

Administrative Services Program Review 2019/20 UPDATE

Strong Workforce

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General Information (Administrative Services Program Review 2019/20 UPDATE)

2019/20 Administrative Services Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

Lead Writer: Monica Romero

Liaison: Dr. Bridget Herrin

Manager/Service Area Supervisor: Dr. Danene Brown

TEAM

Contract Faculty:

- Katlin Choi, Work-Based Learning Coordinator
- Shawn Fawcett, Work-Based Learning Coordinator

Contract Staff:

- Aracely Bautista, Administrative Technician (CTE)

Adjunct Faculty:

- Pavel Consugera, Internship Coordinator
- Melanie Baeza-McCray, Employer Engagement Coordinator

Reassigned Time Faculty:

- Tasha Frankie, CTE Faculty Liaison

NANCE (for 19-20)

- Megan Boquet, Project Assistant, Employer Engagement
- Carina Hernandez-Carrillo, Project Assistant, Work-Based Learning
- Corrine Hubner, Project Assistant, CTE

UPDATE

2018-2019 marked the second full year for the Office of Career Technical Education and the administration of the Strong Workforce program. With it, came stability of staffing from the new Administrative Technician, two full-time faculty members and the establishment of the Work-Based Learning program including an adjunct internship coordinator, clear budgeting and reporting cycles, allocation processes, campus integrations, district and regional involvement, and activities to support student success in Career Technical Education programs at Mesa College.

Staffing:

Aracely Bautista transferred into the role of Administrative Technician. She has done an outstanding job tracking over nine different budgets, making purchases for programs, processing employee paperwork for the multitude of positions supported by Strong Workforce. Her presence and skills have brought much-needed organization and efficiency to the budget and HR needs of the office. However, the office is still short in staffing support. The administrative technician's workload is full, leaving little to no-time to assist the Associate Dean with the multitude of projects in the office, not to mention the support needs of the Work-Based Learning program.

Since the office opened in Fall 2017, five hourly employees have been hired and have transitioned on to other jobs. The constant hiring processes, training, and change over, take time away from the tasks at hand. For the 19-20 year, the office is attempting to hire four NANCE positions to help and are looking for candidates who can commit to at least a year in the office.

Work-Based Learning:

A huge growth piece for CTE in year two was the establishment of the Work-Based Learning (WBL) program. With fantastic support from Mesa's Administration, we were able to hire two full-time, 12-month, tenure track faculty. In addition, from Regional funds, we were able to hire a part-time Internship Coordinator. These three faculty have done an unparalleled job not only establishing a robust WBL program at Mesa College but have become WBL leaders in the region and the state. Faculty, employers, and students have seen the difference in their classrooms and their industries with this new level of engagement.

Internships have also expanded through the WBL program and the hiring of our part-time Internship Coordinator. He has been able to work with other campus programs including STEM Core and Veterans to reach more students. Two challenges keep the program from growing to meet the needs of the campus; the part-time coordinator has limited time for a full-time program, and the unknown future of the program as the part-time position is currently funded from a regional grant that ends in 2021. The WBL program will be submitting a request for a full-time faculty position to help resolve these issues.

Employer engagement has also been incorporated into our WBL program in Spring 2019. Utilizing regional grant funds we hired an adjunct faculty Employer Engagement Coordinator to scale up engagement and a NANCE Project Assistant to assist and manage the employer/student hiring and tracking system. A research report on employer and faculty needs for employer engagement as well as establishing systems for employer engagement with the Career Center are underway. Again the challenge with employer engagement is the amount of time it takes to make meaningful partnerships with employers with only an adjunct amount of hours. The current funding is supposed to be “permanent” but with the current fiscal climate, we are operating as if the funds could end at any time.

Besides the adjunct staffing, one of the other main challenges with the WBL program is the amount of time and individual relationships that it takes for each WBL experience, from speaker panels to industry tours, internships and ultimately employment. The faculty work extremely hard, extra hours and flexible schedules to meet the needs of the campus. An area for relief will be to provide two NANCE project assistants to help with the marketing/outreach, event management and data collection for WBL. This should help alleviate some of the clerical work to free up the faculty for direct work with students, faculty, and employers. Ultimately a contract classified position will be needed to support the WBL program.

Budget and Grants:

The CTE Office is fortunate to have the Strong Workforce, both state and regional, funding available to meet the outcomes of the program, improved CTE student success in multiple metrics. The varying types of funds, restrictions, and duration, create unique strategies for effective utilization. Now that all the contract positions from our base SW funds have been hired and base operational expenses are known, the office has been able to set forth an annual budget to meet fixed obligations and have available funding, mainly through the incentive funds for program allocations. We have also been very effective in leveraging the regional grant funds for special projects which maximize the use of local funds. We have also been successful in integrating SW funds into campus processes of resource allocation, such as the Conference and Travel Committee, and Campus Professional Learning Committee. Instead of faculty and staff coming to the Associate Dean to request funds, they can make requests through the campus process to ensure equity and transparency of allocations.

SW Committee:

The formalization of the Strong Workforce Committee in the Spring of 2019 was long-awaited. With the Committee’s confirmed membership, it established four goals for 2019-2020. Provide guidance for the development of CTE programs; Develop an allocation process for SW funds to departments as part of the BARC process; Outline effective Advisory Committees not only to meet requirements but to encourage more employer engagement with CTE programs and students; and Focus Strong Workforce with an equitable lens to ensure that the program improvements help to mitigate disproportional impact. The SWC established four workgroups to work on each goal. In addition to its goals, the committee also views presentations on relevant topics, holds discussions and makes decisions on subgroup recommendations and requests from other parts of campus, and brings together all involved parties to guide the direction of the Strong Workforce program.

CTE Faculty Liaison:

At the end of Spring 2019, we were able to hire (reassigned time) a Strong Workforce Faculty Lead, Tasha Frankie. This position was established to ensure the faculty voice in the Strong Workforce program and to have a conduit between the office and faculty. We are very pleased with Tasha’s ability to jump right in, learn all the facets of Strong Workforce and work side by side with the Associate Dean to move the program forward.

Collaborations:

The CTE office continues to enjoy collaboration with many departments across campus that enable the improvement of CTE student outcomes. For example:

- Career Center – Supporting the Career Peer program which works directly with students on their resumes, job search, applying and interviewing, ultimately leading to employment.
- Tutoring – Supporting the specific tutoring needs of CTE programs so that students can practice on equipment that they may not have access too outside of classroom time. Also developing tutors more holistically to understand what CTE is and the experiences and needs of CTE students.
- Office of Communications – Developing new marketing materials such as rack cards, flyers, social media and website content that reflect the career opportunities and the resulting CTE programs for that career.
- Outreach – Presenting to numerous high schools and middle schools on CTE program and training for Outreach Ambassadors on CTE programs and how to talk with prospective students about careers and the related majors offered at Mesa.
- Research – Updating current Dashboards with CTE filters based on program TOP codes and SAM Codes. Requesting research on student trends in CTE programs.
- Peer Navigators – Providing CTE training for mentors to talk with their caseload about careers and the related majors offered at Mesa.

New Location:

In January of 2019, we were fortunate to be able to move into the new Business and Technology building. The CTE / WBL suite is an excellent collaborative area for all team members. Having a permanent home with the proper equipment to do our work has made a huge difference for the team. We can meet, use technology, store our materials, have two NANCE employees working at the same time, and we are better able to communicate and support each other in this space. The only challenge is that each contract faculty member’s private office is located in the G building, and the adjuncts utilize the private office in the Career Center. While the team works around this, sometimes it can hinder communication.

CTE and WBL Team:

The Associate Dean has also expanded her activities on and off the campus. In the 18-19 year, she leads the Regional Workgroup for the CTE Tutoring Research project. The result of the report is six recommendations that the workgroup will begin to address in Spring 2020. She has also presented to numerous groups on the research and outcomes. She is very active on campus committees, serving as the CTE consultant for BARC and PIE, and a member of the Mesa Student Services Council, Classified Hiring Committee, and Safety Committee, and Chairs the Strong Workforce and Co-Chairs the Conference and Travel Committee. At the District level, she is a member of the CTE Dean's meeting and the Work Experience Coordination workgroup. For the 19-20 year, she has also been appointed to the state-wide Career Technical Education Outcomes Survey (CTEOS) advisory board.

Members of the WBL are also actively involved in the campus and region, serving on Guided Pathway Committees, Success Equity and Transformation Committee, and Regional workgroups. They have been recognized for their knowledge and leadership in these areas.

The strong presence of all the team members in many places has enabled Mesa to be a role model for other programs in the region.

Support of Current and New CTE Programs:

One of the largest components of the CTE/SW program is supporting CTE programs for the improvement of student outcomes. This continues to be a success through resource allocation and overall support. In 19-20, SW provided multiple resources for programs: marketing and outreach materials and activities; tutors; open lab hours; professional learning; equipment; software; supplies; facilities; accreditation fees; and curriculum. We also help develop new programs such as Fermentation, Neurological Diagnostic Technician and Aquatics.

File Attachments:**1. SW_Spring_2019_PCab.pdf****OUTCOMES AND ASSESSMENT (REQUIRED)**

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Administrative Services Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)**Strong Workforce Program Goals (est. 18-19)****Strong Workforce Programming**

Fully institutionalize the functions of the Strong Workforce program, including annual cycle, metrics evaluation, budgeting and allocation, and marketing.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

CTE 2018/19: Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 12, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 8, Strong Workforce Recommendation 9,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy, Professional & Ethical Behavior

Institutionalize Work-Based Learning Program

Institutionalize the new Work-Based Learning Program in concert with established campus departments/programs and systems.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.2,

CTE 2018/19: Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 9,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Strong Workforce Committee

Implement a fully functional SW Committee for the improvement of the SW program and CTE outcomes.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 4.4,

CTE 2018/19: Strong Workforce Recommendation 11, Strong Workforce Recommendation 2, Strong Workforce Recommendation 9,

Institutional Learning Outcomes 2016/17: Communication, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

Strong Workforce Program Goals (est. 18-19)

Goal

Goal: Strong Workforce Programming

Fully institutionalize the functions of the Strong Workforce program, including annual cycle, metrics evaluation,

budgeting and allocation, and marketing.

Action: Develop Annual Operating Cycle for the SW Program

Describe the actions needed to achieve this objective:	Within the framework of state funding and reporting and the campus planning cycles, develop a calendar of operational activities that need to be performed.
Who will be responsible for overseeing the completion of this objective:	Monica Romero
Provide a timeline for the actions:	2019-2020 Academic Year.
Describe the assessment plan you will use to know if the objective was achieved and effective:	The assessment of the operational cycle will occur after one year of implementation to determine its effectiveness.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time

Action: Equity in CTE

Describe the actions needed to achieve this objective:	Assess equity efforts in CTE programs and the Strong Workforce program to identify areas in which intentional equity practices can be implemented.
Who will be responsible for overseeing the completion of this objective:	Associate Dean, CTE Strong Workforce Committee - Equity Subgroup
Provide a timeline for the actions:	Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	When we have identified concrete actions to implement we will have achieved this goal. An assessment of the implemented equity actions will need to occur for follow up.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Goal: Institutionalize Work-Based Learning Program

Institutionalize the new Work-Based Learning Program in concert with established campus departments/programs and systems.

Action: Staffing

Describe the actions needed to achieve this objective:

Hire a full-time 12 month tenure track faculty to serve as the campus internship coordinator.

Hire a full-time Senior Student Services Assistant to support the WBL program and office.

Who will be responsible for overseeing the completion of this objective:

Monica Romero

Provide a timeline for the actions:

Fall 2019 - SSSA Fall 2020 - Internship Coordinator

Describe the assessment plan you will use to know if the objective was achieved and effective:

The positions would be filled.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Administrative support and funding for the positions.

Action: Work-Based Learning / Career Center Retreat

Describe the actions needed to achieve this objective:

A retreat will be held in Fall 2018 and then follow up meetings in Spring 2019 to collaboratively develop how the Work-Based Learning and Career Center will integrate their functionalities.

Who will be responsible for overseeing the completion of this objective:

Monica Romero

Provide a timeline for the actions:

Spring 2019.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Once a functional structure is determined, it will be implemented in Fall 2019. After one year, an assessment of the structure will occur.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer

Time, support from administration, funding for the retreat and meeting facilitator.

Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Goal: Strong Workforce Committee

Implement a fully functional SW Committee for the improvement of the SW program and CTE outcomes.

Action: Committee Outcomes

Describe the actions needed to achieve this objective:	The new Strong Workforce committee needs to identify its annual outcomes and work towards those goals.
Who will be responsible for overseeing the completion of this objective:	Monica Romero .20 CTE Faculty Reassigned time position
Provide a timeline for the actions:	Spring 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Once the committee had determined its goals, and assessment of those goals will be completed at the end of the year.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	The committee

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Strong Workforce Program Goals (est. 18-19)

Goal

Goal: Strong Workforce Programming

Fully institutionalize the functions of the Strong Workforce program, including annual cycle, metrics evaluation, budgeting and allocation, and marketing.

Action: Develop Annual Operating Cycle for the SW Program

Describe the actions needed to achieve this objective:	Within the framework of state funding and reporting and the campus planning cycles, develop a calendar of operational activities that need to be performed.
Who will be responsible for overseeing the completion of this objective:	Monica Romero
Provide a timeline for the actions:	2019-2020 Academic Year.
Describe the assessment plan you will use to know if the objective was achieved and effective:	The assessment of the operational cycle will occur after one year of implementation to determine its effectiveness.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time

Status for Develop Annual Operating Cycle for the SW Program

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	<p>Strong Workforce continues to institutionalize its processes.</p> <p>Strong Workforce has developed an operational cycle based on a calendar year. This has enabled the program to develop an annual budget from the local share of SW funds that end on December 20th of each year. By utilizing this model we are fiscally conservative because we are not spending any funds available in a 30-month cycle until the last 12 months of the cycle. This enables us to plan for any future funding adjustments instead of reacting or not having enough funds for obligated costs. This also takes off the pressure to "close our books" in June when the rest of the District is attempting to do the same. Additionally, this syncs much better with the campus BARC process (noted below) and changes to pay scales that occur in January. At the completion of one calendar year cycle, its effectiveness will be assessed.</p> <p>The integration of SW into the Program Review and BARC processes was completed for the 18-19 year. In assessment, the rollout the SW component went well but was cumbersome. SW has not been included in the 19-20 Program Review Update cycle. More work needs to be performed in integrating the SW in the BARC process. This work is occurring through the Strong</p>

Workforce Committee Workgroup on Budgeting and Allocation.

The integration of SW into Profession Learning was completed in the 18-19 year. Strong Workforce provided (annually) \$25,000 to the Conference and Travel Committee for allocation through its revised process and \$15,000 (annually) to the Campus Employee Learning Committee for allocation through its revised process. The Associate Dean of CTE sits on both the CAT and CEL Committees.

Metrics evaluation has not yet started.

Action: Equity in CTE

Describe the actions needed to achieve this objective:	Assess equity efforts in CTE programs and the Strong Workforce program to identify areas in which intentional equity practices can be implemented.
Who will be responsible for overseeing the completion of this objective:	Associate Dean, CTE Strong Workforce Committee - Equity Subgroup
Provide a timeline for the actions:	Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	When we have identified concrete actions to implement we will have achieved this goal. An assessment of the implemented equity actions will need to occur for follow up.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Status for Equity in CTE

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

The Strong Workforce - Equity Workgroup will reconvene in the Spring to assess equity needs throughout CTE and possible actionable items.

Goal: Institutionalize Work-Based Learning Program

Institutionalize the new Work-Based Learning Program in concert with established campus departments/programs and systems.

Action: Staffing	
Describe the actions needed to achieve this objective:	Hire a full-time 12 month tenure track faculty to serve as the campus internship coordinator. Hire a full-time Senior Student Services Assistant to support the WBL program and office.
Who will be responsible for overseeing the completion of this objective:	Monica Romero
Provide a timeline for the actions:	Fall 2019 - SSSA Fall 2020 - Internship Coordinator
Describe the assessment plan you will use to know if the objective was achieved and effective:	The positions would be filled.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Administrative support and funding for the positions.

Status for Staffing

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	An adjunct Internship Coordinator and NANCE positions have been hired to meet the current need. These positions are using Regional grant funding that concludes in December 2020. The campus is currently under a hard hiring freeze so these goals are on hold. However, the request for positions will still be made through the FHP and CHP processes.

Action: Work-Based Learning / Career Center Retreat

Describe the actions needed to achieve this objective:	A retreat will be held in Fall 2018 and then follow up meetings in Spring 2019 to collaboratively develop how the Work-Based Learning and Career Center will integrate their functionalities.
Who will be responsible for overseeing the completion of this objective:	Monica Romero
Provide a timeline for the actions:	Spring 2019.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Once a functional structure is determined, it will be implemented in Fall 2019. After one year, an assessment of the structure will occur.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time, support from administration, funding for the retreat and meeting facilitator.

Status for Work-Based Learning / Career Center Retreat

Current Status:	Completed
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	<p>The Work-Based Learning and Career Center teams, along with the Deans of Business and Technology, Allied Health, and Student Success and the Associate Dean of CTE held a retreat and follow up meetings to develop a plan for the integration of services. At the request of the Executive team, a consultant was brought in to facilitate the retreat and follow up meetings. The retreat was held on 12/13/18, follow up meetings with the facilitator occurred on 1/31/19 and 2/21/19. It was decided that the facilitator was no longer effective. The three Deans met with the Executive Team with the outcomes from the meetings and it was requested that the group hold another meeting to map processes. One of the guided pathways faculty was added to the original meeting group. The last meeting was held on 4/25/19. There has been no communication regarding this issue since the last meeting.</p> <p>The Work-Based Learning and Career Center teams continue to meet monthly and at other times, to coordinate activities and events, develop marketing and outreach materials, provide training to peer mentors across campus, present at conferences, develop, implement and assess joint processes and software, and develop new goals and outcomes.</p>

If the Current Status was not marked Completed, what are the implications and next steps:

Goal: Strong Workforce Committee

Implement a fully functional SW Committee for the improvement of the SW program and CTE outcomes.

Action: Committee Outcomes

Describe the actions needed to achieve this objective:	The new Strong Workforce committee needs to identify its annual outcomes and work towards those goals.
Who will be responsible for overseeing the completion of this objective:	Monica Romero .20 CTE Faculty Reassigned time position
Provide a timeline for the actions:	Spring 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Once the committee had determined its goals, and assessment of those goals will be completed at the end of the year.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	The committee

Status for Committee Outcomes

Current Status:	Completed
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	The Strong Workforce Committee was officially approved by the President's Cabinet on November 13, 2018. The Academic and Classified Senates confirmed the membership for the remainder of the academic year and the 19-20 year in April 2019. The SWC established four goals and workgroups to work towards the goals: Budgeting and Allocation, Strong Workforce and Equity, Advisory Committees, and New CTE Programs.
If the Current Status was not marked Completed, what are the implications and next steps:	

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Administrative Services Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Administrative Services Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Administrative Services Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Strong Workforce

(REQUIRED) Program name

Career Technical Education

(REQUIRED) Are you on target with your assessment schedule?

The office of Career Technical Education/Strong Workforce has not completed the develop of our Program Level Outcomes. With the guidance of the Strong Workforce Committee we are planning to confirm our PLOs and assess them in Spring 2020.

Draft PLOs:

Provide leadership of the Strong Workforce program that is effective and sustainable for the campus.

Provide resources to Career Technical Education programs through funding allocation and other activities that improve outcomes for CTE students.

Support and provide guidance to the Work-Based Learning Program to accomplish their goals.

We will be mapping our PLOs to the college's ILOs.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

Assessment have not yet occurred.

Outcomes from the assessment (more than likely surveys to the campus) will assist in developing future goals for the CTE/Strong Workforce Office and Strong Workforce Committee.

(REQUIRED) Based on your assessments, what resource needs have you identified?

N/A

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Administrative Services Analysis Section"

Created with : Taskstream

Participating Area: Strong Workforce

Administrative Service Area Name

(REQUIRED) Type your service area name.

Strong Workforce

Part A: In this section, please analyze your service area in terms of its role in promoting equity and excellence as well as its contribution to the College's identity of being a Hispanic Serving Institution.

(REQUIRED) A1. How does your area help foster equity and excellence across the campus?

Strong Workforce has not been as intentional in regards to equity for CTE programs. The Associate Dean for CTE has been an active member of the Success Equity and Transformation Committee since its inception. Yet the CTE/SW program has not been as intentional as it could be in regards to having an equity focus. The State's Strong Workforce metrics are devoid of an equity focus and in the first year of establishment, the SW program focused on these metrics to develop processes. In retrospect, equity should have been more at the core of decision making. However, in the 18-19 year, a shift was made with more intentionality towards equity. For example: through print and digital marketing we attempt to highlight DI populations in career images and we supported DI student attendance to events and conferences, such as women of color in Computer Information Science. However, we need to make a larger-scale impact on inequitable outcomes in our CTE programs. Our hope is within the next year, through the efforts of the Strong Workforce workgroup on SW & Equity we can identify intentional practices that will impact equity for CTE programs.

(REQUIRED) A2. How does your area contribute to the College's identity of being an Hispanic Serving Institution (HSI)?

Our Work-Based Learning partnership with the HSI grants and STEM Core has contributed to the College's HSI identity. Particularly, the Work-Based Learning Coordinators and Internship Coordinators sit on the STEM Core workgroup that advises and plan the STEM Core program. The WBL Internship Coordinator has a .20 assignment with STEM Core. The Internship Coordinator works with the students in the cohort educating them on all aspects of internships and providing them networks and support to obtain internships in STEM.

(REQUIRED) A3. Have you made any changes to services or procedures in support of the topics discussed in A1 and A2? Explain.

The Strong Workforce Committee has a subgroup to discuss and make recommendations on how to better integrate Strong Workforce Metrics and equity, and also include intentionality into the Budgeting and Allocation, Advisory Committee, and New CTE Program work as well. We look forward to having more robust equity discussions and being able to make better-informed decisions for the direction of our work.

(REQUIRED) A4. What data do you collect to inform your practices, policies, and procedures? How do you use this data? What have you learned from this data? If you don't collect any data, how can the Mesa Research Office support you in this area?

The data we are beginning review:

- Equity gaps for all CTE overall
- Equity gaps & improvements for CTE programs that have been provided Strong Workforce allocations.
- Equity analysis of Advisory Committees
- Equity analysis of student employment outcomes.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Strong Workforce has two current focuses, Work-Based Learning (WBL) and program improvements to address SW metrics/student outcomes.

The formal Work-Based Learning program began in Fall 2018. The team is continuing to be built along with program structure and processes while delivering and supporting WBL activities for the campus. In its infancy, the structure of the program must integrate into current campus structures while also evolving the way campus provides services as a whole. For example, the strong partnership with the Career Center leverages both program's goals but the current separation of the programs between the Instructional and Student Services divisions is confusing to faculty, staff, students and employers and also causes overlap of services and inhibits the ability of both programs to perform at their potential.

Strong Workforce metrics not only provide the foundation for our work to improve student outcomes, but it is also the basis for which we receive funding. We need to do a better job of assessing these metrics to ensure that our students are receiving the skills training and experiences for employment. This assessment should occur with more frequency and in real-time to allow for more responsive adjustments to the programs. Assisting the faculty with the exploration of their own data, while being aware of work-load concerns is an additional area that we need to navigate.