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| Program | Workforce and Economic Development |
| Does this program have a CTE component? | Yes |
| Academic Year | 2016/2017 |
| Review Period | 6 Year |
| Service Areas | |

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Office of Workforce and Economic Development (W&ED) has been housed in the Academic Affairs division at Santa Monica College since 2006. W&ED develops and administers grant projects and contracts that directly support the District, CTE faculty, and students with resources and educational services. The Office of W&ED fully aligns with the mission of Santa Monica College by providing capital and human resources that contributes to high-quality programming. Additionally, W&ED activities that help support SMC’s mission include partnerships with educational institutions, programs and services that assist students in the development of skills to succeed in college, helping prepare students for careers and transfer, and offering programming that support life-long learning.

While the Office of Workforce offers many programs serving numerous constituencies, the area of responsibility that has the greatest impact is assisting the District meet federal and state accountability targets for Career Technical Education programs which account for roughly 25% of all FTE’s. Future funding for the District and CTE programs will be tied to improving performance in these areas. This requires CTE faculty, administrators, and staff to possess a keen understanding of the workforce needs in the LA region and knowing what keeps businesses competitive. CTE programs will have new resources available through the Strong Workforce Program to improve and expand career educational offerings. In order to access funds, CTE faculty and programs will have to demonstrate that programming meet labor market needs.

The Office of Workforce and Economic Development staff is integral to assisting the District meet these needs. W&ED acts as a catalyst to help our CTE credit programs become more responsive to employer labor demands and help create vital career pathways for students. Additionally, the office supports the District and CTE programs by providing marketing, facilitating professional development, and providing labor market analysis. Just as importantly, the Office serves local businesses and local area workforce training needs.

The Office of Workforce and Economic Development is physically located at the Bundy Campus on 1st and 4th floor suites. Total staff includes: 1 dean, 1 assoc. dean of CTE, 2 directors, 1.50 FTE project managers, 7 classified employees, and numerous community services instructors.

There are four internal units that are interconnected and work together to provide resources in service to the District. Administrators and classified staff work together with various constituencies to operationalize grant and contract objectives. The Career Technical Education unit, Workforce Development, Economic Development, and Contract Education units of the office provide education, training, services, and resources.

Career Technical Education - CTE programs and services are primarily supported through several grants administered in the Office of Workforce. These include the Perkins Career and Technical Education Act of 2006 (CTEA-Perkins IV), the

CCPT-LA HITECH, and the SB1070 grant. These grants provide resources that focus on the academic achievement of CTE students, and strengthening the connections between secondary and postsecondary education. Such support includes: equipment purchases (as industry standards change), labor market information which can be used for program revision, improvement, expansion, and or program review, curriculum development, pathway development - secondary to postsecondary, industry event coordination – marketing materials (create and distribute), links to business and industry, professional development, program improvement/expansion, and help support CTE faculty with increasing student enrollment.

Workforce Development – These short-term training programs are delivered in partnership with Workforce Innovation and Opportunity Act (WIOA) funded centers. These evidence-based, job-training programs in high-demand fields provide a pathway to the middle class for low-income individuals. American’s Job Centers of California (AJCC) contract with SMC to train their WIOA clients. Clients choose from a statewide list of eligible job-training programs. W&ED’s Director of Career and Contract Education administers this area as it is leveraged with Community Education programming. The director collaborates with CTE department chairs and CTE faculty to submit applications to be accepted on the eligible training provider list.

Economic Development - The Employment Training Panel (ETP), funded through the Employment Training Tax, which is levied on employers who participate in the Unemployment Insurance system, provides funding to offset training costs for up-skilling new and existing workers in California. ETP contracts directly with SMC, primarily via contract education, to up-skill incumbent workers across a wide range of industries. The Office of Workforce has been awarded 4 multi-year contracts since 2011. Most recently (July 2016), SMC was awarded a (nearly) one million contract to be completed in 18 months, to address the training needs of small and medium-sized businesses.

Contract Education - “Contract Education” is education or training paid for by a business or organization with enrollment restricted to individuals approved by the paying client. Enrollment fees do not apply to contract education programs because the full cost of instruction is paid by a public or private agency. However, these courses do not earn apportionment. Credit, not-for credit, and community service offerings may be offered as contractual education to meet workforce-training needs including courses/programs/ certificates

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The overarching goal of the Office of Workforce and Economic Development (W&ED) is resource development (grants and contracts) that supports Career Technical Education credit and not-for-credit programming. Overall program outcomes are to provide CTE students with the skills they need for employability, job retention, and career enhancement over the course of their careers.

Area Goals include:

1. To leverage revenues and programs to meet overarching goals and outcomes
2. To promote economic development and local business competitiveness
3. To align secondary and postsecondary career educational programs and lead in regional workforce alignment efforts
4. To grasp educational and industry trends and respond to keep SMC competitive and our CTE programs in demand
5. To provide professional development resources and assistance to faculty
6. To engage stakeholders at the local, regional, and state levels and agree to a shared vision in support of CTE with role and responsibilities clearly defined and formalized
7. To lead efforts to increase CTE certificate and degree completion including “skill-builders”
8. To expand work-based learning opportunities and internships for CTE students

9. To improve transitions between secondary and postsecondary institutions for CTE participants
10. To provide technical resources that improves student success and workforce outcomes for CTE students (analysis of labor market information, LaunchBoard).
11. To develop strategies to assess economic impacts of W&ED services

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Due to the numerous functions and populations served with Workforce, several Institutional Learning Outcomes (ILO's) and Supporting Goals directly relate and are integrated into W&ED's goals. The table bellows illustrates their correlation.

| Institutional Learning Outcome or Supporting Goal | Workforce & Economic Dev. Goals |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Applied Social Value and Values</i></p> <p>ILO# 3 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;</p> | <ul style="list-style-type: none"> • To engage stakeholders at the local, regional, and state levels and agree to a shared vision in support of CTE with roles and responsibilities clearly defined and formalized. |
| <p><i>Applied Knowledge and Validation Physical World</i></p> <p>ILO# 4 Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.</p> | <ul style="list-style-type: none"> • To grasp educational and industry trends and respond to keep SMC competitive and our CTE programs in demand. |
| <p><i>Authentic Engagement</i></p> <p>ILO #5 Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.</p> | <ul style="list-style-type: none"> • To provide SMC's CTE students with the skills they need for employability, job retention, and career enhancement over the course of their careers. • To expand work-based learning opportunities and internships for CTE students. • To promote economic development and local business competitiveness. |
| <p>Innovative and Responsive Academic Environment</p> <p><i>Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community</i></p> | <ul style="list-style-type: none"> • To align secondary and postsecondary career educational programs and lead in regional workforce alignment efforts. |

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| <p>Supportive Learning Environment</p> <p><i>Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.</i></p> | <ul style="list-style-type: none"> • To lead efforts to increase CTE certificate and degree completion including “skill-builders”. • To improve transitions between secondary and postsecondary institutions for CTE participants. |
| <p>Stable Fiscal Environment</p> <p><i>Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.</i></p> <p>Stable Fiscal Environment</p> <p><i>Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.</i></p> | <ul style="list-style-type: none"> • Revenue development that supports and promotes Career Technical. • Education credit and not-for-credit programming. • To leverage revenues and programs to meet overarching goals and outcomes. • To develop strategies to assess economic impacts of W&ED services. |

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

From 2008 to 2014, the only district-funded positions included the area dean of Workforce and a 0.5 FTE Administrative Assistant (II). In 2014 the District filled (and funded) the long vacant Assoc. Dean position. Other than these positions district funds do not support the operations of Workforce & Economic Development. Operating funds for all projects come from grants, contracts, course fees, and donations).

CAREER TECHNICAL EDUCATION

PERKINS IV

FY 2016-2017

677,677

\$0 Supported by non-District funds

1.0 FTE Project Assistant

CA Career Pathways Trust- LA HITECH

2014 -2017

\$1,925,000

+ \$150,000 (JP Morgan Chase Foundation)

\$0 Supported by non-District funds

1 FTE Associate Dean (in 15-16 only)

1.0 Project Manager

1.5 Project Assistant

0.5 Counselor

STRONG WORKFORCE

FY 2016-2017

\$871,012 (60% local share)

\$800,000 (40% regional share likely in FY 16-17)

\$0 Supported by non-District funds

CTE ENHANCEMENT FUNDS

Jan 2015 – Oct 2016

\$755,749

\$0 Supported by non-District funds

SB1070

Jan 2015 - Dec 2016

\$98,000

0.5 Project Manager

ECONOMIC DEVELOPMENT

Employer Training (ETP)

FY 2016 – 2017

\$954,984

\$0 Supported by non-District funds

1.0 FTE Director

Hospitality Training Academy (HTA)

FY 2015 – 2016

\$22,000

\$0 Supported by non-District funds

CONTRACT EDUCATION

Contact Education

FY 2015 – 2016

\$300,000 total customized training – various contracts

(100,000 in FY 16-17 for Regional Workforce Coordination)

\$0 Supported by non-District funds

0.5 Project Assistant

WORKFORCE DEVELOPMENT

Eligible Training Provider List (ETPL)

FY 2015 – 2016

\$70,000

\$0 Supported by non-District funds

1.0 FTE Director

0.5 FTE Directors

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. Describe who your area serves (students, staff, etc.) – both directly and indirectly. If pertinent, indicate variables such as ethnicity, race, gender, age of your client base.

W&ED staff directly serves a campus constituency that includes faculty and staff, incumbent and unemployed workers, small business owners and those representing business and industry. We work in partnership with faculty and staff, community members, and other public and private partners to deliver workforce education and training solutions in both credit and not-for-credit programs. We directly serve professional “skills builders” and indirectly serve all CTE matriculating credit students by securing and administering funds for equipment and activities to improve the quantity and quality of CTE programs. Lastly, we respond to SMC’s need to improve outcomes for CTE students, including preparing under-represented to enter non-traditional careers.

The Office of Workforce serves the District by providing labor market information (LMI) to the Academic Senate, and joint committees. For example, the New Faculty Ranking Committee is provided labor market information annually to justify new faculty requests in CTE disciplines. For the bachelor degree in Interaction Design (IxD), valuable LMI and analysis was provided to the District during the application process of SMC's bachelor degree program. This was particularly challenging because the data to justify the “labor need” was not easily obtainable due to the inter-disciplinary nature of this emerging occupation. With the help of multiple vendors and analysts providing several data sets, SMC was able to show the strong labor market need that ultimately contributed to a successful application. W&ED also coordinated the collection of over one hundred letters of support for the IxD program, from business and industry, community partners, and students in less than two weeks to support the application.

W&ED programs serve small to medium-sized businesses. Therefore, the populations served are small business owners and entrepreneurs. This population is very diverse, and represents that of the metropolitan area. The marketing and outreach efforts, to make the business community aware of W&ED as a resource, are multi-tiered. The SBA, area SBDCs, local Chambers of Commerce and City Council offices have all joined forces with W&ED to ensure all populations are informed. Recruiting efforts and programming models were also made to specifically target and serve under-represented populations including women, minorities, and Veterans.

The demographic make-up of our incumbent worker training is entirely dependent on the company/client we are serving. The State has a preference for training dollars to serve front-line works. Therefore, our employee classrooms are also very diverse.

Supporting activities such as those described in this section, demonstrates the multiple constituencies this office serves including faculty, staff, District, community and business partners, clients, and individual students.

OVERVIEW OF POPULATONS TYPICALLY SERVED BY UNITS:

| W&ED Unit Area | Educational Purpose | Intended Population Served |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Technical Education | <p>Enrollment and persistence in CTE postsecondary education</p> <p>Academic and technical skill achievement at secondary and postsecondary levels</p> <p>Attainment of postsecondary degrees, certificates, or other industry recognized credentials</p> <p>Entry into employment or further education for CTE students</p> | <ul style="list-style-type: none"> • CTE faculty, staff • CTE students pursuing a career certificate, degree, or transfer • “Skills Builders” • High school students in CTE dual enrollment • Students pursuing SMC IxD BS degree or in other targeted CTE CCC BS programs |
| Workforce Development | <p>These short-term, training evidence-based, job-training programs in high-demand fields provide a pathway to the middle class for low-income individuals.</p> | <ul style="list-style-type: none"> • Students seeking to enter/re-enter the workforce • Students with barriers to employment • Older students returning to College • Students once in foster care (WIOA) |
| Economic Development | <p>Job creation</p> <p>Job retention</p> <p>Business recruitment</p> | <ul style="list-style-type: none"> • Employers seeking to develop the skills of their employees • Currently employed individuals or self-employed who are seeking to expand or update skills • Entrepreneurs |

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| Contract Education | <p>Customized training credit or not-for credit</p> <p>Clients needing a skilled workforce</p> | <ul style="list-style-type: none"> • Students “sponsored” for training through a 3rd party client • Veterans re-entering into the workforce • International students • Industry clients needing a skilled workforce |
|---------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

The most significant changes in terms of populations served are the increase in CTE dual enrollment from zero in 2011 to over 500 in 2014-2016.

The increase of CTE funds have allowed the Office of Workforce to increase the volume of support to faculty and the populations they serve. For example, the comprehensive CTE View Book and marketing campaign may have had a positive effect on CTE enrollments. There were approximately 25,000 course enrollments in CTE programs in fall terms (Fall 2011 – fall 2015) – an increase of 2,000 compared to our last six annual program review.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

C. Saved Information For Program Evaluation

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. List your administrative unit UOs.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*

- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

UO #1: CTE faculty will use the resources received from Workforce and Economic Development (such as training, reports, equipment) to inform and improve their programs.

Assessment: Perkins reports describing use of resources.

Since the last full program review CTE faculty have utilized the resources in Workforce & Economic Development in multiple ways. The Perkins quarterly and final reports are used as a method of assessing the use of resources made available because in 2011, Perkins funds were the only consistent means of providing resources. Analysis of Perkins reports allow staff and CTE faculty to make data-driven decisions to improve student outcomes.

Data that Guides Department Planning and Increased Student Success Outcomes:

Core Indicator Data

Core Indicator data from the CCCCO is prepared for faculty by Workforce staff. Data is reviewed and analyzed annually. Investments are determined and based on proposals that will lead to increased enrollment and persistence in CTE postsecondary education, increased academic and skill achievement, increased attainment of postsecondary degrees, certificates, or other recognized credentials, increased entry into employment or further education for CTE students and serving special populations.

The District must also meet state performance targets, across disciplines.

Labor Market Information

The Office of Workforce staff dedicates time throughout the fiscal year to analyze data. Data platforms such as EMSI (Economic Modeling Specialists Inc.) are purchased with Perkins funds for Workforce and IR usage. Data collected informs planning. Information on growth, emerging, and critical industries must be analyzed regularly. Thus, the Office of Workforce & Economic Development makes labor market information (LMI) available to faculty, the District, and at times, to the greater LA community. The data supports CTE Chairs and departments in making data-driven decisions on how to align their educational offerings with the current and projected workforce needs.

For example, in 2013 a CTE led initiative that stemmed from the CTE-BSI-Research taskforce was formed to strategize on how the District might better respond to the growing tech. industry on the Westside. While there were 500+ new businesses, SMC's engagement with employers revealed that many emerging and entry-level jobs tended to require students to possess inter-disciplinary skills. Skills acquired in these disciplines cross several departments at SMC- information, communications, entertainment technology, and entrepreneurship (ICTE). The initiative was called EMERGE and it became an Institutional Objective. One of the outcomes of EMERGE was a needed labor study.

UO #2: Students who participate in Workforce and Economic Development workshops will be satisfied with the

information received.

All units in Workforce and Economic Development evaluate their effectiveness in multiple ways. Federal and State funding streams support CTE at Santa Monica College. Each funding source requires planning, implementation, evaluation, and reflection. Compliance also requires funds to be expended in a timely manner and all performance standards to be met in order to receive funds. For most projects, performance is reported and monitored quarterly and annually.

In some cases services received occurs immediately. The Small Business Development Center (SBDC) program evaluated services in two ways:

1. One-on-one advisory services were evaluated using the tool of the business advisor evaluations. A client of the SBDC is able to have an unlimited number of one-on-one business advisory sessions as needed, depending on availability of the advisor needed (for example: accounting, marketing, or accessing business loans). Each advisor has a specialty in which the client is seeking support. After each session, the client is asked to complete an evaluation of the session. These evaluations are reviewed, and utilized to make improvements as needed.
1. Workshops were attended by SBDC clients and non-clients, and were open to the public. Seasoned professionals in their area of specialty conducted the workshops. After each workshop, attendees were asked to complete a workshop evaluation. These evaluations are reviewed, and utilized to make improvements as needed. Satisfaction across all SBDC services averaged into the high 90's (out of 100%). This was one factor that went into the overall program review of SBDC.

The deans of Workforce and Institutional Research worked with the economists at EMSI to design a comprehensive labor study and educational gap analysis. The report entitled *Santa Monica College Supply and Demand for ICT Occupations* is an industry and educational "gap analysis." The report was designed to inform the alignment between SMC programs and the labor demands of the ICTE industry. The report confirms that there are numerous opportunities for SMC to expand current programs and to develop new interdisciplinary pathways to serve growing job demands in our regional economy. This SMC Supply and Demand for ICT Occupations has informed workforce providers throughout the state.

2. Describe when and how the program assesses these UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

Training programs and courses delivered via contract education are individually evaluated at their conclusion to assess the quality of instruction, relevance, and effectiveness of the content. Evaluation results are used to determine if courses require modification or elimination, which ensures that programs remain relevant to the audiences they serve. Contract Education always involves a client willing to pay the unsubsidized rate of instruction, therefore their involvement in evaluating and improving programming is

ongoing.

Since the last full program review in 2011, CTE faculty leaders had just begun to work together collectively and consistently to improve CTE outcomes across programs. Working together primarily occurs in the Academic Senate's CTE Committee. However, the Office of Workforce & Economic Development provides continuous professional development to support ongoing program improvement. Meetings on and off campus retreats (in Summer and Winter) occur through out the year and faculty satisfaction is assessed at the conclusion of such professional development.

3. What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.

Several other data sources (funded by Perkins) since 2011 have been used to further use of resources across all CTE programs and by the District. A sample of these data sources are detailed below:

Completer Leaver Survey- CTE Outcomes Survey (CTEOS)

In 2011, SMC's Office of Institutional Research office surveyed CTE students who completed a certificate or degree or who left after taking a few CTE courses. The methodology was based on a model designed by Cabrillo College. In 2011, findings revealed that SMC students were satisfied with their education, and that their wages improved by at least 20% for *both* Completers and Leavers. Workforce staff assisted IR in the data collection. Cabrillo's Completer-Leaver model became the CTE Outcomes Survey (CTEOS) in 2012-13. Perkins funded SMC's participation in the 2015-16 CTEOS. The 2015-16 surveyed students who completed a certificate or degree or who left after taking a few CTE courses - reveals that the hourly wage of all respondents increased 30.2%. Hourly wages for CTE students before beginning their SMC studies rose from an average of \$20.22 to an average hourly wage of \$26.32 after departing SMC.

CTE-BSI-Research Committee

In 2012 Perkins Core Indicator data revealed that improvement was needed across CTE programs. A taskforce was formed by the VP of AA to assess promising educational models that could be implemented to reduce the need for remediation and improve academic and CTE skill achievement.

The taskforce consisted of inter-disciplinary faculty in CTE, Counseling, English and Math. Many promising practices resulted from the great work of this faculty inquiry group. It was formed to assess promising educational models that could be implemented by SMC. Faculty leaders and administrators analyzed models and methods used by other colleges to reduce the need for remediation and improve academic and skill achievement. The staff in Workforce coordinated committee meetings, efforts, and site-visits. This taskforce also analyzed data produced by IR on enrollment trends and barriers to completion. The taskforce also reflected on ways to increase enrollments and persistence in CTE. Summer Jams and contextualized courses were piloted in 2013 as a result.

Promo Pathway and Developing Career Pathways

In 2012, the new program completed its first year. The program was unique in many ways, particularly how it supported under-represented students getting into non-traditional fields (television industry). The CTE-BSI-Research taskforce

reflected on the innovative one-year, 30-unit certificate program's success rates in terms of student success, sequencing, and time to completion. Faculty leaders recommended that SMC invest in the development of CTE career pathway programs. In 2013, CTE faculty leaders began a series of immersive career pathway professional development days, which included technical assistance. Now in its 5th year, Promo Pathway continues to be a success by multiple measures, but the model (course sequencing, industry engagement and cohort-model) has proven difficult to replicate

As described throughout this 2016 program review report, all major activities led by the Office of Workforce & Economic Development since 2011 address unit program objectives and supporting goals.

D. Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

D1. Objectives

Objective:

Objective:

OBJECTIVE # 1. INCREASE REVENUE

Maintain and grow fund balance to support the strategic implementation and sustainability of divisional goals and objectives

- 1.1 Leverage grants and programs to improve and expand CTE programs aligned with college priorities
- 1.2 Annually seek funding, including grants, contracts, and in-kind donations
- 1.3 Grow revenue-generating programs

Status: Completed

Comments:

Revenues have increased in all units

Objective:

OBJECTIVE #2. RELATIONSHIP BUILDING

Increase strategic alliances with partners to meet strategic goals. Develop relationships with expanded set of constituencies: vendors, employers, CBO's, NGO's, NPO's, faculty, banks, and corporations.

- 2.1 Enhance linkages between college services, W&ED, and various CTE disciplines
- 2.2 Increase business perception of SMC through industry-related forums to provide students with employment and internship possibilities
- 2.3 Partner with WIBs to get paid internships & WBL opportunities for students

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| <p>2.4 Provide professional development and networking opportunities for instructional and support staff (ICTE) 2.5 Infuse SBDC or entrepreneurships into CTE disciplines 2.6 CTE (ICT) Conduct audit of Pathway development (Career Ladders)</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> As documented earlier, the office staff has been very successful in developing relationships that have led to expanded constituency bases. All sub-area goals have improved</p> | |
| <p><u>Objective:</u> OBJECTIVE # 3 INCREASING RELAVANCY AND VISIBILITY Communicating our value, resources, and, labor market responsiveness</p> <p>3.1 Create a WED Advisory Board 3.2 Invite CTE faculty to WED meetings - Present WED offerings & possibilities for collaboration, W&ED attend AS CTE Committee Meetings (individually)</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> Increasing visibility across areas has occurred due to increased funding across programs. Relevancy has occurred as a result</p> | |
| <p><u>Objective:</u> OBJECTIVE #4 INFORMATION & DATA Produce solid labor market and other reports to inform SMC program relevancy</p> <p>4.1 Inform faculty and staff in various disciplines about emerging technologies/ trends 4.2 Conduct industry trade analysis to determine that a target audience for proposed offerings exist 4.3 Employer survey and process for requesting data assistance for faculty 4.4 Provide Equifax leading employer information to WED staff and SMC faculty</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> This is always an ongoing objective for the Office</p> | |
| <p><u>Objective:</u> •Engage with industry to define competencies that inform the design of high-wage high-growth certificate and degree programs.</p> <p><u>Status:</u> In Progress</p> | |

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| <u>Comments:</u> n/a | |
| <u>Objective:</u> •Develop technology-enabled, project-based learning opportunities to support CTE programs in closing skills gaps and provide opportunities for employers and students to match skills to jobs. <u>Status:</u> In Progress <u>Comments:</u> N/A | |
| <u>Objective:</u> •Invest in strategies that improve the job placement rate of CTE students. <u>Status:</u> In Progress <u>Comments:</u> N/A | |
| <u>Objective:</u> •Research and invest in technology that advances the development and delivery of CTE instruction and student support services. <u>Status:</u> In Progress <u>Comments:</u> n/a | |
| <u>Objective:</u> •Assist faculty in their progressive competency development in response to student demographic changes and labor market changes. <u>Status:</u> In Progress <u>Comments:</u> n/a | |
| <u>Objective:</u> Engage with industry to define competencies that inform the design of high-wage high-growth certificate and degree programs. <u>Status:</u> In Progress <u>Comments:</u> N/A | |
| <u>Objective:</u> | |

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| <ul style="list-style-type: none"> Develop technology-enabled, project-based learning opportunities to support CTE programs in closing skills gaps and provide opportunities for employers and students to match skills to jobs. <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> N/A</p> | |
| <p><u>Objective:</u></p> <p>Invest in strategies that improve the job placement rate of CTE students.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> N/A</p> | |
| <p><u>Objective:</u></p> <p>Research and invest in technology that advances the development and delivery of CTE instruction and student support services.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> N/A</p> | |
| <p><u>Objective:</u></p> <p>Assist faculty in their progressive competency development in response to student demographic changes and labor market changes.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> N/A</p> | |

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Fast-Track (Auto-Degree Awarding)

From 2011-13 CTE faculty noted disturbing completion trends reflected in the Completer-Leaver Survey, and CCCCO Perkins Core Indicator Data. Findings revealed that completions for their certificate and degree programs were not reflective of what they believed to be true and accurate. It was determined that completers were likely not petitioning for awards/graduation. Workforce discussed CTE faculty concerns with the VP of Enrollment Development on several occasions and sought guidance and assistance with improving CTE completions.

Interestingly, the first cohort of Promo Pathway students was granted Certificates of Achievements *retroactively*. This was due to the lengthy state program approval process for the program. Students were treated to an impressive graduation ceremony at Fox Studios sponsored by industry partners. However, the first cohort received industry valued certificates, but not Certificates of Achievement at the time of their graduation. The manual degree audit/verification used by Admissions & Records to retroactively award the CA's served as a model for what eventually would become the auto-degree awarding of all certificates and degrees at SMC.

Fast-Track has led to a 39% overall increase of all degrees and certificates at SMC. The attainment of degrees, certificates, and other recognized credentials has increased across CTE disciplines as a result of faculty inquiry and Workforce staff support.

The findings from the ICT report directly contributed to a successful 15-million dollar award to an SMC led consortia by CA Career Pathways Trust (LA-HITECH) in 2014-15. LA HI-TECH is a five-year grant and SMC has been awarded over two-million dollars to improve pathways. JP Morgan Chase has also awarded the LA HITECH consortia over one million dollars. SMC will receive \$150,000 for student support services over a 3 year period beginning in 15-16.

Greater coordination between community colleges in LA and the seven workforce boards is needed if true workforce alignment is to occur across sectors. The SMC Dean of Workforce development is helping lead regional coordination efforts, largely through her role as Commissioner and Board of officer of the LA County Workforce Development Board. JP Morgan Chase has recently awarded SMC \$100,000 to support regional workforce coordination.

Relationship and partnership development with feeder high schools across disciplines and local community colleges to align curriculum continues to improve. Dual enrollment has grown considerably to nearly 500 students. In 2015, President Obama's Tech Hire Initiative recognized the LA HI-TECH consortia as one of the country's top big city consortia addressing the narrowing of the "tech skills" gap

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

Workforce and Economic Development Recommendations For Program Strengthening

1. Developing and assessing unit outcomes.
2. Ensuring that institutional priorities are the catalysts for and align with future partnerships and grant applications.
3. Expanding on current successes in identifying and developing opportunities for new programs.
4. Ensuring that credit faculty are engaged in planning for potential new programs at the earliest stages, including implementation of contract training.
5. Reviewing the impact of budget cuts on activities and programs and prioritizing those for which seeking continued funding is critical

6. Assessing requirements and developing strategies

The recommendations from the 2011 Program Review have all been incorporated into yearly area goals and objectives since 2012. Throughout this 2016 programs review, the Office of Workforce has demonstrated and provides evidence that it gives these principals high priority.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

The partnership between Career Ladders Project (CLP) and it providing technical assistance has proven very valuable. It focuses on strengthening career pathways through a collaborative process of professional development, evidence based discussion and documentation. January 2014, we began a series of professional development activities with CTE faculty and program leaders for pathway mapping with funding from Perkins, SB70, and LA HITECH. The CTE faculty and administrators supporting them have made progress, and continue to work together, largely through the LA HITECH, Perkins and CTE Enhancement funds to address these challenging issues that arise in partnering with high schools.

In FY15-16, the Office of Workforce invested \$**10,500** in stipends for faculty Professional Development to learn about Project Based Learning (PBL). Stipends awarded were \$500/ea. for faculty to attend two professional development workshops facilitated by Career Ladders Project and the Office of Workforce. LA HI-TECH funded the stipends. The workshops occurred on November 20, 2015 and on December 11, 2015. They were well received as evidenced by the enthusiastic response.

The intended outcomes of the PD were to capture faculty knowledge of PBL strategies and how faculty might incorporate the strategies into the classroom. The workshops covered the following topics:

- Helping high school students with time management
- Use of SMC's early alert system
- Better collaboration with counselors
- Challenges of the schedules and hours of high school classes
- Language use in the classroom
- FERPA issues
- Classroom management strategies for faculty
- Grades (use of eCompanion)

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

N/A

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Career Pathways feature the following expected outcomes from institutional objectives, (EMERGE) State funding, (LA HITECH, SB 1070, CTE Strong Workforce Program) and Federal funding (Perkins, WIOA).

We have learned that working more closely with targeted technology and media industry partners has produced promising results in regard to new curriculum development and faculty professional development. The partnership with Amazon Web Services has yielded a compliment of four new courses to be integrated into a Cloud Computing Pathway, and a growing partnership with the Tech company SAP will provide professional development and encourage adoption of Design Thinking across a full array of CTE disciplines.

Sector Strategy—education and training programs align with the skill needs of industries important to the regional or state economies in which they are located, and reflect the fact that employers in the targeted industry sectors are actively engaged in determining the skill requirements for employment or career progression in high-demand occupations.

Stackable Credentials/Certificates—programs include the full range of secondary and postsecondary education options, including registered apprenticeships; they use a non-duplicative progression of courses clearly articulated from one level of instruction to the next; they provide opportunities to earn dual enrollment in HS, postsecondary credits, and they lead to industry-recognized and/or postsecondary credentials.

Some of our CTE programs do not have low unit department certificates, and information gleaned from our completer/leaver surveys and other assessment tools have led to discussions with those departments to develop short-term curricular models that can be used both as incentives for High School students to commit to enrolling in Pathways, and at SMC to draw additional working adults who are potential Skills Builders.

Contextualized Learning—education and training programs focus on curriculum and instructional strategies that make work a central context for learning and help students attain work readiness skills.

Integrated Education & Training—as appropriate for the individual, career programs combine occupational skills training with education services, give credit for prior learning (credit by exam), and adopt other strategies that accelerate the educational and career advancement of the participant.

Our initial conversations in this area were stimulated through focused discussions held in the Basic Skills/CTE Workgroup. Guided by effective practices learned in the development of contextualized coursework for Promo Pathway, we look to build on the themed classes now offered by the English department, and opportunities in Math and other areas that are arising from our inclusion in the Transformations Grant Collaboration.

Industry-recognized Credentials—Effective pathway programs lead to the attainment of industry-recognized degrees or credentials that have value in the labor market.

Multiple Entry & Exit Points—Career pathway programs allow workers of varying skill levels to enter or advance within a specific sector or occupational field.

Wrap-Around Services—Career pathway systems incorporate academic and career counseling and wrap-around support services (particularly at points of transition), and they support the development of individual career plans.

We have had success in embedding an SMC Counselor in some of the High Schools we serve through the LA HI-TECH CCPT Collaborative Grant and will expand that practice as we move forward in solidifying sustainable career pathways that begin in secondary education and align with pathways at the college. Experience from the Promo Pathway program has also guided us in placing a student support specialist in our most challenged High School. That position allows for immediate interventions and support for students who are confronted with barriers to success due to circumstances both in the classroom and in their homes and communities.

D2. Objectives (Moving Forward)

Objective #1
Objective: •Engage with industry to define competencies that inform the design of high-wage high-growth certificate and degree programs.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #2
Objective: •Develop technology-enabled, project-based learning opportunities to support CTE programs in closing skills gaps and provide opportunities for employers and students to match skills to jobs.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #3
Objective: •Invest in strategies that improve the job placement rate of CTE students.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #4
Objective: •Research and invest in technology that advances the development and delivery of CTE instruction and student

support services.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #5

Objective: •Assist faculty in their progressive competency development in response to student demographic changes and labor market changes.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #6

Objective:

Engage with industry to define competencies that inform the design of high-wage high-growth certificate and degree programs.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

UO Assessment Data

Institutional Research Data

External Factors:

Program Review Committee Commendation

Program Review Committee Recommendation

Advisory Board Recommendation (for CTE only)

Timeline and activities to accomplish the objective: 2016-2018

Describe how objective will be assessed/measured: -Volume of activity
-Efficiency (responsiveness, timeliness, number of requests processed, etc.)
-Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)
-Satisfaction with services

Comments: N/A

Objective #7

Objective:

- Develop technology-enabled, project-based learning opportunities to support CTE programs in closing skills gaps and provide opportunities for employers and students to match skills to jobs.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

UO Assessment Data
Institutional Research Data

External Factors:

Program Review Committee Commendation
Program Review Committee Recommendation
Advisory Board Recommendation (for CTE only)

Timeline and activities to accomplish the objective: 2016-2018

Describe how objective will be assessed/measured: • Volume of activity
• Efficiency (responsiveness, timeliness, number of requests processed, etc.)
• Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)
• Satisfaction with services

Comments: N/A

Objective #8

Objective:

Invest in strategies that improve the job placement rate of CTE students.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

UO Assessment Data
Institutional Research Data

External Factors:

Program Review Committee Commendation
 Program Review Committee Recommendation
 Advisory Board Recommendation (for CTE only)

Timeline and activities to accomplish the objective: 2016-2018

Describe how objective will be assessed/measured: • Volume of activity
 • Efficiency (responsiveness, timeliness, number of requests processed, etc.)
 • Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)
 • Satisfaction with services

Comments: N/A

Objective #9

Objective:

Research and invest in technology that advances the development and delivery of CTE instruction and student support services.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

UO Assessment Data
 Institutional Research Data

External Factors:

Program Review Committee Commendation
 Program Review Committee Recommendation
 Advisory Board Recommendation (for CTE only)

Timeline and activities to accomplish the objective: 2016-2018

Describe how objective will be assessed/measured: • Volume of activity
 • Efficiency (responsiveness, timeliness, number of requests processed, etc.)
 • Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)
 • Satisfaction with services

Comments: N/A

Objective #10

Objective:

Assist faculty in their progressive competency development in response to student demographic changes and labor market changes.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

UO Assessment Data
Institutional Research Data

External Factors:

Program Review Committee Commendation
Program Review Committee Recommendation
Advisory Board Recommendation (for CTE only)

Timeline and activities to accomplish the objective: 2016-2018

Describe how objective will be assessed/measured: • Volume of activity
• Efficiency (responsiveness, timeliness, number of requests processed, etc.)
• Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)
• Satisfaction with services

Comments: N/A

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Nearly all activities in the Workforce & Economic development area is external relations. These community engagements involve the campus community and others external to the college. All administrators deliver multiple presentations annually to the Board of Trustees, Senior Staff, Academic Senate committees, Executive Committee, CTE departments, and SMC Counseling department meetings to elicit stakeholder needs and buy-in for career pathway and other activities.

Administrators present and document formal agreements (MOU's) for pathway development with high schools, business, secondary and community partners and civic leaders throughout Los Angeles.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

The Dean of Workforce (also a commissioner on the LA County Workforce Investment Board) began efforts to create regional workforce alignment with all 20 community colleges (Workforce deans) in Los Angeles and all seven Workforce Investment Boards in LA County to create more seamless transitions for CTE and Workforce students.

Staff continues to strengthen high schools and local community college curricular alignment. Faculty continue to work with feeder high schools across disciplines to design curriculum together that will improve the pipeline and workforce needed into this high-wage high skill industry.

Workforce staff continues to support faculty "mapping" of career pathways in ICT occupational areas that could feed into these tech companies. Again, stronger employer engagement is needed. It is expected of our recent hire - CTE Senior

Advisor (ICT) to bridge that gap in activities that lead to improved employment prospects for students and workforce solutions to local businesses.

3. Discuss the relationship among program staff and unit engagement with other units or areas of the college.

Nearly all activities in the Workforce & Economic development area is external relations. This community engagement involves the campus community and others external to the college. All administrators deliver multiple presentations annually to the Board of Trustees, Senior Staff, Academic Senate committees, Executive Committee, CTE departments, and SMC Counseling department meetings to elicit stakeholder needs and buy-in for career pathway and other activities.

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Investment in Innovative Career Pathways.

The development of pathways is an iterative process that involves engaging not only college personnel across roles and departments, but also industry, workforce development, and community partners. Pathways are a comprehensive approach to education reform which, when done well improves services to students with varied backgrounds: incumbent workers, re-entry students, veterans, adult school students, opportunity youth, and high school students, among others. Often the work of new career pathway development begins with CTE faculty in collaboration with Workforce administrators in response from an outside funding source or employer needing workforce solutions.

This is exactly what occurred in Promo Pathway, Resource and Recycling Management, and Medical Lab Tech. These ideal collaborations benefit all students and employers.

Collaboration is difficult yet critical to meet the needs of students, employers and indeed the disciplines and faculty alike. There are no easy solutions but collaboration regardless of the difficulty is critical.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The inter-disciplinary nature of emerging careers and its development poses challenges on the faculty side. Many faculty could use and have expressed the need for intensive training that allows SMC's CTE programs to prepare students for "21st Century Skills" in the new market place. These include in design thinking, interactive STEAM programming, ideation and iteration, and mathematical thinking.

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program

anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

SMC has a unique advantage in the high tech field and that is our proximity to the heart of the booming industry. We are partnering with high-tech giants and small businesses to create the workforce needed to sustain these companies and grow our economy in LA. One of these giants is Amazon Web Services (AWS). Google Inc. is making a bold move to expand in Southern California, in the Playa Vista neighborhood near Marina del Rey, directly adjacent to Santa Monica College where it could be home to as many as 6,000 well-paid, highly educated workers. This mix of tech companies is especially important as the technology and entertainment sectors continue to converge. This kind of business operates using a workforce of "Cloud" computer engineers. This is why Amazon Web Services has invested greatly in SMC and LA HI TECH. They have a demand for skilled talent, and in L.A. we're producing the best supply of that engineering talent with UCLA, USC and Cal Tech leading the way. But the tech industry needs more than just engineers from those elite institutions.

The Office of Workforce & Economic Development will continue to fund activities to align curriculum with K-16 partners and increase the number of students enrolled in a pathway to create a better prepared student and address the skills gap in our region.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Create high-tech facilities at Bundy with state of the art equipment, housed in a new building that is responsive to the areas growing tech community's needs.

Clearly, building new facilities would require business and community support such as a bond or capital project. Efforts such as co-locating business in future facilities that could serve as an incubator or accelerator could integrate work and learning opportunities for students with clear occupational goals.

Convincing business leaders to see themselves not as charitable donors but active partners in CTE requires them to believe that CTE programs could reduce their training and talent recruitment costs. The tech community is hungry for diverse talent and SMC is in a unique position to provide the diverse workforce businesses need. One strategy that could be attractive for business would be lobbying local and state policy makers to provide tax incentives for hiring CTE students. In turn, CTE students would make hiring qualified employees easier since such programs could lead to a pipeline of talent through internships, apprenticeships, and summer jobs.

Connecting employers and career opportunities to CTE students would directly target a skills and productivity gap. If the skills gap in our local tech community is not addressed, it could have detrimental economic impacts to students, employers, and the regional and state economy.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Use of public-private partnerships as a tool to engage the business community, and engaging intermediary groups in such efforts, such as the LA Chamber, is labor intensive for staff with multiple grant and District responsibilities. With a division like Workforce that relies on relatively little District support and use of grant funds rarely allowable, more District funded positions is likely the only way such a vision could come to fruition in a timely manner. Yet, to constantly update equipment and curriculum, and to provide the faculty training and professional development needed for faculty and teachers to incorporate new techniques into our education programs, we will need more public-private partnerships, and the staff and resources to facilitate and attract those partnerships.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Career education programs (credit, non credit, not-for-credit) in the past have never attracted sustained investments. Attracting funding for maintaining equipment is especially difficult. Yet, the only way for educational leaders and partners to prove they are serious about creating equitable workforce readiness for all students is to invest financial and human capital.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Revising UO's and adding more UO's for each unit will allow for stronger evaluations and continuous improvement.

Providing equitable career opportunities to students requires targeted communication efforts showcasing the benefits of educational attainment and the creation of pathways diverse students can pursue that are responsive to local business needs. Investment in financial and human resources are needed. Many recommendations and activities require changes in governance structures, innovative approaches to funding, and political actions to improve outcomes for CTE students.

Yet, there is growing support on and off campus that such change is being considered one of these the Integrated Student Equity and Success Plan (Accreditation Study Quality Focus Essay). The integrated plan will integrate activities and leverage many of the successful ventures supported and led for the Office of Workforce and Economic Development. While the Office has partnered with many divisions across campus, an intergrated student success plan will help leverage funding and streamline services in ways not presently occurring.

6. Please use this field to share any information the program feels is not covered under any other questions.

N/A

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

Please comment on the effectiveness of the Program Review process in focusing program planning

The program review process has been good. Most grants administered by staff require reflections and continuous improvement; however, the entire team is not always involved. This process has allowed for engagement with the entire staff, and reinforced the need for all members of the Workforce and Economic Development team to analyze, document and assess the impact of all activities and investments.

REFERENCE DOCUMENTS (primary research)

CTE Outcomes Report for SMC Foundation 2016 - <http://tinyurl.com/CTE-OutcomesRequest>

[This link has other documents to support the CTE Outcomes request http://tinyurl.com/CTEAccred2016](http://tinyurl.com/CTEAccred2016)

Santa Monica College Supply and Demand Report ICT

Occupations http://www.smc.edu/AcademicAffairs/Workforce/Documents/ICT_report_Final02.pdf

Completer/Leaver Survey 2011 - <http://tinyurl.com/CLSurvey2011>

CTEOS - <http://tinyurl.com/CTEOS2015-16>

CTEOS Statewide - <http://tinyurl.com/CTEOSStatewide>

Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support