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COMPLETE

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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Career Education

Q2 Lead Author and Collaborators:

Larry McLemore

Q3 Dean/Manager:

Pat Setzer

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

The Dean of CTE offices utilize the College Mission statement. MISSION: The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

Q5 Describe how your service area supports the College's mission:

Career Education provides Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses by providing programs that promote economic, civic and cultural development.

Q6 Is the service area description in the current college catalog up to date and accurate? **Yes**

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses? **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Respondent skipped this question**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Respondent skipped this question**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result. **Respondent skipped this question**

Q12 What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful. **Respondent skipped this question**

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years? **Respondent skipped this question**

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%. What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline? **Respondent skipped this question**

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall? **Respondent skipped this question**

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students? **Respondent skipped this question**

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year? **Respondent skipped this question**

Q18 How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review? **Respondent skipped this question**

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses? **Respondent skipped this question**

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? **Respondent skipped this question**

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department? **Respondent skipped this question**

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs? **No, and it does not have PLOs**

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1:

Respondent skipped this question

Q26 Degree/certificate #2:

Respondent skipped this question

Q27 Degree/certificate #3:

Respondent skipped this question

Q28 Degree/certificate #4:

Respondent skipped this question

Q29 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:

Respondent skipped this question

Q31 Degree/certificate #6:

Respondent skipped this question

Q32 Degree/certificate #7:

Respondent skipped this question

Q33 Degree/certificate #8:

Respondent skipped this question

Q34 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:

Respondent skipped this question

Q36 Degree/certificate #10:

Respondent skipped this question

Q37 Degree/certificate #11:

Respondent skipped this question

Q38 Degree/certificate #12:

Respondent skipped this question

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

Q41 Can students complete the degree/certificate requirements within a two-year period? **requirement of Title 5, California Code of Regulations

Respondent skipped this question

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle?

Respondent skipped this question

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Respondent skipped this question

Q44 Are the PLOs mapped to the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Respondent skipped this question

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students?

No

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

Respondent skipped this question

Q47 How does the service area ensure it is addressing the needs of its student population?

Respondent skipped this question

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Respondent skipped this question

Q49 What steps is your service area taking to advance the college's student success and equity goals?

Respondent skipped this question

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

Respondent skipped this question

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

. Enrollment, retention, and success, data across CTE programs is available in Launchboard. The main data elements are however only as recent as 16-17 AY. To compensate for this data lag it would be best contextualize to the work/initiatives of the division. The CE division has focused efforts related to equity and completion over the past year engaged in the entire workforce continuum. From pre-enrollment engagement activities to Job placement CE has been actively building processes and infrastructure to enhance Cuyamaca student retention and success. Examples include the pathway navigation effort in collaboration with student services, job placement efforts that include the myriad of work based learning opportunities available to students. CE is paramount to the collaboration with student services on the career center. All of the regional SWP efforts currently converge in this space, and as the Career center is operationalized we will continue to see student success and retention opportunities emerge for this work. One large scale effort currently in place is the upcoming SWP Institute and its focus on equity in success. Working with our Cuyamaca research division the CE and some GE faculty are preparing to engage in a regional student focused dive into the data and opportunities that come from understanding the data as it applies to the faculty and their Syllabi, with an intention to build retention success measures into how we engage our students. Cuyamaca has the largest number of participant faculty in the regional effort.

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

Respondent skipped this question

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

CE service area strengths are reflective of the many regional and local strong workforce efforts we are undertaking, allowing the CE deans office to add valuable student facing support components in curriculum design and delivery, to student support services relating to work based learning and job placement. These strengths apply to faculty staff and students as well as our community and industry partners building a collaborative system of engagement.

Q58 Please describe your service area challenges.

CE service area challenges mirror our strengths in that large scale change is difficult at best, and often mistaken organizationally and personally by our internal colleagues. This challenge is always evolving as we advance the efforts in the areas of Career education we continually engage different parts of our organization in the change and subsequently the challenges resulting from this change are . not static, but rather in flux as we build out local and regional CE efforts and infrastructure.

Q59 Please describe external influences that affect your service area (both positively and negatively).

Regional oversight of the large scale change effort is always placing directional shifts on the local efforts relating to CE. Local labor market demands in addition to social and cultural fluctuations in our service area will continue to require a constant ability to adjust and adapt our CE deliveries and support initiatives as these service area fluctuations evolve.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Cuyamaca CE efforts to rebuild our workforce is measured by our colleges ability to create prosperity and sustainability in our local economy. CE will continue to see great financial and legislative support for the local, State, and National efforts currently in motion. CE workforce efforts must continue to advance our opportunity to embrace the mission of the college in the areas of student success and institutional advancement. Success in our mission is inclusive to our collective effort to the success and effectiveness outcomes.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)?

No

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

Respondent skipped this question

Q63 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q64 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q65 Goal status: **Respondent skipped this question**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q67 Do you have another goal to update? **Respondent skipped this question**

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year: **Respondent skipped this question**

Q69 How will this goal be evaluated? **Respondent skipped this question**

Q70 Do you have another goal to update? **Respondent skipped this question**

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2: **Respondent skipped this question**

Q72 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q73 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q74 Goal status: **Respondent skipped this question**

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q76 Do you have another goal to update? **Respondent skipped this question**

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year: **Respondent skipped this question**

Q78 How will this goal be evaluated? **Respondent skipped this question**

Q79 Do you have another goal to update? **Respondent skipped this question**

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3: **Respondent skipped this question**

Q81 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q82 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q83 Goal status: **Respondent skipped this question**

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q85 Do you have another goal to update? **Respondent skipped this question**

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year: **Respondent skipped this question**

Q87 How will this goal be evaluated? **Respondent skipped this question**

Q88 Do you have another goal to update? **Respondent skipped this question**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4: **Respondent skipped this question**

Q90 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q91 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q92 Goal status: **Respondent skipped this question**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)? **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1:

. Our goals will be to continue to support and champion the efforts currently underway to builds the educational and support measures to ensure advancement of our success metric outcome attainment.

Q98 Which College Strategic Goal does this service area goal most directly support? **Organizational Health**

Q99 Please describe how this goal advances the college strategic goal identified above:

Through advancement of our success metric outcome attainment.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

By Strong Workforce MIS data

Q101 Action steps for this year: **Respondent skipped this question**

Q102 How will this goal be evaluated? **Respondent skipped this question**

Q103 Do you have another new goal? **No**

Page 37: VIII. New Goals

Q104 New Goal 2: **Respondent skipped this question**

Q105 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q106 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q108 Action steps for this year: **Respondent skipped this question**

Q109 How will this goal be evaluated? **Respondent skipped this question**

Q110 Do you have another new goal? **Respondent skipped this question**

Page 38: VIII. New Goals

Q111 New Goal 3: **Respondent skipped this question**

Q112 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q113 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q115 Action steps for this year: **Respondent skipped this question**

Q116 How will this goal be evaluated? **Respondent skipped this question**

Q117 Do you have another new goal? **Respondent skipped this question**

Page 39: VIII. New Goals

Q118 New Goal 4: **Respondent skipped this question**

Q119 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q120 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q122 Action steps for this year: **Respondent skipped this question**

Q123 How will this goal be evaluated? **Respondent skipped this question**

Page 40: IX. Executive Summary

Q124 One-page summary:

The following bullets are some of the ideas generated from a transformational change, as a function perspective, proposed by the Cuyamaca CTE system.

- Our regional work includes articulation agreements, career pathways alignment, and employer engagement activities that need to be aligned with the College districts.
- The Pathway Navigation grant opportunity to create career plan before ed plan building delivery opportunities that will streamline the movement of the students into our programs.
- The utilization of the Career Center leading the Cuyamaca team in coordination with faculty members with our Strong Workforce work based learning coordinator and Job placement specialist to promote large industry engagement opportunities with the East County Economic Development Council in the areas of AUTO, WWTR, OH, EHSM, CIS, PARA. These efforts will complement the regional industry demands and parallel our industry partners' employment needs.
- Utilization of the Career Development Center Lead to coordinate with the various cohorts of people who are currently individually, proactively working with the Strong Workforce, Pathways, and Job placement projects. This will allow an opportunity for a collective voice to align these multiple efforts.
- Continued work is needed in the vibrant initiatives areas of apprenticeships and internships. The intent of our project for the Career Development Center is to provide the opportunity to align the strengths of these separate projects and services to benefit the SWP student outcome metrics.
- Utilization of the Career Center will be critical in facilitating collaboration of the successful outcomes needed to lead the strong workforce funding opportunity. There are currently separations in efforts creating silos of effort. Through the institutional utilization of a single point of contact and voice, the plan is to be able to bring all the efforts and voices to a single focus on student success.
- There are also opportunities to add additional staff in the areas of Work Based learning and Job placement, and Student Mentors. Additional personnel resources will strengthen our collection of efforts from the various student services currently segmented throughout the institution. Such as Tutoring, Advising, Career planning.
- It is the aim of the Career Education Deans office is to build alignment in the current strengths of the Cuyamaca system.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Respondent skipped this question

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs) **Yes**

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)? **No**

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)? **Yes**

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)? **No**

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)? **No**

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)? **No**

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next." **I am ready to submit my program review**
