#5

COMPLETE

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Page 1: I. Service Area Overview and Update

Q1

1 Service Area for Review:

Career Education

Q2

2 Lead Author:

George Dowden

Q3   **Respondent skipped this question**

3 Collaborator(s):

Q4

4. Manager(s):

Jeanie Machado Tyler

Q5   Date / Time   **02/08/2024**

5. Initial Collaboration Date with your Manager:

Page 2: II. Service Area Reflection and Description

Q6

6. Provide your service area's mission statement. If your service area does not have a mission statement, what is your timeline for creating a mission statement?

The Career Education Division utilizes the College Mission statement. MISSION: Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve by providing programs that lead to certificates, degrees, transfer, career opportunities, and ultimately social and economic mobility.

Q7   **Yes**

7. Is the service area description in the current college catalog up to date and accurate?

Q8

8. Describe how your service area advances the College's new vision of equity, excellence, and social justice through education. How does the service area reflect the College's mission and values?

The Career Education Service area actively provides equal opportunities for all students, regardless of background. This includes designing programs and initiatives that address the unique needs of diverse student populations. These efforts have resulted in helping to close equity gaps through direct outreach to underserved populations and faculty training through EMTLI and Workforce Development Committee Inservice.
The division develops strategies for and focuses efforts on ensuring career education offerings are accessible and inclusive with a focus on removing barriers that traditionally marginalized groups might face in pursuing certain career paths. This includes providing remote technology for distance learners and departmental equity efforts.
Career education promotes social justice by actively addressing systemic inequalities within certain professions that have traditionally had underrepresentation. Examples include the Center for Water Studies Women in Water symposium that attracts women for careers in the water/wastewater industry. Our programs discuss diversity in industry when meeting with Employer Advisory Boards with an emphasis on hiring students in underrepresented demographics.
Career Education departments have a focus on embedding values such as diversity and inclusivity into the curriculum, syllabi, and day-to-day administration of educational service. They strive to create a positive learning environment for students.

Page 3: III. Key Performance Indicator Data Analysis

Q9

9. Administrative areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, number of projects completed, number of square feet maintained, or other data collected by the department. Please provide a summary of the kinds of data your service area uses to assess performance.

The Career Education Division is a heavy user of data in assessing goal achievement, student demographics and success rates, and enrollment strategies. Our division is the leader in acquiring labor market data for college programs via technology and using strong workforce allocation to fund Lightcast data for programs. This has been a very useful resource, so much so that it is now integrated into all college departments, not just career Education programs. The division and the Institutional Effectiveness researchers utilize it for college wide data analysis, and the division provides the data as a resource for all programs to integrate into program review. Due to the institutional nature of the data, we recommend that the data subscription be budgeted institutionally, freeing up Strong Workforce funds for other program needs.

The division also uses the following data resources in program development and monitoring:

•   Colleague to track enrollment and other success measures. Previously only the Dean had access, but our division requested and received access for all of our full-time faculty. Now full-time faculty can utilize it for enrollment management and planning.
•   State Chancellor's Office Management Information System to show aggregate core indicator information, performance trends, and special population core indicators. This includes the CTE MIS as well as the Data Mart MIS that gives Course Retention/Success Rate data.
•   CCC LaunchBoard which gives CTE data by state, region and college level data on Strong Workforce metrics, demographic data, and financial aid (Perkins) data.

Q10

10. What do these data imply about the progress made on goals set in your previous comprehensive program review?

)? The previous comprehensive program review was submitted one month before college campuses closed due to the Governor's Covid order. The one goal at that time was to continue to support and champion the efforts currently underway to build educational and support measures
to ensure advancement of our success metric outcome attainment. The Career Education division responded efficiently to the pandemic by transitioning courses online and subsequently enhancing our modality offerings. This definitely built educational and support measures for our departments. Although enrollment declined during Covid, the adage "necessity is the mother of invention" held true as our technology abilities increased in offering equitable education through a variety of online and in person resources. Our automotive department has been recognized as a leader in using technology in their classes to address distance education and in-person education.

The data shows overall our retention is good, but we need to focus on completions predominantly for underserved students. Our demographic change from 2019 to 2022 showed a commensurate drop in students across all demographics. However, current data shows increases in several programs specifically Latinx students in Automotive. Compared to the college as a whole, Career Education averages along the same demographics with slightly higher percentages in Asian students and Middle Eastern students.

Q11

11. How will these data inform goals, action steps, or other changes in the department over the next four years?

It will give us a focus and target for improvement. It will help us where to target outreach efforts to alleviate equity gaps and look at specific program results to encourage faculty EMTLI participation.

Q12

12. Over the next 4 years, how will your service area apply an equity-minded approach to its work?

There are several areas we wish to adopt as our strategy in equity work throughout the division:

Data-Informed Decision Making:

Regularly collecting and analyzing data on student outcomes, enrollment, and success rates, with a specific focus on identifying and addressing disparities among different student groups.

Diversity in Faculty and Staff:

Actively recruiting and retaining a diverse faculty and staff to serve as role models and mentors for students from various backgrounds.

Providing professional development opportunities that enhance cultural competency and awareness among faculty and staff.

Targeted Support Services:

Implementing targeted support services, such as mentorship programs, internships, tutoring, job placement and career services, and counseling, specifically designed to address the needs of marginalized or underrepresented student groups.

Community Partnerships:

Establishing and strengthening partnerships with local organizations and employers that are committed to diversity and equity in the workforce.

Providing students with opportunities for internships, networking, and exposure to real-world experiences that enhance their career readiness.

Accessibility and Affordability:

Ensuring that facilities and resources are physically accessible to all students, including those with disabilities.

Continuous Assessment and Improvement:

Regularly assessing the effectiveness of equity-minded initiatives and programs such as EMTLI and regional equity programs and making adjustments based on feedback and outcomes.

Engaging in ongoing professional development for faculty and staff to stay informed about best practices in equity-minded education.

Q13

13. Please describe the most significant or impactful ways your service area has worked across the college to advance the college's vision over the past four years.

Career Center

The Cuyamaca College Career Center is a joint effort between instruction and student services. The center was just beginning when COVID came, and is now back to a fully functioning center for all students and the community. Key accomplishments:

•   Moving into a new Career Center Facility (I-2XX)

•   Completed full staffing with a career Education Program Manager (Inst), a Career Counselor (SS), a Career Center Supervisor (SS), a Job Placement Specialist (INST), a Work-Based Learning specialist (INST) and student staff (SS).

The Career Center has been instrumental in advancing the Cuyamaca Mission through developing outreach efforts and employment readiness for underserved student populations. Identifying needs and giving warm handoffs to employers for all students has been very impactful in advancing the college's vision.

The Career Center is developing a Career Navigation Master Plan based on a Regional Consortium grant, which focuses on NACE standards to assess the quality of services and equity approaches.

Q14

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Cuyamaca-2022-Board%20Report-0623b.pdf (10.3MB)

Q15

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Cuyamaca-2022-Board%20Reportv2.pdf (12.1MB)

Q16

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

CE%20Demographic%20Comparison.pdf (94.5KB)

Page 4: IV. Strengths, Challenges & External Influences

Q17

14. Please describe your service area strengths.

Our strengths are our faculty and employees. The addition of four, full time-faculty in the last four years has strengthened and energized our faculty.

Q18

15. Please describe your service area challenges.

Our service area is challenged by all but two of our departments being led by one full time instructor, which taxes them with the efforts at expansive outreach and growth opportunities. Our computer science department has three full time faculty vacancies and we have no current full time faculty present.. The one full-time faculty has been out on leave, heading into their second semester of leave. With efforts to grow and expand our programs, our capacity is limited and staffing has not kept up with retirements.

Our Strong Workforce and Perkins funding have decreased based on enrollment. We have to judiciously consider current allocations based on decreased funding and the state budget shortfall. For that reason we want to return funding responsibility for the Career Center Supervisor entirely to student services instead of the 25% strong workforce allocation currently in place. We would also like to institutionalize funding for Lightcast LMI resources as it is used institutionally and not just for career Education.

Q19

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

We have very positive external influences from our industry advisory boards which provide industry input, advice and recommendations to our programs to ensure we are meeting industry standards. We also have very positive external influences from high schools. We hold specific on campus events such as Explore Cuyamaca, Career Day and Counselor conferences to build a bond with our high school partners. We participate in the East County Education Alliance to collaborate and support our career education programs at both levels.

We are taxed with the expanding dual enrollment efforts. The rapid growth in dual enrollment efforts has made it difficult for us to scale up our administrative resources and infrastructure quickly enough to meet the demand. This results in a strain on existing systems. Each Dean is assigned a high school to manage, along with district oversight, requests and meetings. Standards for regular classes are not held for dual enrollment as late registrations, student submissions and scheduling are done with several people involved. We strongly encourage a centralized effort with administrative services to manage the dual enrollment efforts to allow for scalability and standardized administration processes.

Regional marketing studies have shown that the term "Career Education" is not understood well or equally, and is reminiscent of the old vocational education model which is not looked upon favorably as an educational goal by the public, especially in our area. I propose a name change for our service area to be "Business, Technology and Environmental Studies" to enhance the academic foundation of our programs and identify our service area. I also believe a change from the term "Division" for a service area is warranted because of the non-collegial term. I recommend we use the term "School" as is used in other colleges in our region, and we become the School of Business, Technology and Environmental Studies.

Q20

17. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

With a fully staffed Career Center and faculty engagement, opportunities exist for expanding industry partnerships and forge stronger partnerships with local industries and businesses to enhance collaboration on curriculum development, internships, and job placement for graduates.

Focus community education of our programs in underserved areas and strengthen ties with the local community through outreach programs, workshops, and events. This can enhance Cuyamaca career education program visibility, increase enrollment, and foster positive relationships with the community. This can include targeted recruitment efforts, cultural competency training, and creating a welcoming environment for students from diverse backgrounds.

Through state, college, and regional opportunities we can provide faculty and staff with ongoing professional development opportunities to stay current in their fields and improve teaching and administrative practices. This aligns with goals related to continuous improvement and excellence in education.

We can actively seek and apply for grants and funding opportunities that align with the college's goals. This can provide additional resources for special projects, research initiatives, or infrastructure improvements.

By strategically pursuing these opportunities, Cuyamaca Career Education can play a crucial role in advancing the institution's goals over the next four years, ensuring sustained growth, academic excellence, and positive community impact.

Page 5: V. Previous Goals

Q21

Previous Goal 1:

None was submitted previously

Q22	**Deleted**
Goal Status	

Page 6: V. Previous Goals continued

Q23

Please describe the results or explain the reason for deletion/completion of the goal:

None was listed in the previous Program Review

Q24	**No**
Do you have another goal to update?	

Page 7: V. Previous Goals continued

Q25

If it is Not Started, please share why including whether your program is experiencing barriers for starting this goalORIf it is In Progress, what actions steps from the last report have been completed and which ones are you still working towards

Respondent skipped this question

Q26

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q27

Action steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Q28

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q29

Do you have another goal to update?

Respondent skipped this question

Page 8: V. Previous Goals continued

Q30

Previous Goal 2:

Respondent skipped this question

Q31

Goal Status

Respondent skipped this question

Page 9: V. Previous Goals continued

Q32

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q33

Do you have another goal to update?

Respondent skipped this question

Page 10: V. Previous Goals continued

Q34

If it is Not Started, please share why including whether your program is experiencing barriers for starting this goal.ORIf it is In Progress, what actions steps from the last report have been completed and which ones are you still working towards?

Respondent skipped this question

Q35

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q36

Action steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Q37

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q38

Do you have another goal to update?

Respondent skipped this question

Page 11: V. Previous Goals continued

Q39

Goal 3:

Respondent skipped this question

Q40

Goal Status

Respondent skipped this question

Page 12: V. Previous Goals continued

Q41

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q42

Do you have another goal to update?

Respondent skipped this question

Page 13: V. Previous Goals continued

Q43

If it is Not Started, please share why including whether your program is experiencing barriers for starting this goal.ORIf it is In Progress, what actions steps from the last report have been completed and which ones are you still working towards?

Respondent skipped this question

Q44

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q45

Action steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Q46

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q47

Do you have another goal to update?

Respondent skipped this question

Page 14: V. Previous Goals continued

Q48

Goal 4:

Respondent skipped this question

Q49

Goal Status

Respondent skipped this question

Page 15: V. Previous Goals continued

Q50

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Page 16: V. Previous Goals continued

Q51

If it is Not Started, please share why including whether your program is experiencing barriers for starting this goal.ORIf it is In Progress, what actions steps from the last report have been completed and which ones are you still working towards?

Respondent skipped this question

Q52

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q53

Action steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Q54

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 17: VI. New Goals

Q55

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

Yes

Page 18: VI. New Goals continued

Q56

New Goal 1:

Respondent skipped this question

Q57

Which College Strategic Goal does this department goal most directly support? (Check only one)

Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

Q58

Please describe how this goal advances the college strategic goal identified above.

By scheduling representatives from categoricals such as UMOJA and First Year Experience, DSPS and EOPS to explain their roles and services at WDC, we can integrate equity philosophy and guidance for our faculty to address equity gaps.

Q59

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

Respondent skipped this question

Q60

Action steps for the Next Year:

Invite these groups to do a guest presentation at WDC this year.

Q61

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below and due on the program review deadline.

Respondent skipped this question

Q62

How will this goal be evaluated?

Results will be reflected in the WDC participation survey.

Q63

Do you have another new goal?

Yes

Page 19: IV. New Goals continued

Q64

New Goal 2:

Establish enrollment management practices.

Q65

Which College Strategic Goal does this department goal most directly support? (Check only one)

Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)

Q66

Please describe how this goal advances the college strategic goal identified above.

Developing and instituting enrollment management will increase efficiency, provide students with a more consistent course schedule to select from and decrease the cancellation of classes.

Q67

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

Results of the college's participation in the Strategic Enrollment Management series in 2013.

Q68

Action steps for the Next Year:

Train department coordinators in enrollment management. Help them to look at scheduling vs rolling over previous line sheets. Look at scheduling from a student perspective using data.

Q69

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below and due on the program review deadline.

Respondent skipped this question

Q70

How will this goal be evaluated?

Results will be reflected in the enrollment data.

Q71

Do you have another new goal?

No

Page 20: IV. New Goals continued

Q72

New Goal 3:

Respondent skipped this question

Q73

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q74

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q75

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

Respondent skipped this question

Q76

Action steps for the Next Year:

Respondent skipped this question

Q77

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below and due on the program review deadline.

Respondent skipped this question

Q78

How will this goal be evaluated?

Respondent skipped this question

Q79

Do you have another new goal?

Respondent skipped this question

Page 21: VI. New Goals continued

Q80

New Goal 4:

Respondent skipped this question

Q81

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q82

Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q83

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

Respondent skipped this question

Q84

Action steps for the Next Year:

Respondent skipped this question

Q85

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below and due on the program review deadline.

Respondent skipped this question

Q86

How will this goal be evaluated?

Respondent skipped this question

Page 22: VII. Resources Needed to Achieve Goal(s)

Q87

1. Administrator Position Request 1:a. Description

Respondent skipped this question

Q88

b. This position is being requested to advance the following Program Goal(s):

Respondent skipped this question

Q89

2. Administrator Position Request 2:a. Description

Respondent skipped this question

Q90

b. This position is being requested to advance the following Program Goal(s):

Respondent skipped this question

Page 23: Final Check

Q91

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."

I am ready to submit my program review