



# Strategic Plan

LEAP SOLUTION TEAM #7 2010

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# *Executive Summary*

## *Project Overview*

The purpose of the program is to increase awareness of the Career Technology Education (CTE) programs on campus to current COC students by connecting them to faculty, counseling and industry. Our program is designed to inform students about the different CTE opportunities that exist on campus and how those opportunities can lead to a career. The idea is to promote awareness by offering a series of workshops that will provide students with information regarding a particular CTE industry and career opportunities. These workshops will consist of a panel of CTE faculty member, a counselor, and one to three representatives from industry. Students will get an opportunity to listen to faculty talk about the CTE program offered at COC and the classes required to enter the CTE field. An industry representative will talk about career opportunities, skills, entry level positions, and a counselor to talk about the counseling services. Students will walk away with a wealth of information and be able to make better career decisions and learn about educational options. Students will have the opportunity to make an appointment with a counselor at the end of the workshop to discuss career goals and develop an educational plan.

## *Targeted Customers*

Our targeted customers are COC students, but more specifically students who are undeclared, re-entry students and students with no career direction.

## *Need*

We believe it is vital to promote CTE awareness to our own students as we have found that many students remain undeclared and the college is seeing an increase in re-entry students at COC. Many students are unaware of the CTE programs and opportunities available to them. To assist students in making informed decisions about their educational and career goals they need to learn about their options at COC which include CTE careers.

The required level of education and training in the workforce has dramatically changed in the last sixty years. In the 1950's, 60% of the labor market required a high school diploma for employment, 20% required post-secondary training and 20% required a four-year college degree or higher. Today, only 10% of the labor market requires a high school diploma, 65%-75% of the labor market requires some kind of post-secondary training and 20%-25% still require a four-year college degree or higher. These statistics clearly call out to the community colleges and the CTE programs. These numbers clearly illustrate that the required level of education and training has increased and students need to be prepared. A high school diploma is simply not enough. These statistics show that there will be fewer jobs requiring a 4 year degree and more jobs requiring technical training. We need to prepare students for the demand of the current labor market. Please see Exhibit A for information regarding work force statistics.

## *Mission*

Our mission is to expand CTE awareness among first-time college, undeclared, and re-entry students to increase skills for employability. We plan to do this by providing CTE workshops to showcase the different CTE departments on campus. During this process, students will develop networking skills and make connections with faculty, counseling and industry.

## *Vision*

Our vision is to expand CTE awareness among our COC student population. We plan to secure support from administration to offer courses that will allow students to complete their certificates and/or AS/AA degrees in a timely manner while building strong partnerships with CTE departments and industry professionals.

## *Project Values*

- Education
- Awareness of CTE programs
- Develop skills for employability
- Teach students decision making strategies
- Personal Development

## *Key Strategies*

- Contact and visit CTE departments and work with Dept. Chairs to set up workshops and organize panel speakers.
- Work with Dean of CTE and the Job Developer.
- Market program internally by developing posters, brochures and flyers.
- Reach out to undeclared and re-entry students by email or postcard.
- Make presentations about CTE programs to students and parents (parents also need to be informed of CTE opportunities and the changing work force).
- Include program information on the current CTE website.
- Include project information at any viable campus event such as Welcome Week, Majors Quest, and Discover Career events.
- Work with English 081 faculty to introduce CTE workshops to students as they address the career research assignment related to this course.

## *Goals and Objectives*

- Provide outreach to showcase CTE programs on campus to help students learn more about their career options while attending COC.
- Coordinate weekly or bi-weekly CTE workshops with panels to include faculty, counselors and industry. See Exhibit B for a sample workshop outline.
- Provide group advisement and/or individual counseling as needed.
- Network and connect with on-campus departments, industry, and community organizations.
- Create a model for CTE programs to assure completion of certificate or/and AA/AS degree in a timely manner (long term goal).
- Educate campus community regarding alarming statistics about the current economic development and how this effects what we do and need to do to better prepare students for the future. See Exhibit C for economic development information.

### *Planning Timeline 2010-2011*

<b>March 2010</b> <ul style="list-style-type: none"> <li>• COG team met weekly to brainstorm and develop program</li> </ul>	<b>August 2010</b> <ul style="list-style-type: none"> <li>• Participate in Welcome Week Activities</li> <li>• Participate in CTE Flex Activity</li> </ul>
<b>April 2010</b> <ul style="list-style-type: none"> <li>• Met with Audrey Green</li> <li>• Attended Perkins Grant Meeting</li> <li>• Emailed CTE faculty to survey interest and participation</li> </ul>	<b>September 2010</b> <ul style="list-style-type: none"> <li>• CTE Workshops 1 &amp; 2</li> </ul>
<b>May 2010</b> <ul style="list-style-type: none"> <li>• Met with Gina Bogna to collaborate workshops schedule</li> </ul>	<b>October 2010</b> <ul style="list-style-type: none"> <li>• CTE Workshops 3 &amp; 4</li> </ul>
<b>June 2010</b> <ul style="list-style-type: none"> <li>• Meet with new Dean of CTE</li> <li>• Identify industry contacts and CTE Faculty for panels</li> <li>• Contact Student Development re: Welcome Week</li> <li>• Reserve rooms for workshops</li> <li>• Design brochure, posters and flyers to be distributed in classrooms, Welcome Week &amp; Major Quest, as well as students.</li> </ul>	<b>November 2010</b> <ul style="list-style-type: none"> <li>• CTE Workshops 5 &amp; 6</li> </ul>
<b>July 2010</b> <ul style="list-style-type: none"> <li>• Promote COG &amp; Workshop Series for 2010-2011 to new students (FYE and New Student Advisement Workshops)</li> <li>• Contact institutional Research to develop a survey for student feedback after attending a workshop</li> </ul>	<b>December 2010</b> <ul style="list-style-type: none"> <li>• CTE Workshops 7 &amp; 8</li> </ul>
<i>Note: Workshops will be adjusted as needed by adding or deleting depending on CTE department participation</i>	

## *Budget*

<i>Item</i>	<i>Description</i>	<i>Estimated Cost</i>
Posters/Banners	Posters/banners to showcase workshops each month will be posted throughout the campus.	\$500
Brochures	Brochures to distribute to students in counseling and other key areas such as the Career Center. This can also serve as an information tool for parents and high school counselors.	\$1000 for 1500 brochures
Flyers	Flyers to be distributed to faculty to make announcements in classrooms, in particular CTE courses.	\$250 for 1000 copies
Food	Light refreshments to be offered at the workshops provided by CTE funds or Student Development/ASG	\$150 Per workshop
Certificate of Participation for Industry & Faculty Participants	Each faculty and Industry Representative will receive a certificate of participation and appreciation	Minimal cost, perhaps paper
Special Recognition Luncheon for Industry Participants	This luncheon will help to make connections with industry personnel and expand networking in the various CTE areas.	\$350 (food & drinks)

## *Marketing Plan*

The plan is to create a series of informational tools to include: posters, flyers, and brochures and distribute them accordingly for the program to gain exposure. To be successful, time, effort and money need to be spent on this area to help promote the program workshops and obtain a good turnout.

## *Growth of the Program*

The COG program will grow and evolve as the numbers of CTE course grow and evolve. Our intention is to make these workshops a permanent part of the services we offer to students, and work even more collaboratively with other similar efforts. In order to do this we will need the support from COC administrations, but particularly the Dean of CTE, CTE Department Chairs and Faculty. We also need the support of the counseling department as we will offer appointments to students who attend the workshops. We will also need to secure funds for program to continue being offered each semester.

## *Evaluation of Program*

We will develop a rubric to evaluate the success of the workshop. We will distribute a short evaluation of the workshops to students that attended the workshop. Please see Exhibit D for sample of evaluation.

### **SWOT Analysis** **Strengths, Weaknesses, Opportunities, and Threats**

This strategic plan addresses the following key strengths, weaknesses, threats and opportunities, which apply to Careers on the Go now and in the foreseeable future:

#### **Strengths:**

- Support from Dean of CTE, Audrey Green, and Gina Bogna, Job Developer (currently overseeing CTE)
- COG fits nicely with the mission of CTE and the current efforts taking place in the local middle school and high school district to increase awareness of CTE.
- The current demands of the labor market support COG. Need for CTE based on current unemployment, high school drop outs, and work force statistics.

#### **Opportunities:**

- To increase students skills for employability
- Educate students and parents about CTE options.
- Use our resources wisely while we have it available.

#### **Possible Weaknesses:**

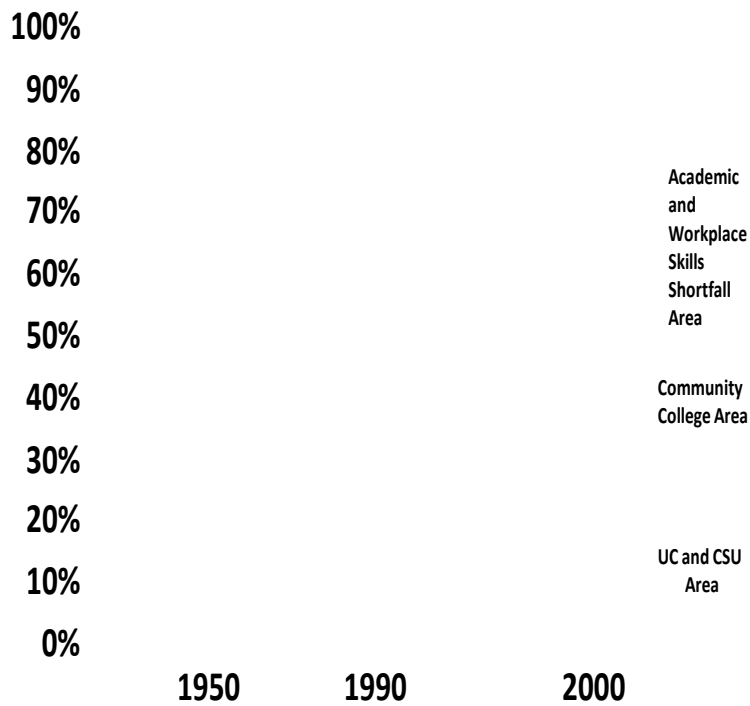
- Lack of communication
- Lack of Unity
- Lack of resources
- Budget constraints

#### **Threats:**

- Not getting enough buy in from students and parents about CTE programs.
- Lack of participation from all CTE departments.
- Challenge getting students to attend workshops.

## **Exhibit A**

### ***Required Education and Training Increases for Employment – 1950 through 2010***



Source: Census 2004 (Supply) Bureau of Labor Statistics 2004 (Demand)



## Exhibit B

### Sample Workshop Outline

The workshop will be 1 ½ hours and will take place in the CTE lab or classroom. At the end of the workshop, students will be invited to attend a brief tour of the facility, and learn about the different equipment, computer software and/or tools used in this field. Light refreshments will be served. Below is an overview of what to expect in a workshop:

90 minute workshop	Description of Activity
10 minutes	Meet & Greet - As students arrive, they will sign in, create a name tag, and pick up a folder with information about the CTE program and labor market statistics specific to the field. This is a networking opportunity for students to interact with faculty, counselors and industry guests and while enjoying light refreshments.
10 minutes	CTE faculty member will start the session, welcome guests and introduce the panel. The faculty will give an overview of the program at COC and explain what the program does to train students to be qualified for entry level positions into the industry
40 minutes	Industry speakers will be asked to take turns addressing the 5 specific questions they've been asked to prepare in advance. See note below for panel questions.
10 minutes	The counselor will give an overview of counseling services and resources. Career decision making will be addressed and students will be personally invited to schedule a ½ hour counseling appointment to meet with a counselor to address his/her own academic and career goals.
10 minutes	Q & A - Students will be given the opportunity to ask questions
10 minutes	Ending Activities: <ul style="list-style-type: none"> <li>• The counselor will schedule ½ hour counseling appointments for the student to meet with a counselor to discuss academic/career goals in more detail.</li> <li>• A brief tour of the CTE facility will be given</li> <li>• An evaluation will be distributed and collected a for feedback</li> </ul>

### Panel Questions:

1. Please share a brief biography of yourself. Include how you got into this line of work? A little about your educational history, your major in college, what degree(s) or certification(s) you hold.
2. Please provide an explanation of what it is you do in your position.
3. Discuss some entry types of position in your field so students can get an understanding of different types of employment opportunities in your line of work. Please share any information about entry level and average salary earnings.
4. What do you look for in new hires in terms of skills, abilities, and educational training?
5. Please share any information you feel might be helpful to students as they explore career options in this field.

## Exhibit C

### Economic Development & It's Impact on Education & Implications for CTE

Typical High School Graduating Class
<ul style="list-style-type: none"><li>• 81% <b>PLAN</b> to attend 2/4 year college</li><li>• 62% <b>ACTUALLY</b> attend</li></ul>
<ul style="list-style-type: none"><li>• 1 in 3 drop out</li></ul>
<ul style="list-style-type: none"><li>• 1 in 2 underemployed</li></ul>
<ul style="list-style-type: none"><li>• 20% have skills that meet <b>LABOR MARKET DEMAND</b></li></ul>

Source: Center for Occupational Research and Development, 2009

Today's Workforce
<ul style="list-style-type: none"><li>• 25% Well educated and have special skills</li></ul>
<ul style="list-style-type: none"><li>• 25% Walking dead, need to acquire new skills</li></ul>
<ul style="list-style-type: none"><li>• 50% Techno-peasants, poorly educated with few career skills</li></ul>

Source: Center for Occupational Research and Development, 2009

**Exhibit C, *Continued***  
**Economic Forecast and Unemployment Rates**

<b>2010 Unemployment Projections</b>	<b>2011 Unemployment Projections</b>
USA 9.9%	US 9.4%
California 12.3%	California 11.9%
Los Angeles County 12%	Los Angeles County 12.4 %

<b>Santa Clarita's Unemployment Rates</b>
7.4% current rate
7.8% in September 2009

Source: "The Santa Clarita Valley Economy" Presentation by Dr. Dena Maloney, March 2009

# Exhibit D Student Survey

Today's date: \_\_\_\_\_

*Your comments are important to us!*  
**Careers on the Go  
 CTE Workshop  
 College of the Canyons**

*This survey is to provide an overall assessment of the workshop you have attended.*

**I. Rate the quality of the workshop presentation by putting the appropriate rating next to each of the following questions:**

<b>1 = Dissatisfied    2 = Somewhat Dissatisfied</b>						
<b>3 = Neutral    4 = Satisfied    5 = Very Satisfied</b>						
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>Did the workshop meet your expectations?</b>						
<b>Were the presenter's knowledgeable on the topic.</b>						
<b>Will you be able to apply this information in making decisions regarding your major and/or career?</b>						
<b>Were you successful in making an appointment with a counselor?</b>						

**Do you have anything you would like to share with us regarding the workshop? Suggestions are always appreciated.** \_\_\_\_\_

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**Thanks for your input!**