Diablo Valley College Workforce Development Master Plan 2010-2015

Approved: Workforce Development Committee
Date: October 1, 2010

Acknowledgments

This Master Plan is a culmination of the hard work and diverse skills of many individuals who are bound together by their common vision of education as a means to build a thriving community. The conduit for their efforts was a master plan steering committee convened by the Workforce and Economic Development team to develop the Master Plan for 2010 to 2015. Members of the Steering Committee included:

- *Sarah Boland, Coordinator, Career & Employment Services*
- *Vicki Brown, Specialist, Career Pathways*
- *Joe Costa, Instructor, Career and Employment Services*
- *Dona DeRusso, Coordinator, CalWORKs*
- *Mohamed Eisa, Dean, Planning, Research and Student Outcomes*
- *Susan Lamb, Vice President, Instruction*
- *Nicola Place, Senior Academic/Student Services Manager*
- *Kim Schenk, Dean, Career Technical Education and Economic Development*
- *Gay Teel, Instructor and Department Chair, Dental Hygiene*

Assisting the Steering Committee in its work was Hatchuel Tabernik & Associates, a consulting firm that offers a complete range of planning, research, evaluation, grant writing, and training services. Team members included Carol Hildebrand, Jayne Williams, Chandreve Clay, and Maria Villagrana.

The 2010-15 Master Plan builds on the 2004-08 Workforce Development Master Plan, created by Diablo Valley College and MGT of America.

Diablo Valley College Workforce and Economic Development Programs
Master Plan 2010-2015

Diablo Valley College (DVC) is passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. DVC prepares students for transfer to four-year universities; provides career/technical education; supports the economic development of the region; offers pre-collegiate programs; and promotes personal growth and lifelong learning.

In 1999 the California Legislature defined a primary mission of the California Community College system as advancing "California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement." Workforce and Economic Development activities within the college encompass a broad range of educational options: certificate programs, degree programs, short-term courses, and courses offered by contract with employers. In addition, Workforce and Economic Development activities include building relationships with the business community and public sector partners that play a role in workforce education and economic development, within Contra Costa County, in the greater Bay Area, and, in some cases, beyond. The community colleges are a key element of the workforce investment system as defined at the federal and state levels.

With this wide range of mandates, offerings, and partnerships to coordinate, the faculty and staff responsible for planning, coordinating, and delivering Workforce and Economic Development programs and services engaged in a strategic planning process. DVC faculty, staff, and students, along with industry and public sector stakeholders in workforce and economic development all provided input to the planning process. The following document outlines context and the planning process, as well as the findings, goals, and strategies synthesized from this input by a cross-disciplinary team at DVC.

This plan is intended to guide the further growth and development of DVC's Workforce and Economic Development programs and services over the next five years.

Background and Purpose of Plan

Prior Plan
In 2003, DVC had no formal Workforce and Economic Development (WED) document to guide the faculty and administrators who were responsible for planning, coordinating and delivering services in these areas. Subsequently, these individuals initiated a planning process that resulted in a WED-specific vision and mission, as well as goals and objectives to cover the period 2004-2008. This prior Workforce Development Master Plan had a strong focus on the internal processes, structures, and resources needed to build a strong and coordinated workforce development effort on the campus. In 2009 the WED team was moving to completion on those goals and objectives and recognized the need for a new planning process.

The Growth of WED
Between the development of the 2004-2008 Master Plan and the spring of 2010, when a new planning team was convened, WED at DVC had undergone significant changes. The changes included the creation of a Dean of Career Technical Education and Economic Development, a position of Career Pathways Specialist and the establishment of a college wide Workforce Development Committee, as well as the identification of college programs and services that support workforce development aims, such as the DVC Career and Employment Services Center, Career Counseling, Co-operative Work Experience, student support services, and CalWORKs programs.

By 2008-09, enrollment in career technical courses[1] grew to 46.2% of DVC's total student head count. The rate of growth in career technical courses between 2006-07 and 2008-09 was 14.8%, almost double the rate of DVC as a whole.

Purpose of Plan
Where the former plan had focused on building and coordinating workforce development at DVC, the 2010 WED Plan Development Steering Committee articulated the need for a broader focus that included both internal and external issues and partners, along with practical approaches to increase responsiveness to the region's changing economy and labor market needs. This plan will guide Workforce and Economic Development faculty and staff in:

- Developing up-to-date, data-driven workforce education and training
- Improving organizational processes for communicating with the business community and marketing WED resources and services
- Creating targeted student support programs and services and integrating these into the menu of workforce development offerings
- Developing and sustaining funding and other resources to support and grow effective WED practices

[1] Defined as courses coded in the California Community Colleges Management Information System Data Element Dictionary under CB09, "Apprenticeship, Advanced Occupational, Clearly Occupational, or Possibly Occupational."

Scope and Implementation

This Master Plan focuses on furthering the workforce and economic development elements of both DVC's mission, and that of the mission of the Contra Costa Community College District (CCCCD). These elements are explicitly called out in the current strategic plans at the College and District levels.

In the DVC 2006-2011Strategic Plan, Goal Area C calls for "Enhancing the Region's Economic Development" through aligning degrees and certificates with industry needs, developing community and industry partnerships, creating new programs, and strengthening collaborations with four-year institutions. The 2009-2014 CCCCD plan has a goal area called "Partnership for Workforce and Economic Development," which aligns with the DVC plan's Goal Area C and its strategies and also calls for increased District participation in workforce and economic development activities. The CCCCD plan also includes increasing "the percentage of students who receive relevant and timely training for the workplace" as an objective under Student Learning and Success. Aligning budget resources with plan priorities is both a DVC and District objective. Finally, DVC objectives of developing long-term plans for the college, encouraging the exchange of information among constituents, and involving stakeholders in decision making also tie into the WED Master Plan.

One of the themes that arose out of the WED planning process was that the College as a whole is engaged in workforce development, whether through preparing students for an associate degree, a transfer to a four-year institution, or through career-related education that leads directly to the workforce. The desired long-term outcome for the vast majority of DVC students is success in their chosen field.

With this in mind, implementation of the WED Master Plan will touch nearly every level of the college.

- The Dean and staff of WED will take the lead in communicating about the plan's components to all segments of the campus that will be involved in implementation and following up on action items.
- The Workforce Development Committee will review progress and take on specific action items related to the goals and strategies in the plan.
- Faculty from across the campus will work with WED staff, business partners, and each other to develop and/or adapt curricula that increase responsiveness to business and student needs.
- College leadership and administration will be involved in developing and implementing policies that supports effective programs and partnerships.
- District leadership will be involved in regional dialogue on topics including labor market responsiveness, use of data, and resource development.

While the Steering Committee has included a master timeline for implementing the major strategies of the plan, the planning group anticipates that these strategies will be revisited and updated at least annually by a subgroup of the Workforce Development Committee.

Plan Development
In the spring of 2010, the Dean of Workforce and Economic Development contracted with Hatchuel Tabernik & Associates (HTA) to facilitate the planning process and compile the 2010 plan document.

Following a launch meeting, the Dean convened a Steering Committee representing the DVC Office of Planning, Research, and Student Outcomes; Instruction; Career and Employment Services; Student Services; Career Pathways; the DVC/K-12 Tech Prep Consortium, CalWORKs programs and other DVC faculty and staff.

The HTA planning team conducted an initial environmental scan that would help inform stakeholders in identifying and prioritizing internal and external needs. The HTA team reviewed and analyzed research materials and data provided by the Steering Committee and outside sources and summarized trends and key points for stakeholders. In addition, HTA worked with the Steering Committee to develop and distribute surveys of students, faculty/staff, employers, and community partners such as the Workforce Investment Board, Mt. Diablo Adult Education, and the Contra Costa County Office of Education. Seventy (70) DVC faculty and staff, 118 DVC students, 19 local employers, and 10 community partners submitted survey responses, which informed the development of goals and strategies.

A series of stakeholder meetings were convened: one for college leadership, one for faculty and staff, one for external stakeholders (businesses and public agencies), and a final meeting for faculty, staff, and any stakeholders who had attended previous meetings. The three stakeholder meetings attracted 31 participants from DVC and seven from other partner agencies. The meetings were hands-on, working sessions in which stakeholders actively discussed the context for the plan and shaped its vision, mission, and goals.

Themes
Common themes that arose out of research review and stakeholder discussions included the following:

- Student preparedness for college-level academic work is less than optimal for the majority of first-time students.
- The college needs to be more agile and forward-looking in responding to quickly-changing economic and labor market conditions.
- Employers value, but are not seeing, entrants to the workforce who have solid workplace readiness skills such as communication, teamwork, problem-solving, and professionalism.
- The upcoming retirement of skilled workers in many trades and professions, especially workers with strong science, technical, and mathematical skills, will leave a large gap in the labor market.

Components

The plan consists of the following components:

- Vision Statement: a projection of what the future would look like if Workforce and Economic Development activities were completely successful.
- Mission Statement: how DVC WED proposes to reach the envisioned future.
- Goals: what the plan is intended to work toward in the next five years.
- Guiding Principles: criteria for making decisions about strategies that support the goals.
- Implementation Grid: long-term outcomes, strategies that will lead to these outcomes, and anticipated intermediate outcomes for each strategy. The grid also identifies parties who will guide implementation, as well as a timeline for each strategy.

Approval, Monitoring and Integration

The Master Plan will be presented to the Workforce Development Committee (WDC) as draft at the September 9th, 2010 meeting. The WDC is responsible to review and approve the Master Plan. The final plan will then be presented to the Institutional Planning Committee and the College Council.

The WDC is responsible to review the progress toward objectives and evaluate and update the plan on an annual basis. In addition to integrating plan priorities with budget resources, the WDC will work to align the plan priorities with the DVC program review process. WDC and college partners will ensure plan efficiency by using existing college implementation and oversight bodies whenever possible to facilitate the work of the plan.

Components of DVC Workforce and Economic Development Programs

1. Career Technical Education (CTE) programs
    - Certificates of Accomplishment
    - Certificates of Achievement
    - Associate in Art/Science degrees
    - Transfer programs
    - Apprenticeship.
2. Articulated career preparation programs
    - Tech Prep
    - Career Pathways
3. CTE non-credit courses
4. Contextualized basic skills courses/CTE learning communities
5. Related Career and Employment Services
    - Work Experience Education (COOP)
    - Job Placement
    - Employability Workshops
    - Career Exploration Activities
6. Economic Development
    - Contract Education
    - Customized Training
    - Fee-based Training
    - Strategic Partnerships
    - Grant Development/Management

Workforce and Economic Development Guiding Principles

The following principles were created to guide the development of strategies to support the campus vision for Workforce and Economic Development (WED) programs. They also inform implementation of the strategies and can serve as criteria against which decisions and actions may be evaluated.

1. Promote stakeholder commitment to ongoing review, update, and evaluation of the WED plan.
2. Provide a clear, specific direction for future action.
3. Establish specific roles and responsibilities for implementation.
4. Integrate diverse efforts and create a coordinated, campus-wide workforce development system.
5. Engender a college-wide awareness and acceptance of workforce development.
6. Encourage and support the inclusion of workforce preparation skills throughout college activities, programs, and services.
7. Use research and data to guide decision-making processes and integrate planning with program review and resource allocation.
8. Use industry standards to design program enhancements, modifications, and curriculum.
9. Base decisions related to new and continuing programs on measurable and attainable criteria.
10. Reflect consideration of the diverse needs of the student body and community.
11. Emphasize collaborative approaches which maximize fiscal and human resources.
12. Integrate student services into the core functions of workforce development.

DVC
DIABLO VALLEY COLLEGE

Workforce and Economic Development Programs:

Vision Statement

The Workforce and Economic Development Programs at DVC prepare the workforce for a changing global economy to enhance regional competitive advantages.

Mission Statement

The Workforce and Economic Development Programs at DVC create a highly skilled, competitive workforce by providing quality, flexible learning opportunities and support services that address the needs of diverse student populations and the regional economy.

Goals for 2010-2015

1. Ensure high-quality workforce education through industry-driven curriculum that advances student learning, skill development and employability.

2. Create and maintain sustainable organizational processes and partnerships that anticipate and respond to labor market needs and changes.

3. Expand and enhance the integration of student support programs and services that prepare students to succeed in the workforce.

4. Collaborate with internal and external stakeholders to increase awareness and support of workforce and economic development.

Implementation Grid

Workforce and Economic Development Programs Master Plan

Goals	Long-Term Objectives	Strategies	Intermediate Objectives	Involved Parties	FY 10-11	FY 11-12	FY 12-13	FY 13-ON
Goal #1 Ensure high-quality workforce education through industry-driven curriculum that advances student learning, skill development and employability.	**1.a**. Ensure curricula are high-quality and responsive to the needs of our students, community, business and industry.	Ensure effectiveness of curriculum by: • Utilizing active Advisory Committees • Meeting accreditation/industry requirements • Creating institutional support for curriculum development ("curriculum midwife")	Increased number of CTE programs that conduct two advisory committee meetings each year. Ensure that 100% of accredited programs maintain unblemished accreditation status. Ensure that program design meets documented labor market demand. Improved process for development/revision/deletion of programs.	Program Lead Faculty Program Faculty Division Deans Instruction Office Program faculty Division Deans Instruction Office Program faculty Division Deans Instruction Office Program Faculty Division Deans	X	X	X	X
		Enhance program resources for program development / maintenance, student enterprise, grants.	Improved effectiveness of Perkins allocation process including longitudinal impact on student success measures: successful course completion, certificate/degree completion, transfer, job placement, participation and completion of non-traditional students. Annual assessment indicates 100% of CTE program resource requirements are aligned with program review findings. Program resource requirements are met via external or internal funding opportunities.	Workforce Development Committee Resource Sub-Committee Resource Sub-Committee Program Faculty Division Deans		X	X	X

GOALS	LONG-TERM OBJECTIVES	STRATEGIES	INTERMEDIATE OBJECTIVES	INVOLVED PARTIES	FY 10-11	FY 11-12	FY 12-13	FY 13-ON
		Conduct graduate follow up survey for feedback to programs and use the results for program improvement.	Improved CTE program outcomes through use of program-specific information.	Foundation Office Instruction Office Research Office	X	X	X	X
Goal #1 *cont'd* Ensure high-quality workforce education through industry-driven curriculum that advances student learning, skill development and employability.	**1.a**. Ensure curricula that are high-quality and responsive to the needs of our students, community, business and industry.	Conduct an annual survey of local employers to gather feedback on WED programs and services and assess employer needs.	Improved CTE program outcomes through use of program-specific information.	Instruction Office Research Office C&ES		X	X	X
		Enhance program effectiveness through increased participation in professional development opportunities.	Increased communication with faculty and staff regarding professional development opportunities. Increased dissemination of effective practice that faculty and staff have gained through professional development opportunities/ membership in professional organizations.	Instruction Office Staff Development Office Instruction Office Staff Development Office	X	X	X	X
	1.b. Increase curricula in credit, non-credit, contract education, fee-based, continuing education modalities that are useful and accessible for our community.	Develop an infrastructure to support contract, non-credit, and fee-based education.	Increased number of course offerings in: • Non-credit • Contract-Education • Fee-based Development of department incentives for participation in Contract Education/Fee-based Classes	Instruction Office Business Services Division Deans Program Faculty		X	X	X

Goals	Long-Term Objectives	Strategies	Intermediate Objectives	Involved Parties	FY 10-11	FY 11-12	FY 12-13	FY 13-ON
Goal #1 *cont'd* Ensure high-quality workforce education through industry-driven curriculum that advances student learning, skill development and employability.	**1.c.** Increase the number of CTE programs that employ robust systems of support for transition to work, including integrated work experience components (e.g. Coop, clinical placements, internships, employment services).	Enhance work experience opportunities in all programs: • Increase utilization of Cooperative Education (COOP) as a CTE program requirement. • Enhance the rigor of the COOP Internship course • Develop resources to support internship site supervisors. • Develop cross-program measurable student learning outcomes for employability skills as approved by the WDC.	80% of CTE program graduates participate in an internship experience. Increased numbers of students are placed as a result of internship. Employer surveys indicate greater satisfaction with the internship experience. 100% of CTE programs adopt cross-program measurable student learning outcomes for employability skills.	Career and Employment Services Instruction Office Research Office Program Faculty		X	X	X
Goal #2 Create and maintain sustainable organizational processes and partnerships that anticipate and respond to labor market needs and changes.	**2.a.** Increase the collaboration of Career Employment Services, Instruction, Research, and Students Services to improve effectiveness of programs and services.	Establish processes to regularly review and use labor market information for program planning and aligning community need with instructional capacity.	Labor market presentations at the Fall Workforce Development Committee meeting and at advisory committee meetings.	Instruction Office Research Office Workforce Development Committee		X	X	X
		Analyze Core Indicator data (student success, retention) to determine need for interventions (tutoring, mentoring) and integrate needs into program review.	100% of CTE programs use Core Indicator data to develop Annual Program Review plans.	Instruction Office Program Lead Faculty Program Faculty Division Deans	X	X	X	X
		Assess budget allocations to determine adequate resources that ensure Career Technical Education (CTE) program sustainability. Use analysis to develop proposals for resource improvement.	50% of CTE programs annually analyze their operating budget using factors such as allocation per Full Time Equivalent Student (FTES), productivity, etc.	Instruction Office Program Lead Faculty Program Faculty Division Deans		X	X	X

Goals	Long-Term Objectives	Strategies	Intermediate Objectives	Involved Parties	FY 10-11	FY 11-12	FY 12-13	FY 13-ON
Goal #2 *cont'd* Create and maintain sustainable organizational processes and partnerships that anticipate and respond to labor market needs and changes.	**2.b.** Increase the number of career pathways that link K-12 partners, Adult Education with 2 and 4 year postsecondary programs and business and industry.	Hold a WED summit once a year inviting all Advisory Committee members plus Faculty Senate, college leadership and external stakeholders. Include 4 year, 2 year, and K-12 partners.	60% of CTE programs participate in the summit. External stakeholders participate in WED summit.	Instruction Office WDC Program Lead Faculty Program Faculty Division Deans Career and Employment Services		X	X	X
		Increase the number of articulation agreements that link secondary, adult and postsecondary education.	A minimum of one new articulation agreement is developed each academic year.	Career Pathways Specialist High School Liaison Articulation Officer Instruction Office Program Faculty	X	X	X	X
		Increase the number of linking activities that help students transition to postsecondary education.	One linking activity is developed for each Career Pathway.	Career Pathways Specialist High School Liaison Articulation Officer Instruction Office Program Faculty	X	X	X	X
	2.c. Develop clearly defined, highly effective internal and external partnerships that support Workforce and Economic Development goals and programs.	Develop and implement an Employer Development Team to create a common message to the external community regarding WED and related programs.	Core messaging regarding WED is developed and available to the external DVC community.	Marketing Office WDC Marketing Subcommittee Career and Employment Services (CES) DVC Foundation Office	X	X	X	X
		Partner with East Bay Works One Stop Career Center to ensure ongoing participation, review and improvement of delivered services.	Increased enrollment of One Stop clients at DVC. Increased satisfaction with delivered services.	Instruction Office Career and Employment Services Counseling	X	X	X	X

Goals	Long-Term Objectives	Strategies	Intermediate Objectives	Involved Parties	FY 10-11	FY 11-12	FY 12-13	FY 13-ON
Goal #3 Expand and enhance the integration of student support programs and services with instructional services to prepare students to succeed in the workforce.	**3.a.** Improve student achievement and success through enhanced linkages between Student Services and Instruction.	Collaborate with Career Employment Services (CES) to bring CTE alumni, professional associations, and four year postsecondary faculty to DVC to work with faculty and students on career exploration and employment.	Once each semester, 25% of CTE programs will participate in an event exposing current students to alumni, the business community and four year postsecondary opportunities.	Career and Employment Services CTE Faculty CTE Program Leads		X	X	X
		Assign multiple counselors, including adjuncts, as liaisons to divisions/programs, including: • Division specialist • Labor market specialist • Liaison to High School academies Develop a matrix of assignments and update annually.	100% of CTE programs identify counselors and CES liaisons who serve as program specialists.	Instruction Office CTE Program Leads Division Deans Counseling Faculty Career and Employment Services Staff	X	X	X	X
		Coordinate Career and Employment Services classroom visits to every introductory CTE class, every semester.	All program introductory courses are identified. A class presentation is developed and presented to the WDC. Presentations are scheduled and delivered for each introductory section, each semester.	Instruction Office CTE Faculty Career and Employment Services Staff		X	X	X

GOALS	LONG-TERM OBJECTIVES	STRATEGIES	INTERMEDIATE OBJECTIVES	INVOLVED PARTIES	FY 10-11	FY 11-12	FY 12-13	FY 13-ON
Goal #3 *cont'd* Expand and enhance the integration of student support programs and services with instructional services to prepare students to succeed in the workforce.	**3.b.** Expand the use of best practice student learning models and interventions.	Develop learning communities in CTE disciplines that include contextualized learning, team teaching and support services.	Core Indicator Reports and Instructional Unit Program Review are used annually to identify opportunities to develop intervention strategies that improve student success.	Instruction Office CTE Program Leads CTE Faculty Division Deans			X	X
		Develop and pilot a for-credit course to help students: • Search for and get jobs • Keep jobs and get promoted within jobs • Gain financial literacy	Pilot one section of a "transition to work" course to assist students who are completing CTE programs to find, compete for and retain employment.	Career and Employment Services Staff		X	X	X
		Create sequences of study for every CTE program and submit to the Curriculum Committee for inclusion in the catalog.	100% of CTE programs develop sequences of study.	Instruction Office CTE Program Leads CTE Faculty Division Deans	X	X	X	X

Goals	Long-Term Objectives	Strategies	Intermediate Objectives	Involved Parties	FY 10-11	FY 11-12	FY 12-13	FY 13-ON
Goal #4 Collaborate with internal and external stakeholders to increase awareness and support of workforce and economic development.	**4.a.** Improve college-wide support for Workforce and Economic Development as a primary mission of DVC.	Build internal and external partnership knowledge and capacity at DVC.	An annual matrix of college partnerships that lists meetings and assignments is produced and disseminated.	Instruction Office Presidents Office	X	X	X	X
		Put Workforce and Economic Development on the Faculty Senate standing agenda to ensure integration of WED programs.	Monthly or quarterly reports to the Faculty Senate increase awareness of activities and projects.	Faculty Senate Workforce Development Committee		X	X	X
	4.b. Increase perception of DVC as a primary provider of workforce and economic development in the community.	Include Marketing Department on the Workforce Development Committee (WDC) Marketing sub-committee.	Increased awareness of impact of WED programs, services and partnerships with the external community.	Marketing Office WDC Marketing Subcommittee	X	X	X	X
		Document adult career pathways by developing materials that illustrate how education, training, and skills relate to jobs and income.	25% of CTE programs will develop materials to help adults understand the connections between skills, training, education and employment opportunities.	Career and Employment Services Workforce Development Board Liaison Instruction Office		X	X	X
	4.c. Increase prospective and current student awareness of the opportunities provided by WED.	Include CTE program presentations at counseling and WDC meetings.	One CTE program is showcased at each WDC meeting. Counseling schedules a minimum of two CTE presentations per semester.	WDC Marketing Committee Program Leads Program Faculty Counseling Department Chair	X	X	X	X
		Promote DVC programs to K-12 partners: • Common Advisory Committees • Support partnership academies and career pathways • Linking events • Articulation workshops • Shared resources	Increased participation of secondary partners on common advisory committees. Increased numbers/amounts of: • Career pathways • Participation in linking events/articulation workshops • Shared resources	Career Pathways Specialist High School Liaison Program Lead Faculty Program Faculty	X	X	X	X