants which is a 100% increase.

In 2011-12 FKCE provided 441.5 hours of training and in 2012-13 they provided 604 hours of training which is an increase of 37%.

B. WEAKNESSES

External Funding: Due to the departure of the WEDD Dean, the transition period has affected our external funding. The departure causes a delay in writing and obtaining new grants and changes in management causes partnerships to be reestablished. Funding is also affected because we were unable to proceed with offering the IMMT curriculum and training on a regional and national level due to delays in electrical upgrades and an instructor to assist in the development of the program.

Insufficient Staffing: In order to meet external funding requirements and because of the rapid growth of WEDD, a reorganization and additional staff are desperately needed. Many current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. *See updated reorganization chart, Attachment A 12.13.*

Based on the results of the survey at Fort Irwin we need additional full-time faculty to meet military families' educational needs.

Need a full-time instructor for IMMT courses.

Facilities and Equipment: Electrical infrastructure and updating of internet capacity for training simulators not being completed has forced cancellation of classes and contract

	<p>training.</p> <p><u>Distance Education</u>: Due to re-evaluating the direction of CTE this project has been put on hold.</p> <p><u>Curriculum</u>: Need to develop an advisory committee for the IMMT program for implementing credit based and contract training classes/programs.</p> <p>All courses requiring pre-requisites need to be reviewed and submitted to tech review by October 1, 2013.</p> <p><u>BCC Processes</u>: Continues to be a work in process.</p>
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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

<p><u>Partnerships</u>. WEDD’s ability to respond rapidly to partnership needs results in a supportive collaboration and continues to expand the number of partnerships through customer satisfaction.</p> <p><u>External Funding</u>. WEDD has established prudent fiscal policies and procedures to ensure maximum utilization of external funding obtained through grants, contracts, and donations/support from partners.</p>

B. Threats

<ul style="list-style-type: none">• Funding availability, WEDD is dependent upon ability to obtain external funding, such as grants and contracts.• Instructor availability, challenge to obtain qualified instructors and trainers who can meet specific requirements for the contract deliverables is further challenged by our remote location, timeframes for deliverables, and an inability to obtain qualified instructors at an equitable pay structure.• Alignment with TMC transfer with some credit-based programs.• Workforce Investment Board policies and procedures for contract training cause significant
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challenges, such as placement requirements for training participants and delays in issuing Purchase Orders and receiving payment for services.

DATE:

ANNUAL UPDATE #1:

A. OPPORTUNITIES

Partnerships.

Excelsior Charter Schools Barstow Campus will be re-locating their campus onto the vocational training facility at State Street.

External Funding.

Exploring Employment Training Panel (ETP), FEDBID, and Grants.gov to find future funding to replace expiring grants.

An additional FY grant application for Southern California Edison (SCE) was submitted.

Contacting partners to consider additional Workforce Investment Board (WIB) funding for contract training.

Resources:

Having the Career Education and Workforce Development Center, qualified instructors and staff, and tools and equipment provides us an opportunity to meet our partner’s needs effectively.

B. THREATS

- With departure of the Dean position in the WEDD, we face challenges while the hiring process is conducted, staff is shortened, and employees are taking on new roles like identifying and writing grants to sustain our area.
- Still experiencing threats with Instructor availability, challenge to obtain qualified instructors and trainers who can meet specific requirements for the contract deliverables is further challenged by our remote location, timeframes for deliverables, and an inability to obtain qualified instructors at an equitable pay structure.
- Meeting grant requirements and partner’s needs can be difficult with deadlines, policies, and procedures. Workforce Investment Board policies and procedures for contract training cause significant challenges, such as placement requirements for training participants and delays in issuing Purchase Orders and receiving payment for services.

DATE:

ANNUAL UPDATE #2:	
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7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

New program review item for 12/13, no previous information submitted.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

New program review item for 12/13, no previous information submitted.

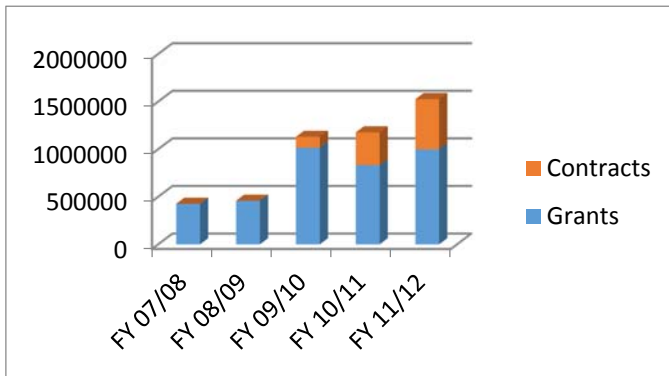
DATE:	October 1, 2013
ANNUAL UPDATE #1:	<p>A.</p> <p>The Dean and Director of the WEDD have regularly attended meetings throughout the year at the local, regional, county, and state levels. Advisory meetings with instructors and related community/industry members are scheduled regularly. Furthermore, the Dean and Director have attended a variety of conferences, workshops, trainings, and been involved in other professional development activities throughout the 12/13 year such as future grants, regional consortium meetings, and upcoming sector navigators for the region.</p> <p>B.</p> <p>Management, Faculty, and Staff will continue to attend professional development training as recommended. This includes the continuing with the monthly Saturday CTE faculty meetings (covering program reviews and SLOs), conferences, workshops, institutional training and development meetings and workshops and other forms of professional development determined to assist in personnel development to better meet the WEDD’s and Barstow College’s mission and vision statements. A focus on cross-training of staff to better serve students and trainees. Some specific professional development areas we will be focusing on are ASE certification, grant writing development, AWS certification, exploring various electrical and HVAC certifications, OSHA certification, and NCCER certification. Staff development will also include communicating with tact and diplomacy, Moodle and website development, articulation development, and Access training to develop an inventory system.</p>
DATE:	
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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. (Include measurements of progress or assessment methods.)

See Attachment C: PLO chart for prior year goals and objectives for FY 10/11 and 11/12.

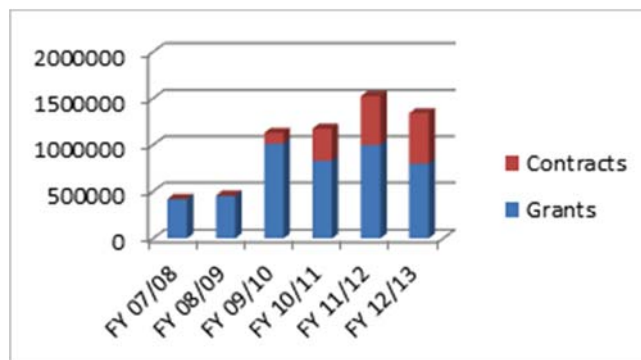
WEDD has shown progress and rapid growth. External funding has steadily increased: \$2,701,123 in contracts and grants over this two-year period (see chart below). We have expanded the program to include contract training. We have obtained a career and technical education center and modernized the facility with equipment and technology.



DATE:

ANNUAL UPDATE #1:

Although Grants have decreased the WEDD continues to move forward with grant funding available while looking at new grant options. The WEDD continues to modernize the Career Education and Workforce Development Center including the purchase of training simulators and software. We continue to provide quality education and training to meet the needs of employers in a timely and efficient manner. To further meet their needs we also have built the IMMT program which will utilize the training simulators and software once installed. To most effectively implement the IMMT program a full-time instructor would be needed.



Grants decreased because:

- Rural grant gone \$75,000
- SB 70 decreased \$15,000
- Supplemental gone \$130,000

- Contracts were up about \$15,000

DATE:

ANNUAL UPDATE #2:

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This provides space for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Provide quality education and training to meet the needs of employers in a timely and efficient manner.	<p><i>List all that apply:</i></p> <ol style="list-style-type: none"> 1. Foster innovative learning environment 2. Provide successful college learning experience 3. Promote and support students engagement 4. Cultivate and enhance local partnerships 5. Attract/ develop excellent employees 6. Strengthen college planning/ decision making 	<p>#1 Provide certificate and degree programs.</p>	<p>a.) Review programs regularly to ensure they meet required standards. Provide 2- and 4-semester scheduling that allows students to complete a certificate in a 2-semester format.</p> <p>b.) Obtain ability to provide industry certifications that allow us to provide students and trainees with nationally-recognized skills.</p> <p>c.) Hold annual CTE advisory committee meetings to review credit-based programs to ensure they meet industry standards and needs.</p>	<p>100% of all programs will meet required standards.</p> <p>Will provide NCCER, AWS, and other industry-recognized certifications.</p> <p>Hold annual CTE advisory committee meetings and implement their recommendations where feasible.</p> <p>Hire Data Collection Clerk to collect data for assessment.</p>
			<p>#2 Provide quality instruction and training.</p>	<p>a.) Hire and compensate highly skilled contract trainers and full-time faculty.</p> <p>b.) Ensure students/trainees are equipped with the workforce skills necessary to obtain and retain employment. Continue to work with advisory committees to ensure we are meeting workforce skill needs.</p> <p>c.) Ensure instructors are completing the assessment required to meet college, State, and industry requirements.</p>	<p>Develop a new BCC policy that allows flexibility for recruitment and compensation of highly skilled contract trainers. Hire at least 4 new full-time faculty over the next 3 years in IMMT, MGMT, ADJU, and CHLD.</p> <p>90% of students/trainees enrolled in nationally-recognized industry-standardized programs will obtain certification.</p> <p>Develop and implement an employer and student satisfaction survey. Obtain a 90% satisfaction rate and a 75% hire rate. Hire a Data Collection Clerk to collect and track data. Hold annual</p>

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
				<p>advisory committee meetings and follow their recommendations.</p> <p>100% of CTE instructors will comply with the assessment process and with State and industry standards.</p>	
		#3 Provide quality contract training.	<p>a.) Attain a hire rate of 75% for trainees completing the program.</p> <p>b.) Access and evaluate employer and trainee satisfaction.</p>	<p>Develop and implement an employer and trainee satisfaction survey. Obtain a 90% satisfaction rate and a 75% hire rate for contract trainees. Hire a Data Collection Clerk to collect data.</p>	
	Additional Information:	<p>In order to meet external funding requirements and due to rapid growth of WEDD, a reorganization and additional staff are desperately needed. As a major revenue source, WEDD should be involved in the decision making of the college and participate in Cabinet. Some current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. This will allow for continued growth and expansion of all programs locally, statewide, nationally, and globally.</p>			
	DATE: <input type="text" value="OCTOBER 1, 2013"/>	ANNUAL UPDATE #1:	<p>Need to look into the status of NCCER certifications through Barstow College since changeover of leadership (Dean position) to fulfill the goal of 90% of students/trainees enrolled in nationally-recognized industry-standardized programs will obtain certification.</p>		
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>		
#2	<p>Provide state-of-the-art technology and other instructional equipment and tools that will enhance student learning</p>	<p>List all that apply:</p> <ol style="list-style-type: none"> Foster innovative learning environment Provide successful college learning experience Promote and support students engagement Cultivate and enhance local partnerships Attract/ develop excellent employees 	#1 Continue to Increase instructional technical capacity.	<p>a.) Provide additional hands-on skill development equipment and training simulators.</p> <p>b.) Provide simulation software.</p>	<p>Research and purchase simulation equipment and software for 1-2 programs.</p>
			#2 Increase internet capacity to support high-tech labs.	<p>Research and add additional equipment necessary to improve internet capacity.</p>	<p>Ensure that the career and technical education center internet connectivity runs efficiently in all areas of the facility.</p>
			#3 Embed simulation software and equipment in instruction.	<p>Utilize simulation software and equipment in training/instruction.</p>	<p>Instructors will be trained in the use of new technology. All instructors in these programs will utilize the simulation software and equipment in their</p>

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	6. Strengthen college planning/ decision making			training/instruction.
<i>Additional Information:</i>				
DATE: <input type="text" value="OCTOBER 1, 2013"/>	ANNUAL UPDATE #1:	The WEDD has met part of this goal by implementing some of the instructional equipment at the State St. facility including SMART Boards, secure Wi-Fi capabilities, increased internet connectivity (additional T1 line), and an additional computer lab. We have purchased the training simulators but are still waiting on approvals for the necessary electrical upgrades at the facility. This has delayed part of the goal in being completed in regards to providing additional hands-on skill development equipment and training simulators, training WEDD instructors/trainers on this equipment and utilizing the software and equipment in training/instruction.		
DATE: <input type="text"/>	ANNUAL UPDATE #2:			
#3 Obtain external funds to meet the workforce needs of employers.	<i>List all that apply:</i> 1. Foster innovative learning environment 2. Provide successful college learning experience 3. Promote and support students engagement 4. Cultivate and enhance local partnerships 5. Attract/ develop excellent employees 6. Strengthen college planning/ decision making	#1 Constantly review RFAs and RFPs for available funds.	a.) Apply for available funding. b.) Maintain financial stability to be self-sustaining.	Obtain sufficient funds to sustain growth of program, including increases in personnel, lease of facility, improvements in instructional equipment and technological advancement.
		#2 Establish and maintain partnerships locally, regionally, and statewide.	a.) Hire an Associate Dean to establish and maintain partnerships. b.) Attend and network at conferences and seminars for workforce development and attend regional and statewide meetings for workforce and economic development.	Hire an Associate Dean. Maintain current partnerships. Add 2 new partnerships through networking. Work with local K-12 partners to increase enrollment.
		#3 Write proposals for grants and contract training.	a.) Hire an Associate Dean so that time can be allotted to applying for additional grants and proposals for contract training. b.) Maintain a one-year salary reserve (currently, approximately \$850,000).	Sufficient grants and contracting training proposals will be obtained to continue financial stability for all WEDD programs.
<i>Additional Information:</i> In order to meet external funding requirements and due to rapid growth of WEDD, a reorganization and additional staff are desperately needed. As a major revenue source, WEDD should be involved in the decision making of the college and participate in Cabinet. Some current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. This will				

ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
allow for continued growth and expansion of all programs locally, statewide, nationally, and globally.				
	DATE: <input type="text" value="OCTOBER 1, 2013"/>	ANNUAL UPDATE #1:	Due to the departure of the WEDD Dean, the transition period has affected our external funding. The departure causes a delay in writing and obtaining new grants and changes in management causes partnerships to be reestablished. Funding is also affected because we were unable to proceed with offering the IMMT curriculum and training on a regional and national level due to delays in electrical upgrades. Due to external grants expiring, an aggressive approach to obtaining new funding needs to take place.	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#4		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#5		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
	DATE: <input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#6		<i>List all that apply:</i>	#1	

ACTION PLAN

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		#2		
		#3		
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text"/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1-3	All	Reorganization & Additional Personnel: Vice President, Workforce Development Associate Dean, BWD Associate Dean, WED Administrative Assistant Data Collection Clerk	In order to meet external funding requirements and due to rapid growth of WEDD, a reorganization and additional staff are desperately needed. As a major revenue source, WEDD should be involved in the decision making of the college and participate in Cabinet. Some current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. This will allow for continued growth and expansion of all programs locally, statewide, nationally, and globally.		\$300,000 (WEDD-funded)
1	2	BCC policy that allows flexibility for recruitment and compensation of contract trainers.	Allows for hiring of contract trainers that are not available locally.		None
1	2	Four new full-time faculty for BWD programs: <ul style="list-style-type: none"> • IMMT instructor • MGMT instructor • ADJU instructor • CHLD instructor 	\$100,00 each position for a total of \$400,000 RATIONALE: 13.6% of BWD faculty is full time. We need full time faculty in these disciplines to ensure state and industry standards are met and to fully invest in assessment and other requirements. Full time faculty in these positions will help the programs continue to grow and better meet the needs of our students in the areas of retention and success.	YES	

2	1-2	Purchase simulation software and equipment. Purchase equipment necessary to increase internet capacity at career and technical center. Obtain a WEDD website.	Enhance student learning and allow for global expansion.		\$500,000 (WEDD-funded)
1-3	All	Cooperation from BCC Administration in establishing and implementing new policies and procedures for WEDD processes. A reasonable/timely response time from BCC Administration in processing WEDD requests and transactions.	An ability to process transactions and establish policies that will allow WEDD to meet the rapid demands of employers is essential to the success of the department.		None

ANNUAL UPDATE #1:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1-3	All	Reorganization & Additional Personnel: Associate Dean Office Coordinator Part-time Data Collector See proposed organizational chart, Attachment A 12.13.	In order to meet external funding requirements and due to rapid growth of WEDD, a reorganization and additional staff are desperately needed. As a major revenue source, WEDD should be involved in the decision making of the college and participate in Cabinet. Some current staff positions need to be upgraded to reflect the increased responsibilities and duties they are currently providing. This will allow for continued growth and expansion of all programs locally, statewide, nationally, and globally	No	\$400,000 (WEDD-funded)
1	2	Still seeking BCC policy that allows flexibility for recruitment and compensation of contract trainers.	Allows for hiring of contract trainers that are not available locally.	No	None
1	2	Four new full-time faculty for BWD programs. Have received one full-time position-automotive, seeking for 4 additional including a full-time IMMT instructor for once curriculum is implemented. Three additional instructors for future growth in the BWD. Four new full-time faculty for BWD programs: <ul style="list-style-type: none"> • IMMT instructor • MGMT instructor 	\$100,00 each position for a total of \$400,000 RATIONALE: 13.6% of BWD faculty is full time. We need full time faculty in these disciplines to ensure state and industry standards are met and to fully invest in assessment and other requirements. Full time faculty in these positions will help the programs continue to grow and	Yes	\$400,000

		<ul style="list-style-type: none"> • ADJU instructor • CHLD instructor 	better meet the needs of our students in the areas of retention and success.		
2	1-2	We purchased simulation software and equipment for approximately \$225,000. The equipment to improve the internet capacity for the new simulation equipment is still pending. We have installed an additional T1 line to increase internet capabilities and a secure Wi-Fi connection. Current plans to obtain a WEDD website have been put on hold.		No	\$150,000 (WEDD-funded)
1-3	All	Still in need of cooperation from BCC Administration in establishing and implementing new policies and procedures for WEDD processes. A reasonable/timely response time from BCC Administration in processing WEDD requests and transactions. We are optimistic of these processes being improved with changes in new administration.	An ability to process transactions and establish policies that will allow WEDD to meet the rapid demands of employers is essential to the success of the department.	No	None

ANNUAL UPDATE #2:

DATE:

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

DISTRICT NEGOTIATION WORKSHEET

District: Barstow Community College District

Please complete the table below. Columns 4-6 should reflect actual performance from the 2012 Negotiations Workbook. Propose levels of performance in column 7 for Program Year Six (2012-13) that “require the eligible recipient to continually make progress toward improving the performance of career and technical education students” as required by section 113(b)(4)(A)(ii) of Perkins IV. Please supply narratives on the next page when continuous improvement is not evident from the proposed target. Email completed worksheet to your project monitor.

Column 1 Indicator & Citation	Column 2 State Negotiated Level for 2012-13 (The level the state negotiated with USDE for Sp 2013*)	Column 3 Local Negotiated Level (The level the district negotiated with the state in Sp 2011 – in form CTE-6)	Column 4 Program Year Three 2009-10	Column 5 Program Year Four 2010-11	Column 6 Program Year Five 2011-12 (relates to column 3)	Column 7 Program Year Six 2012-13
			Actual	Actual	Actual	Proposed*
1P1 - Technical Skill Attainment 113(b)(2)(B)(i)	88.83%	78.84%	72.81%	78.84%	82.06%	78.84%
2P1 - Credential, Certificate, or Degree 113(b)(2)(B)(ii)	82.15%	79.98%	84.41%	74.89%	82.87%	79.98%
3P1 – Persistence or Transfer 113(b)(2)(B)(iii)	85.80%	85.86%	87.50 88.79%	83.84%	90.00%	85.86%
4P1 - Placement 113(b)(2)(B)(iv)	81.62%	56.44%	56.34	53.06	54.30	56.44
5P1 - Nontraditional Participation 113(b)(2)(B)(v)	22.20%	22.08%	30.91%	29.42%	28.86%	22.20%
5P2 - Nontraditional Completion 113(b)(2)(B)(v)	25.00%	25.00%	37.23 36.30%	37.89 37.99%	38.84%	25.00%

*Note: Column 2 shows the target for the state negotiated between the state and the USDE for the reports published in Spring 2013. Negotiations of State Targets were completed May 3, 2011 for Program Years Five & Six. Districts may accept the state level when appropriate. Please contact your Regional Specialist with any questions.

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
DISTRICT NEGOTIATION WORKSHEET

Continuous Improvement Narrative:

When the proposed performance level is at or below recent performance levels, please provide a brief narrative explanation of how the proposed target meets the “continuous improvement” requirement of section 113(b)(4)(A)(i)(II) of the Perkins Act. If the district is electing to accept the state negotiated target, please include the statement “Accepting State Target.”

- 1P1 While we are 6.83% below the State Negotiated Level, we are 3.22% above our 2011-2012 local negotiated level and continue to improve our actual percentage.
- 2P1 We are 0.62% above the State Negotiated Level. Additionally, we are 2.89% above our 2011-2012 local negotiated level and continue to improve our actual percentage.
- 3P1 We are 4.22% above the State Negotiated Level. Additionally, we are 4.14% above our 2011-2012 local negotiated level and continue to improve our actual percentage.
- 4P1: Until the economy turns around, we expect our employment rate to be low. The San Bernardino High Desert region has one of the highest unemployment rates in the state at around 18%. We will continue to work with local and regional employers to get our students employed.
- 5P1 We are 6.66% above the State Negotiated Level. Additionally, we are 6.78% above our 2011-2012 local negotiated level and continue to improve our actual percentage. Accepting State Target
- 5P2 We are 13.84% above the State Negotiated Level. Additionally, we are 13.84% above our 2011-2012 local negotiated level and continue to improve our actual percentage. Accepting State Target

PLOs – Workforce & Economic Development Department FY 10/11 & 11/12

GOAL	OBJECTIVE	ACTION/TASK	END RESULTS
<p>Provide quality education and training to meet the needs of employers in a timely and efficient manner.</p>	<p>Provide Certificate and degree programs</p>	<p>Review programs regularly to ensure that it meets required standards and is offered sequentially.</p> <p>Hold annual advisory meetings to review curriculum, ensuring it meets industry needs.</p>	<p>Developed 2-year plan for all BWD programs and completed 20% of the program reviews (low rate due to lack of full time faculty). Held monthly CTE instructor training sessions on instruction and assessment processes. Provided 1 Instructor Craft Training Program to allow instructors to certify students (BWD & CTEWD). Held annual Advisory Committee meeting in spring 2012 (BWD & CTEWD). A 4-year series schedule has been developed to meet the two-year cycle (BWD).</p>
	<p>Provide quality instruction and training</p>	<p>Obtain and fairly compensate highly qualified trainers and full-time faculty.</p> <p>Ensure training meets employer standards.</p> <p>Ensure students/trainees are equipped with the workforce skills necessary to obtain and retain employment.</p> <p>Ensure instructors are assessing SLOs to continually develop program instruction.</p>	<p>CTEWD brought on additional trainers to meet workforce training needs. Have recruited outside of our demographic area to obtain highly skilled trainers. We have requested additional full time faculty for BWD classes. Consistent communication with employers and Advisory and monthly MEAC meetings were held. Consistently working with employers and Advisory committee members to meet the needs of employers, national certification, and State requirements. 100% of the full time faculty are assessing their SLOs.</p>
	<p>Provide quality contract training</p>	<p>Attain a hire rate of 75% for trainees completing the program.</p>	<p>We obtained a 50% success rate on employment.</p>
<p>Provide a career and technical education facility that utilizes state of the art technology and other instructional equipment and tools that will enhance student learning.</p>	<p>Obtain career and technical education facility that will provide ample space for growth.</p>	<p>Search for facility</p> <p>Network</p> <p>Establish partnerships</p>	<p>A new career and technical education facility was obtained through partnership with Excelsior Schools.</p>

GOAL	OBJECTIVE	ACTION/TASK	END RESULTS
	Obtain equipment and instructional tools and technology that will engage students/trainees and improve learning.	Update technology Continue to obtain instructional tools and equipment. Obtain donations.	Additional student tables and chairs were purchased, computers, whiteboards, etc. Increased the instructional equipment in each training bay. Obtained donations (cash and equipment) from partnerships (Santa Fe Railroad, Molycorp, Southern California Edison, Verla Stark, College of the Desert) and Southwest Gas).
Obtain external funds to meet the workforce needs of employers.	Constantly review RFAs and RFPs for available funding. Establish and maintain partnerships locally, regionally, and state-wide.	Apply for available funding Financially self-sustaining.	\$1,828,064 in grants \$871,959 in contracts was obtained during this period. WEDD was self-sustaining during this period.
	Establish and maintain partnerships locally, regionally, and state-wide.		Our pricing structure was designed to cover increases in staffing needs and provide adequate compensation for existing staff with increased responsibility and duties due to rapid growth.
	Write proposal for grants and contract training.		Adequate funding was obtained.