

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

**Program Name:** Business

**Division Name:** Business and CTE

### **Program Contact Information:**

<i>Division Manager</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>David Gatewood</b>	<b>714-895-8156</b>	<b>Technology 115</b>	<b><a href="mailto:dgatewood2@gwc.cccd.edu">dgatewood2@gwc.cccd.edu</a></b>

<i>Division Coordinator</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Michelle Neal</b>	<b>714-895-8185</b>	<b>Technology 115</b>	<b><a href="mailto:mneal@gwc.cccd.edu">mneal@gwc.cccd.edu</a></b>

<i>Department Chair</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Alice Kit Rivera</b>	<b>714-892-7711, x52209</b>	<b>Administration 217</b>	<b><a href="mailto:arivera78@gwc.cccd.edu">arivera78@gwc.cccd.edu</a></b>

<i>Full-Time Faculty</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Bern Baumgartner</b>	<b>714-892-7711, x51058</b>	<b>Administration 220</b>	<b><a href="mailto:bbaumgartner@gwc.cccd.edu">bbaumgartner@gwc.cccd.edu</a></b>

<b>Diana Carmel</b>	<b>714-892-7711, x51091</b>	<b>Administration 212</b>	<b><a href="mailto:dcarmel@gwc.cccd.edu">dcarmel@gwc.cccd.edu</a></b>
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<b>Christopher Hamilton</b>	<b>714-892-7711, x51084</b>	<b>Administration 227</b>	<b><a href="mailto:chamilton@gwc.cccd.edu">chamilton@gwc.cccd.edu</a></b>
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<i>Part-Time Faculty</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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**Jennifer Anderson**

**Terry Anderson**

**Zanne Augur**

**Elizabeth Bowers**

**Susana Castellanos-Gaona**

**Kimberly Golbuff**  
**Jason Harris**  
**Frederick Judd**  
**Edward Kowalchuk**  
**Sabrina Landa**  
**Joshua Linehan**  
**Donna McGovern**  
**Andrew Moore**  
**Hanna Sahebifard**  
**Melissa Shirah**  
**Neal Smith**  
**Dino Vlachos**  
**Sufen Wang**  
**Jessica Woolworth**

<u>Staff</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail Address</u>
<b>Mary Wallace</b>	<b>714-895-8792</b>	<b>Technology 115</b>	<a href="mailto:mwallace@gwc.cccd.edu">mwallace@gwc.cccd.edu</a>
<b>Dorsie Brooks</b>	<b>714-895-8216</b>	<b>Technology 115</b>	<a href="mailto:dbrooks28@gwc.cccd.edu">dbrooks28@gwc.cccd.edu</a>
<b>Brenna Norris</b>	<b>714-892-7711 x55300</b>	<b>Technology 115</b>	<a href="mailto:bnorris5@gwc.cccd.edu">bnorris5@gwc.cccd.edu</a>

# CAREER & TECHNICAL EDUCATION AND BUSINESS DIVISION OFFICE PROGRAM REVIEW

## PROGRAM INFORMATION:

In support of the Mission of Golden West College,

“Golden West College’s mission is to create an intellectually and culturally stimulating learning environment for students and the community. Our students improve their basic skills, develop and enhance career opportunities, and/or prepare for transfer to a four-year institution as they become productive citizens and lifelong learners.”

## The Division of Business and Career & Technical Education

The Division Office for Business and Career & Technical Education (BCTE) provides the operational infrastructure and support to develop, grow, and sustain programs designed to provide knowledge and skills critical to successful careers as well as a pathway for transfer to four-year colleges and universities.

Our programs are taught by highly qualified faculty professionals—many of whom come from business and industry—who are dedicated to the students and community they serve. In addition, our programs have been designed with the advice and counseling of industry advisory committee members who volunteer their time to help keep our programs current regarding industry trends, in-demand skill sets, and the latest technology advancements.

Golden West College offers Business and Career & Technical Education pathways in fields that require specialized training, certification, and state licensing. Whether the student needs to refresh their software knowledge, prepare for an industry recognized certification, graduate with an Associate Degree, or transfer to a 4-year university, an education at Golden West offers a pathway to enhanced career opportunities.

**Program Contributions:** The Division Office of BCTE includes managers and staff who serve on college and district-wide committees, obtain and manage grants that benefit student success initiatives (e.g., under-represented, at-risk, and adult populations), serve the general public through applied learning opportunities (e.g., cosmetology), and actively sponsor or participate in college-wide events (e.g., Career Days, Job Fairs, and Entrepreneur events).

College goals (check all that apply):

- ☒ Institutional Mission & Effectiveness
- ☒ Instructional Programs
- ☒ Student Support Services
- ☒ Library and Learning Support Services
- ☒ Student Engagement
- ☒ Student Equity
- ☒ Human Resources
- ☒ Facilities & Campus Environment
- ☒ Technology
- ☒ Fiscal Resources
- ☒ Planning Processes
- ☒ District Collaboration
- ☒ Community Relations
- ☒ Business, Industry, Governmental Partnerships

**External Requirements:** The Division Office of BCTE is responsible for applying, managing, monitoring, and reporting grants, allocations, and certifications from local, state, federal agencies. From the National Automotive Technicians Education Federation (NATEF) to the California Board of Cosmetology; the Federal Career Technical Education Act (CTEA) to the California Community College Chancellor's Office Workforce and Economic Development funding; and the Eligible Training Provider List (EPTL) established by the Workforce Innovation and Opportunity Act (WIOA), each of these requires an understanding of purpose and an attention to the details of accountability.

## REVIEW OF LAST CYCLE PROGRAM REVIEW

[Prior Non-Instructional Program Review for BCTE Division Office not found.]

## SWOT ANALYSIS

### Strengths:

- What does your program/department do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's/department's strengths?

Our program provides critical instructional, human resource, and financial services to each of the program departments in BCTE. From hiring process support for faculty and staff positions to contract-compliant personnel appraisals; from schedule planning and staffing to outreach and marketing of programs; and from overall strategic planning to resource and budget requests and management, the

Division Office provides administrative services designed to develop, promote, and support the needs of teaching and learning.

### **Weaknesses:**

- In what areas does your program/department need to improve?
- What are your program's/department's immediate needs?
- What limitations or barriers is your program experiencing?

The Division Office seeks to improve process management to become more efficient and effective in carrying out the daily, semester-to-semester, and annual work of the division and the college. The division needs additional human resources and space to manage the breadth of programs currently in demand. These personnel and space barriers limit the ability of the Division Office to respond to the needs and requests of the educational community as well as business and industry.

A general internal weakness impacting the BCTE Division Office is an admittedly "thick" bureaucratic Ed Code; personnel constraints influenced by policy, procedure, contracts, and finance (e.g., healthcare and PT employees); and burdened (often paper-based) decision-making which impedes the college and, consequently, the Division Office from being responsive (i.e., "nimble") when valid opportunities arise that require a quick turnaround.

### **Opportunities**

- What opportunities exist for your program/department?
- What opportunities exist that may allow your program/department to expand/improve on efficiency?
- What external funding opportunities are available for your program/department? (If applicable)
- What partnerships/collaboration (internal, district-wide, external) can be established or expanded to the benefit of your program/department?

The Division Office has been presented with numerous opportunities to engage in the educational and economic development of the surrounding community. New facilities for Cosmetology, Automotive, Design and Innovation, Digital Media, Entrepreneurship, and Renewable Energy Technologies would allow for community engagement and growth that is currently constrained. Numerous external funding opportunities for supporting BCTE programs exist in the current state and federal economy. Many of these funding opportunities are local to the college, however there is an ever-increasing opportunity for partnership and collaboration with regional education, not-for-profit, and corporate partners. There is also a glaring opportunity to provide greater variety in education and training opportunities for the community: "families" of contract training, short courses, workshops, Community Education, Basic Skills, stackable certificates, degrees, and Associate Degrees for Transfer (ADT) are all in demand and build on each other. The Division Office has a timely opportunity to invest in Professional Experts, Project Managers,

and Program Directors to both develop, manage, and ultimately be self-funded by these opportunities.

### **Threats/Challenges**

- What challenges exist for your program/department?
- What budgetary constraints is your program/department facing?
- Are there upcoming changes to state and federal regulations that will impact your program? Elaborate.

Resource development—including private funding for programs—is challenging due to the generally conservative nature of public education, public colleges, and public Boards. The threat from outside, therefore, is that other education and training providers who are more entrepreneurial and more inclined to take calculated and measured risks, are filling the gap between what the workforce and economic development community is asking for and what we are willing to provide.

## PROGRAM DATA AND ANALYSIS

### Measures of Scope of Program (Who does your department serve? How many do you serve?)

Student      Number of Students Served:

**Student Demographic Data by Division: Unduplicated Headcounts (2009-2010 to 2014-2015)**

Ethnicity	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/Alaska Native	38	0.6%	26	0.5%	19	0.4%	16	0.3%	19	0.4%	14	0.3%
Asian	1,890	31.8%	1,644	29.6%	1,674	31.5%	1,578	31.3%	1,503	29.9%	1,495	30.5%
Black or African American	119	2.0%	126	2.3%	113	2.1%	102	2.0%	108	2.2%	126	2.6%
Hispanic	1,105	18.6%	1,259	22.7%	1,255	23.6%	1,233	24.5%	1,325	26.4%	1,357	27.7%
Nat. Hawaiian / Pac. Islander	40	0.7%	22	0.4%	22	0.4%	23	0.5%	21	0.4%	17	0.3%
Two or More	139	2.3%	184	3.3%	213	4.0%	190	3.8%	230	4.6%	216	4.4%
Unknown	257	4.3%	99	1.8%	119	2.2%	194	3.9%	131	2.6%	76	1.6%
White	2,349	39.6%	2,189	39.4%	1,907	35.8%	1,698	33.7%	1,683	33.5%	1,596	32.6%
Gender	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	2,754	47.1%	2,444	44.6%	2,392	45.4%	2,280	45.6%	2,244	45.1%	2,151	44.2%
Male	3,097	52.9%	3,037	55.4%	2,871	54.6%	2,716	54.4%	2,732	54.9%	2,712	55.8%
Age Group	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
19 or less	1,200	20.2%	1,208	21.8%	1,232	23.1%	1,148	22.8%	1,099	21.9%	1,068	21.8%
20 to 24	2,236	37.7%	2,144	38.6%	2,112	39.7%	2,090	41.5%	2,089	41.6%	2,054	41.9%
25 to 29	923	15.5%	846	15.2%	833	15.7%	714	14.2%	791	15.8%	741	15.1%
30 to 34	435	7.3%	373	6.7%	347	6.5%	336	6.7%	342	6.8%	376	7.7%
35 to 39	311	5.2%	273	4.9%	207	3.9%	176	3.5%	194	3.9%	204	4.2%
40 to 49	453	7.6%	414	7.5%	320	6.0%	292	5.8%	261	5.2%	230	4.7%
50 or older	346	5.8%	290	5.2%	269	5.1%	276	5.5%	241	4.8%	223	4.6%
Unknown	33	0.6%	1	0.0%	1	0.0%	1	0.0%	3	0.1%	1	0.0%
Economically Disadvantaged Status	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Economically Disadvantaged	3,833	64.6%	3,280	59.1%	2,790	52.4%	2,399	47.7%	2,204	43.9%	2,026	41.4%
Economically Disadvantaged	2,104	35.4%	2,269	40.9%	2,532	47.6%	2,635	52.3%	2,816	56.1%	2,871	58.6%
Disability Status	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Disabled	5,766	97.1%	5,349	96.4%	5,102	95.9%	4,814	95.6%	4,802	95.7%	4,703	96.0%
Disabled	171	2.9%	200	3.6%	220	4.1%	220	4.4%	218	4.3%	194	4.0%
Foster Youth Status	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Foster Youth	5,937	100.0%	5,521	99.5%	5,241	98.5%	4,966	98.6%	4,914	97.9%	4,781	97.6%
Foster Youth	0	0.0%	28	0.5%	81	1.5%	68	1.4%	106	2.1%	116	2.4%
Veteran Status	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Veteran	5,881	99.1%	5,434	97.9%	5,207	97.8%	4,928	97.9%	4,917	97.9%	4,806	98.1%
Veteran	56	0.9%	115	2.1%	115	2.2%	106	2.1%	103	2.1%	91	1.9%
<b>Grand Total</b>	<b>5,937</b>	<b>100.0%</b>	<b>5,549</b>	<b>100.0%</b>	<b>5,322</b>	<b>100.0%</b>	<b>5,034</b>	<b>100.0%</b>	<b>5,020</b>	<b>100.0%</b>	<b>4,897</b>	<b>100.0%</b>

Note: Student counts are unduplicated by division for each academic year. Data for multiple divisions and across the entire college are duplicated.

- Faculty      Number of Faculty Served: As of Spring 2016: 25 FT and 87 PT
- Staff        Number of Staff Served: 14 Classified Staff
- Managers    Number of Managers Served: (self)

### **Measures of Effectiveness/Customer Satisfaction?**

- What type of data did you use to measure customer satisfaction? Provide your analysis of the data.

We gather and discuss as an office anecdotal data regarding student, faculty, staff, and industry "satisfaction" based on the interactions we have with those we serve on a daily basis. We currently do not collect reportable data on phone, face-to-face, or email transactions. Some student "grievances" and claims of misconduct come through the Division Office, but not all. This is an area deserving of better data tracking in the interest of improving customer service and process effectiveness.

### **Measures of Departmental Accomplishment?**

- What type of data did you use to measure departmental accomplishments? Provide your analysis of the data

We monitor and collect data regarding general grant performance (e.g., number and size of awards, impact of the grant on the GWC community). We also monitor and collect articles regarding our Division (i.e., students, alumni, faculty, staff, programs, and community partners) from news and information outlets, but not consistently. We currently do not collect reportable data. New program approval, successful community events, increases in program size, and job placement successes are not monitored or reported. Certificates and degrees of completion are tracked through the state Chancellor's Office, but represent the accomplishments of the instructional program departments, not the Division Office.

### **Measures of Efficiency/Productivity**

- What type of data did you use to measure improvements in efficiency and productivity? Focus on:
  - o Time
  - o Personnel
  - o Other Resources

We currently do not formally collect efficiency and productivity data in the Division Office. At times, we have tracked how long it takes to complete a process (i.e., personnel and budget transactions, class scheduling, purchase requisitions, and Board approvals); however, the Division Office is almost always a part of these processes but not the sole participant. Key processes and administrative functions within the Division Office are areas for future data collection, analysis, and process improvement.

### **Review of Budget/Expenditures**



## The General Fund Budget of the Division Office for Business & CTE

Based on a snapshot of fiscal year data for 2013-14 and 2014-15, and a year-to-date snapshot (as of

Fiscal Year	2013-14		2014-15		2015-16 YTD	
	Revised	Actuals	Revised	Actuals	Revised	Actuals
Business Div Ofc	\$6,665	\$1,332	\$5,748	\$1,576	\$2,737	\$465
CTE Div Ofc	\$19,282	\$2,416	\$49,056	\$14,272	\$18,817	\$9,664
Division Total	\$25,947	\$3,748	\$54,804	\$15,849	\$21,554	\$10,129

Although deeper analysis is needed to explore prior year data, it is believed that the reason for Actual expenditures closing at significantly below Revised Budget amounts is due to transferring expenses out of the GF to restricted grant funds to account for administrative overhead. Similar patterns were observed in analyzing the operating budgets of the individual BCTE departments.

[See attached budget docs (2) for complete department-by-department 1) Business and Career & Technical Education, and 2) Restricted/Grant Accounts]

## PROGRAM PLANNING

### What does your program want to accomplish in the next three years?

General Operations. Essential to creating a solid management foundation for BCTE is continuing to develop and refine operational processes and procedures that are more efficient and effective in carrying out the everyday work of the college. Special attention is being given to enrollment management, curriculum development, class scheduling, hiring, performance appraisals, continuous program assessment, grant management, finance (i.e., budget development & management, purchasing, payroll, and contracts), and facilities maintenance and operations. It is strongly believed that these foundational processes, under continuous improvement, allow for programmatic initiatives such as those listed below to be developed more efficiently and effectively.

Career Pathway Credit Options. In a continuing effort to recognize credit for learning and content mastery without requiring students to repeat coursework or take classes when they can demonstrate mastery, develop efficient and effective models of:

- 1) Dual Enrollment (credit given by two institutions for a single class),
- 2) Concurrent Enrollment (register students in more than one institution, including Weekend and Summer Immersion programs), and
- 3) Credit-by-Exam (recognizing class and work experience that meets college credit learning outcomes)

Assess Market Trends and Develop New and Revised Career Pathways. To meet the ongoing and ever-changing economic needs of the greater community, the BCTE Division Office will take the lead in working with education, community, and business leaders in assessing priority needs for jobs and the economy. Program development will include an analysis of instructional models, including credit, non-credit, and not-for-credit to help provide for workshop, contract training, fast-track certificates, Associate Degrees, transfer patterns, and other pathways which address the needs of both students and industry.

The following are priority areas of assessment and development in the next three years:

- 1) Alignment of the GWC Business Department with the demands of the regional economy, including the launch of a Business Information Worker program, an integrated Entrepreneurship program that works in partnership with the resident not-for-profit "CIELO Project," the Innovation Center (see below), and entrepreneurs from across the campus and the community; regional pathways in Management and Accounting in cooperation with regional colleges and universities; and an in-depth analysis of Marketing, e-Commerce, Retail Sales, and Real Estate & Property Management.

- 2) A “family” of Pre-Engineering pathways in collaboration with Math & Science to support Engineering Technician pathways in Computer Science, (e.g., programming, coding, gaming, web development, and app development); Design, Prototyping, and Manufacturing; Power & Energy Technologies (e.g., renewable energy, ‘smart-grid’ technologies, control systems, and transportation); Computer Assisted Drafting & Design (CADD), including industry certifications in software tools (e.g., SolidWorks); and Digital Media Arts (e.g., audio, video, and lighting technicians).
- 3) Automotive Technicians—including the developing technologies in electric and compressed natural gas vehicles—and mass-transit and fleet maintenance. Strengthen and develop relationships with Honda through a cohort model offered in cooperation with Honda dealerships. Explore additional partners with high-demand needs for technicians.
- 4) The “Golden West Spa Academy,” which will include current programs in Cosmetology, Esthetician, and Barbering while assessing the demand and viability of adding a Massage Therapy program. The GWSA will be designed with an eye toward a new facility on the fringe of the campus with easy community access.

Career Exploration and Job Placement Center. In cooperation with Counseling, Student Services, the GWC Foundation, community agencies, and area business partners, create a dynamic GWC Career Center that provides essential career support services and resources for students, faculty, and businesses for the expressed purpose of bridging career exploration and education with meaningful job placement for our students. This initiative includes the development of programs in support of Mentoring, Job Shadowing, Cooperative Work Experience, Internships, Apprenticeships, Faculty Externships, Job Placement, and Student Success data tracking.

Workforce & Economic Development. Prioritize and invest in the outward face of the college and, specifically, the BCTE programs by assisting with bringing students into relationships with GWC, helping students get out to the community, and meeting the WED needs of our local and regional community. Working closely with the GWC Career Center, Continuing Education, and existing academic programs, provide expanded educational opportunities for a wide variety of individuals who are needing knowledge and skills to obtain, retrain, or sustain their career path. WED includes significant collaboration with government and business agencies to help offer, obtain, manage, and account for resources (e.g., Eligible Training Provider List (EPTL), Workforce Innovation and Opportunity Act (WIOA), and Department of Labor Employment and Training Administration (DOLETA)).

The Innovation Initiative. The Innovation Initiative is based on the creation of a GWC Applied Learning, Innovation, and Community Engagement Center that includes working with students, faculty, staff, and community professionals to innovate new ideas for goods and services that can work through all the necessary steps of development, from concept to market. The multidisciplinary Center would operate independent of any specific program and would include both theory and

hands-on training on bring ideas to fruition. The initiative would engage CIELO, the GWC Entrepreneurship Program, the STEM Center, and other sources of innovation on campus and in the community. The combination of classrooms and labs would allow for “innovation teams” to work creative opportunities through from concept to application with the benefit of mentors from key professions (e.g., researchers, planners, designers, builders, funders, lawyers, marketers, retailers, etc.). The initiative will be funded by business, industry, not-for-profit, and government sources.

### **What areas does your program plan to improve?**

General Operations. The BCTE Division Office is committed to helping improve essential management functions through continuing training, implementation, and assessment of process improvements relative to the Division, the college, and the district.

Career Pathway Credit Options. In cooperation with other college and community partners, increase the options and improve the processes for students to receive recognition for their knowledge and skills, and to move expeditiously toward meaningful career success.

Program Improvement. Through planning and assessment tools (e.g., Program Review, regular grant reports, and student success data), continue to work with faculty leaders to evaluate and adjust programs and curriculum to meet the needs of students, business, the community, and educational partners.

Career Exploration and Job Placement Center. In cooperation with Counseling & Student Services, re-envision and design the current Career Center to become a future-facing Career Information and Job Placement Center.

### **What specific actions will you take to improve upon those areas?**

As Dean of the Division of BCTE, I accept responsibility to work with the faculty and staff of the division and, especially, the support staff of the Division Office to develop process improvement plans for fundamental operations. I will work with the VP of Instruction and other deans and managers to develop and manage efficient pathways to academic and career success. I will engage and provide leadership for program faculty and staff in the process of continuous improvement of curriculum and pathway alignment. I will work with strategic partners to create the plan and implement the model for a GWC Career Exploration and Job Placement Center.

### **How will you assess whether your program has accomplished those goals?**

The improved efficiency (i.e., faster) and effectiveness (i.e., fewer errors and increased capacity) in getting the everyday work accomplished for the Division Office and BCTE Division in general.

## **RESOURCE ALLOCATION**

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report. [Link to resource request form.](#)

**To be completed once this BCTE Division Office PR is evaluated and revised.**

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development