



Diablo Valley College
Workforce Development
Master Plan
2020-2025

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- Donna Van Wert, Director, Workforce Development Board of Contra Costa County

Introduction

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 Development (WFD) Programs’ 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. Workforce Development Programs build relationships with business, labor, community-based, and public-sector partners that play a role in workforce education and economic development within Contra Costa County, in the greater Bay Area, and beyond. The community colleges are a key element of the workforce investment system as defined at the federal and state levels. DVC is engaged in important initiatives designed to transform the ways that colleges work together; collaborate with the K-12 educational system, and address the workforce needs of industry.

Career Education and Workforce Development Master Plan 2020 -2025

The purpose of the Workforce Development Master Plan is to guide the transformation of Career Education to meet the needs of current and emerging business demands and prepare students to compete in the global 21st century workforce. The plan establishes the most important priorities and goals as a continuing guide to our future actions and decisions about the allocation of resources.

The Workforce Development Committee is a venue for Career Education faculty and others to engage, collaborate, and share ideas to build a culture of learning and continuous improvement. At committee meetings, we learn from one another to help faculty, and ultimately students, be successful.

Components of DVC Workforce Development Programs

The Workforce Development and Career Education unit in partnership with the Workforce Development Committee (WFDC) provides leadership and collaboration across the following initiatives:

1. Career Education (CE) programs
 - Certificates of Accomplishment
 - Certificates of Achievement
 - Associate in Art/Science degrees
 - Transfer programs
 - Apprenticeship.
2. Articulated career preparation programs
 - Career Technical Education (CTE) Transitions (Perkins)
 - K-12 Career Pathways
 - HS Articulation
 - Career Academies
3. CE non-credit courses
4. Related Career and Employment Services
 - Work Experience Education (WRKX)
 - Internship & Job Placement
 - Employability Workshops
 - Career Exploration Activities
 - Industry Tours
5. Economic Development
 - Strategic Partnerships/Employer Engagement
 - Grant Development and Management (Strong Workforce Program (SWP) & Perkins)
 - Advisory Board Management
 - Adult Education
 - Contract Education

Background

Diablo Valley College's first Workforce Development Master Plan was created in 2004, and it provided a focus on the internal processes, structures, and resources needed to build a strong and coordinated workforce development effort on the campus. It was aligned with and amplified many ideas from the college-wide Educational Master Plan (EMP).

Upon completion of the goals and objectives in the first WFD Master Plan, the WFD leadership convened a planning team to create an updated Master Plan to identify a new direction for the work in 2010-2015. The team shifted their direction while considering the newly solidified WFD infrastructure and programming, a significant increase in career and technical course enrollment, and an evolving economic landscape. This plan focused on improving quality of CE curriculum, more effectively creating and coordinating CE programming, improving infrastructure, and fostering sustainability of programs and services.

The 2015-2020 WFD Master Plan reflected the shift in funding streams through federal and state grants and initiatives, data-driven decision making for program development, and improved alignment with K-12 pathways. In 2016 California legislature authorized the Strong Workforce Program, which implemented a set of rigorous metrics through which community colleges were accountable to deliver these specific outcomes: successful course completion; completion of 9+ CE units; students who earn a CE degree, certificate, or industry certification; students who transfer to a four-year institution; students who report working in a field closely related to their major; and increased median earning two and four quarters after leaving college. These metrics are also measured in other college initiatives such as Guided Pathways, the Chancellor's Vision for Success, and Adult Education. These outcomes allow for strategic collaboration among college programs and ultimately create a positive learning experience for students.

Purpose and Components of the 2020-2025 Master Plan

The 2020 – 2025 Master Plan takes into consideration the changing educational and economic context over the past several years and builds on the successes from the previous WFD plans and efforts. While continuing to focus on quality curriculum and programming, program coordination, and sustainability, the 2020-2025 WFD Master Plan Steering Committee articulated a need to take greater measures to develop and maintain programs that are responsive to and developed with our industry partners; use quantitative and qualitative data for continuous improvement; and promote success for all students. Embedded in the WFD priorities are student success, equity, and access; professional development; and technology. The DVC 2020-2025 WFD Master Plan includes the following components:

1. **Vision Statement:** a projection of what the future would look like if Workforce Development Programs were completely successful.
2. **Mission Statement:** how DVC WFD proposes to reach the envisioned future.
3. **Guiding Principles:** criteria for making decisions about strategies that support the goals.
4. **Goals:** what the plan is intended to work toward in the next five years.

5. **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 and resources needed for each strategy.

Planning Process and Data Collection

The WFD Office convened a Steering Committee representing the DVC Office of Institutional Effectiveness and Accreditation; Instruction; Career and Employment Services; Student Services; Career Pathways; DVC faculty, staff and students; and external partners. Members of the Steering Committee serve on several critical college-wide committees which inform coordination of efforts to meet WFD and college goals. Data was collected through the DVC Office of Institutional Effectiveness and Accreditation; labor market resources; and student, industry and faculty surveys.

Alignment to College Educational Master Plan

In alignment with the DVC 2018-2023 Educational Master Plan, the WFD Master Plan will include strategies to support students throughout their educational experience including:

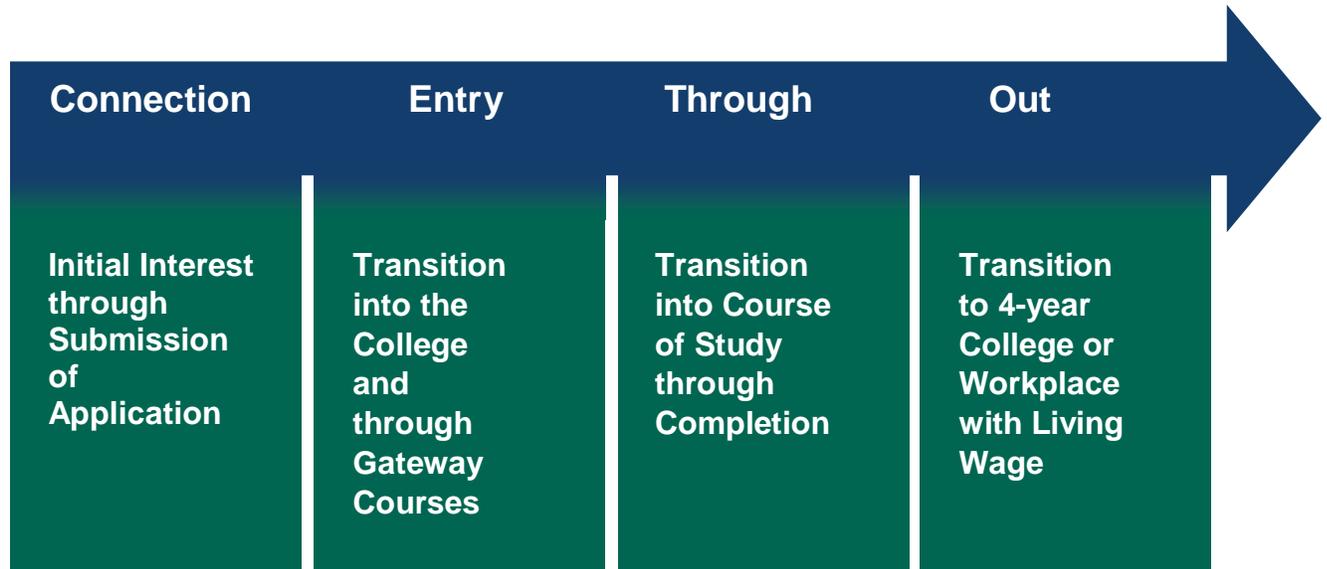
Connection: We connect and partner with our diverse communities. We welcome all to join in opportunities for growth, exploration, learning, and empowerment.

Entry: We engage all students and cultivate in them a sense of belonging. Our college community provides a network of resources and guidance to students as they explore interests, build skills for college success, identify academic, career, and personal goals, and enter a DVC pathway with confidence.

Through: We provide an inclusive learning environment that fosters student success for all. Our college community collaborates to support students through clear pathways and guides them to achieve their academic and career goals.

Out: We ensure that students leave the college empowered and transformed, prepared for their careers and further educational goals, and equipped to be engaged community members

Figure 2. Four Stages of the Student Experience (Completion by Design).



Footnote: What Community College Students Say Institutions, Instructors, and Others Can Do to Help Them Succeed,” RP Group, accessed August 9, 2017, 6 The RP Group is a non-profit professional organization committed to strengthening student success and institutional effectiveness through research, planning and assessment.

<http://archive.rpgroup.org/sites/default/files/StudentPerspectivesResearchReportJan2013.pdf>.

Applying these four stages to workforce development means that we will strive to make prospective students – those coming directly from high school as well as adults coming from the adult education schools, community-based organizations, worksites, and other venues – aware of DVC’s Career Education programs so that they can connect and enroll. We will work with faculty and advisory boards to be sure that programs have a logical sequence of courses for students to progress through, in which they develop job-relevant skills and prepare for good-paying jobs in their field when they graduate.

In addition, the steps of the student experience are supported by the Four Pillars of Guided Pathways whereby the college:

1. provides clear paths for students to complete their goals,
2. helps them choose and enter a pathway,
3. assists them to stay on the path, and
4. ensures what they are learning is relevant to their lives.

Footnote: 7 Sonia Christian, “Guided Pathways” (presentation, Bakersfield College at the SSSC Post-Conference Session by the Career Ladders Project, October 7, 2016).

https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/SSSC_Pathways_Workshop_10.07.16

DVC’s Career Education programs are found in every college pathway. As the college adopts Guided Pathways, opportunities are emerging to emphasize career exploration and information across the college. Staff are actively working with colleagues across the college to guide the conversations about careers and determine what organizational structures may need to be created or changed.

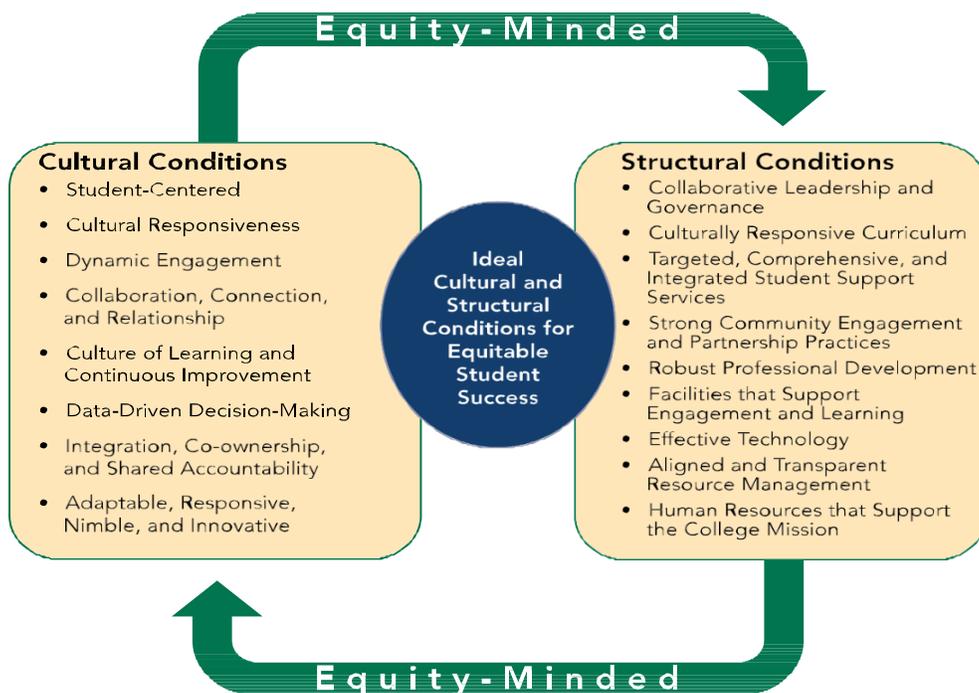
Transformation Conditions: Cultural and Structural Conditions for Equitable Student Success

As stated in our 2018-2023 Educational Master Plan,

Employees at DVC are committed to creating the ideal conditions to ensure the college provides the optimal environment for all students to learn and succeed, for the college to function at its highest potential and for the community to thrive. Our goal is to ensure all students have what they need, when they need it in order to reach their full intellectual, social-emotional, and physical potential.

The following diagram illustrates DVC’s ideal cultural and structural conditions for equitable student success in an ever-changing environment. Predicated on an equity-minded lens, we commit to addressing patterns of inequity in student outcomes, take institutional responsibility for the success of our students, and critically reassess our practices based on our awareness of the social and historical context of exclusionary practices in higher education.

Figure 5. Ideal Cultural and Structural Conditions



Footnote: iii site source: DVC Educational Master Plan Pg. 15.

Career Education and Workforce Development Master Plan 2020 -2025

The 2020-2025 Workforce Development Master Plan was developed with thoughtful connection to the DVC Educational Master Plan and the college's commitment to equity. The Workforce Development unit has infused the current college goals of Connection, Entry, Through and Out into strategies and activities to meet students' needs and assist their preparation for meaningful, self-sustaining employment. The WFD unit will foster the work of the college to create and sustain cultural and structural conditions that support student learning.

Career Education Student Profile

Data was collected on Career Education (CE) program concentrators, defined as students who are enrolled in 9 or more units in CE courses and who have indicated their educational goal is to earn a certificate without transfer, discover/explore career interests, acquire job skills, update job skills or maintain an industry certificate, or general license. Career Education concentrators have the following attributes:

- More ethnically diverse than the general college population
- Older than the college average
- Slightly more male students than female
- Fewer students receive financial aid than the general population
- Slightly smaller percentage of students than average receiving services from Disability Support Services

Research and Data Summary

Data sources included:

- Labor Market Information (LMI) on the economy, the workforce, and growth sectors in the Bay Area and the East Bay, from:
 - California Employment Development Department (see appendix)
 - Centers of Excellence
 - Economic Modeling Specialists International (EMSI) subscription service (see appendix)
- Student data:
 - 2019 Community College Survey of Student Engagement (CCSSE) surveys
 - DVC's 2018 Career & Technical Education Employment Outcomes Survey (CTEOS);
 - DVC data on student completion, retention and success rates for the college overall and for students enrolled in CTE courses by age, race/ethnicity, and gender (2015 – 2019)
- Reports and research from
 - *Community College Survey of Student Engagement*: In March and April 2019, the college conducted the CCSSE to a cross section of our students. 1030 students completed valid paper surveys in 68 face-to-face classes on both the San Ramon and Pleasant Hill campuses
 - *DVC's 2018 Career & Technical Education Employment Outcomes Survey*: Completers and skill-building students at DVC were surveyed if they met one of the following criteria in 2015-2016 and did not enroll (or were minimally enrolled) in 2016-2017: earned a certificate of 6 or more units, earned a CE degree, or earned 9+ CTE units. The survey was administered by email, text and telephone and addresses student perceptions of their CE program, employment outcomes, and how their coursework and training

relate to their current career. A total of 2450 students were contacted for the survey and 908 (37%) responded

- *DVC data* on student completion, retention and success rates for the college overall and for students enrolled in CTE courses by age, race/ethnicity, and gender

Key Findings

Common themes and areas of need arose out of research review, surveys, interviews and stakeholder discussions, including needs for:

1. Further work to more fully integrate, align and coordinate WFD/CE efforts across the college.
2. Strategic marketing and communication efforts to keep internal and external stakeholders updated about existing WFD/CE programs, services and supports.
3. Improved technology infrastructure and training to support 21st century learning.
4. Institutionalized and streamlined continuing education and professional development opportunities for CE faculty and staff, to ensure they provide relevant and high quality programs and services for students and are responsive to labor-market needs.
5. Deepening external collaborative partnerships, as well as better coordinate and manage these partnerships across the district and the region.
6. Systems and processes to effectively utilize data and research in a way that ensures programs and curriculum are responsive and incorporate best practices; promote continuous learning with partners, faculty and staff; and allow for outcome-driven accountability and evaluation.
7. Equity to be embedded throughout the Master Plan to ensure that any disparities are identified and addressed and that all students have access to high quality WFD programs and services to meet their educational needs.

Labor Market

According to the California Employment Development Department (EDD) Labor Market Information (LMI) report, the fastest growing industries in our sub-region (Alameda and Contra Costa Counties) are:

- Health
- Business (especially business, finance and food managers)
- Information Technology

According to the EMSI projections in the region (including Alameda, Contra Costa, Solano, Marin, Napa, Sacramento, San Francisco and San Mateo counties) the occupations with the greatest growth are:

- Accountants and Auditors
- Business managers (including marketing, finance)
- Clinical Lab Technicians
- Construction Managers and Laborers
- Dental Assistants
- Dental Hygienists

- First-line Food Supervisors, Chefs and Food Preparation Workers
- Home Health Aides
- Plumbers, Pipefitters and Steamfitters
- Software Developer
- Various Computer Support Specialists (web design, network technicians and administrators)

Community College Survey of Student Engagement

The following salient data was taken from the DVC 2019 CCSSE Survey:

- Students (89%) regard their experience at DVC favorably and would recommend the college (91%) to family and friends
- The majority of students (60%) engage meaningfully with a diverse community
- Students had a positive experience with academic advising
 - The majority of students (80%) experienced career counseling only 0 – 1 times
 - Many students (64.1%) have never or rarely discussed career options within majors with faculty
 - A majority of students (58.8%) reported a lack of knowledge of career development resources on campus, both in person and online
 - Students report low satisfaction with career counseling and job placement assistance, but rank these high in importance
 - Students' responses to the attainment of specific work skills shows only moderate satisfaction
 - A small percentage of students (12%) experience experiential work opportunities (internships, work experience etc.)

Career & Technical Education Employment Outcomes Survey 2018

- Completing CE studies and training – whether or not a credential is earned – is related to positive employment outcomes.
- The preponderance of respondents are employed and working in the same field as their studies.
- Students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

Local Data

- *DVC data* on student completion, retention and success rates for the college overall and for students enrolled in CTE courses by age, race/ethnicity, and gender
 - DVC CE students have a higher course success rate than the general college population
 - However, CE students have a lower persistence rate from term-to-term than the general college population
- *Review of degrees and certificates* awarded indicate a low level of completions within certain programs.

Career Education and Workforce Development Master Plan 2020 -2025

- *Programs with the highest number of awards* over the last five years include:
 - Associate's degree in Business Administration for transfer
 - Associate's degree in Computer Science and Certificates of Achievement in Computer Programming (program design, C++ and Java)
 - Associate's degree and Certificate of Achievement in Allied Health
 - Associate's degree, Certificate of Achievement and Certificate of Completion in Administration of Justice
 - Certificate of Achievement in Early Childhood Education

Master Plan

Vision Statement

DVC's Workforce Development (WFD) Office and Career Education (CE) Programs prepare students with the skills to succeed in an ever-changing global economy based on responding to industry needs.

Mission Statement

DVC Workforce Development Programs bridge the needs of students, employers and the community, by providing quality, innovative learning opportunities and support services that prepare diverse student populations to succeed in the workplace.

Guiding Principles

The following principles guide decision-making, program planning and implementation for DVC's Workforce Development Programs.

- 1. Purpose and Excellence:** Our purpose, direction and plan of action are clearly outlined in the Workforce Development (WFD) Programs Master Plan and ensure excellence in student learning in our Workforce Development Programs.
- 2. Accessibility, Integration, and Coordination:** We integrate career readiness skills throughout all college activities, programs and services and coordinate a campus-wide workforce development system that is easily accessed and utilized by students, faculty and community partners.
- 3. Equity:** We strive to identify and address equity gaps, through evidence-based research to ensure that each student has the opportunity to succeed.
- 4. Collaboration:** We foster a collaborative approach to planning, implementing and evaluating our WFD efforts that maximizes stakeholder participation, as well as optimizing fiscal and human resources.
- 5. Innovative, Data-driven, and Responsive:** We utilize relevant data and research to ensure our programs and curriculum are responsive to industry needs, include best practices, and prepare our students for success in their careers.
- 6. Accountability:** We promote a collaborative and data-informed process of ongoing review, revision and evaluation of the WFD Master Plan that supports continuous learning and improvement.
- 7. Transparency:** We promote transparency in our efforts by proactively ensuring all stakeholders have access to the data, information and resources they need.

DVC Workforce Development Goals: 2020-2025

The DVC Workforce Development Office and Career Education faculty will pursue four specific goals as they strive to actualize their vision and mission where they provide quality, innovative opportunities and supports, ensuring that every student has the skills they need to succeed in college, career and life.

Goals and Strategies

Goal 1. AREA OF FOCUS: CURRICULUM

Expedite the development and alignment of Career Education curriculum and processes in response to workforce technologies and trends within the local and regional labor market.

- **Strategy 1a:** Continue to develop or update quality CE curriculum in response to emerging growth sectors and industry need
- **Strategy 1b:** Explore mechanisms at the local and state level to expedite delivery of CE curriculum to meet industry demand
- **Strategy 1c.:** Increase the number of online and hybrid CE courses and improve the quality of online courses by aligning with the California Virtual Campus (CVC) Online Course Rubric

Goal 2. AREA OF FOCUS: COMMUNITY PARTNERSHIPS

Increase alignment, coordination and accessibility of DVC Career Education Programs with K-12, Adult Education, community-based organizations (CBO's) and other external partners to deliver programs and support services to ensure student success.

- **Strategy 2a:** Develop, enhance, and maintain effective career activities linking K-12, adult education and community-based programs to post-secondary CE programs
- **Strategy 2b:** Design curriculum and activities to enhance career pathway programs that lead to early college credit.
- **Strategy 2c:** Develop targeted marketing strategies to promote CE programs to all community groups

Goal 3. AREA OF FOCUS: COLLEGE INFRASTRUCTURE

Strengthen partnerships with business and industry to prepare students for work in their field of study to assist students in gaining meaningful, self-sustaining employment.

- **Strategy 3a:** Recruit and involve partners in work-based learning opportunities for students including guest lectures, career panels, internships, informational interviewing, industry tours, job shadowing, mentoring, apprenticeships, etc.

- **Strategy 3b:** Increase employer recruitment of DVC students through on-campus recruitment and proactively market DVC student competencies to employers.

Goal 4. AREA OF FOCUS: EMPLOYER ENGAGEMENT

Evaluate and enhance existing college resources and infrastructure within Guided Pathways – strengthen integration of student services, instruction and learning community resources and infuse career exploration and readiness across the institution to support students’ success through the college and into employment.

- **Strategies 4a:** Provide hands-on career exploration and preparation through a data-informed case-management strategy
- **Strategy 4b:** Collaborate with college support programs to offer instructional support for CE students into, through and out of DVC

Implementation and Resources

Implementation of the Workforce Development Master Plan will touch nearly every level of the college. While this plan includes a master timeline for implementing the major strategies of the plan over the next five years, the outcomes will be reviewed and updated at least annually by the Workforce Development Committee. This plan highlights the collaborative efforts of the WFD Office and reinforces that the College as a whole needs to be engaged in workforce development, whether through preparing students for an associate degree, a transfer to a four-year institution, or through career-related education and experience that leads directly to the workforce. The desired long-term outcome for the vast majority of DVC students is success in their chosen field.

- The Senior Dean of Career and Community Partnerships, Workforce Development Manager and staff of Workforce Development Program 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, especially CE faculty, will work with WFD 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 policy 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.

This plan will be supported fiscally through a combination of DVC general funds, Perkins funds, and Strong Workforce Program funds (SWP). Additional grant funds will be explored as they pertain to the plan’s goals. The scope of the activities outlined in this plan will continue as funding continues at the

current level. Should funding streams be modified, the activities and outcomes will be modified accordingly.

Approval, Monitoring and Integration

The Master Plan was presented to the Academic Senate on March 24, 2020; the Classified Senate on April 8, 2020; and the College Council on April 15, 2020. All three college committees approved the plan. The final plan was approved by the Workforce Development Committee (WFDC) at the April 16, 2020 meeting. The 2020 – 2025 Workforce Development Master Plan was reviewed and accepted by the college President, Susan Lamb, on April 27, 2020.

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

Conclusion

This WFD Master Plan represents the continued growth and evolution of DVC's workforce and economic development efforts. The plan will guide our work over the next five years as we serve DVC students, staff and faculty, as well as regional partners and local businesses. As a result of the Strong Workforce Program (SWP) and an increased emphasis on student success metrics, the WFD Office will evaluate its organizational structure to align college and industry efforts through contextualized career development and enhanced access to jobs and internships for students. The plan demands that we continue to move toward an increased level of collaboration, data-driven decision making, and coordination, all coming together to support a thriving local economy and ensure that students succeed in career and life.

Implementation Grid

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
<p>Goal #1 Expedite the development and alignment of Career Education curriculum and processes in response to workforce technologies and trends within the regional labor market.</p>	<p>1.a. Continue to develop or update quality CE curriculum in response to emerging growth sectors and industry need.</p>	<p>Ensure effectiveness of curriculum by:</p> <ul style="list-style-type: none"> • Utilizing active Advisory Boards (AB) • Meeting accreditation/industry requirements • Creating institutional support for curriculum development • Promoting development of programs in high growth sectors 	<p>All CE programs will conduct two AB meetings each year.</p> <p>Ensure that 100% of programs maintain accreditation standard.</p> <p>Ensure that program design meets documented labor market demand.</p> <p>Funds will be fully expended on equipment, supplies, activities that promote student success.</p>	<p>Program Lead Faculty Program Faculty Division Deans</p> <p>WFD Office Program Faculty Division Deans</p> <p>WFD Office Program Faculty Division Deans</p> <p>WFD Office Program Faculty Division Deans</p>	<p>Bi-annual</p> <p>Annual</p> <p>On-going</p> <p>On-going</p>	
		<p>Align with Program Review to update equipment and technology that will support student success into the future.</p> <p>Enhance program resources for program development / maintenance, student enterprise, grants.</p> <p>Analyze CE program operating budget using factors such as allocation per Full</p>	<p>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.</p> <p>As of 2023 all CE program resource requests are aligned with program review per</p>	<p>Workforce Development Committee Resource Sub-Committee</p> <p>Resource Sub-Committee Program Faculty Division Deans</p>	<p>2020 – 2022</p> <p>2020 - 2023</p>	

Career Education and Workforce Development Master Plan 2020 -2025

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
		Time Equivalent Student (FTES), productivity, etc.	institutional funding mandate.			
Goal #1 cont'd Expedite the development and alignment of Career Education curriculum and processes in response to workforce technologies and trends within the regional labor market.	1.a.cont'd Continue to develop or update quality CE curriculum in response to emerging growth sectors and industry need.	Expand/promote professional development (PD) for faculty to stay current with industry trends, technologies and LMI.	Fall 2020, all CE faculty will be aware of PD opportunities. Spring 2021, WFD will offer annual LMI trainings.	WFD Office	2020- 2021	
		Strengthen Advisory Board engagement; use their input to align effectively with current and forecasted industry standards, and embed 21st century work-readiness skills in curriculum.	Improved CE program outcomes through use of program-specific information.	WFD Office Program Faculty	On-going	
		Review current CE certificates and degrees to determine program viability.	Process in place to support program needing revitalization or program elimination.	WFD Office Program Faculty Division Deans Academic Senate Staff Development Office	2020 – 2022	
	1.b. Explore mechanisms at the local and state level to expedite delivery of CE curriculum to meet industry demand.	Develop an infrastructure to support alternative models of education, including career noncredit career preparation courses, not-for-credit and contract education skill-building, and short-term courses and “boot camps” that offer industry micro-credentials.	Increased number of course offerings in: <ul style="list-style-type: none"> • Non-credit • Contract-Education • Fee-based Development of department incentives for participation in Contract Education/Fee-based Classes.	WFD Office Sr. Administration Division Deans Program Faculty	2020 - 2023	
		Explore opportunities, in conjunction with the Academic Senate, the Instruction Office and others, for stream-lining DVC’s	Engage CE faculty and WFD staff and college administrators in advocating for expedited curriculum development through legislative	Program Faculty Division Dean WFD Office	On-going	

Career Education and Workforce Development Master Plan 2020 -2025

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
<p>Goal #1 cont'd Expedite the development and alignment of Career Education curriculum and processes in response to workforce technologies and trends within the regional labor market.</p>	<p>1c. Increase the number of online and hybrid CE courses and improve the quality of online courses by aligning with the California Virtual Campus (CVC) Online Course Rubric.</p>	<p>curriculum approval and catalog processes.</p>	<p>participation through CCCAOE and BACCC.</p>			
		<p>Involve DVC faculty in regional and statewide efforts to develop curriculum across institutions where appropriate to meet regional and state industry needs, and expedite CE curriculum approval.</p>	<p>Participate in California advocacy and legislative trainings and advocate for CE.</p>	<p>Program Faculty (leads) WFD Manager Career & Community Dean Division Dean Academic Senate</p>	<p>On-going, as available</p>	
		<p>Expand online and hybrid offerings for CE courses and promote fully online degrees and certificates.</p>	<p>Increase the number of CE faculty who are trained in Distance Education by 15% annually.</p> <p>Increase the number of online CE programs aligned by 25%.</p> <p>Create two new fully online degree and certificate programs per year.</p>	<p>WFD Office Program Faculty Division Deans Academic Senate Distance Education Coordinator</p>	<p>2020 - 2025</p>	
<p>Goal #2 Increase alignment, coordination and accessibility of DVC Career Education Programs with K-12, Adult Education, community-based organizations (CBO's) and the Workforce Development Board.</p>	<p>2.a. Develop, enhance, and maintain effective career activities linking K-12, adult ed and community-based programs to 2 & 4 year post-secondary CE programs.</p>	<p>Establish processes to regularly review and use labor market information for program planning and aligning community need with instructional capacity.</p>	<p>Labor market presentations at Workforce Development Committee meeting, Flex activities and at advisory board meetings.</p>	<p>WFD Office Research Office Workforce Development Committee</p>	<p>Annual</p>	

Career Education and Workforce Development Master Plan 2020 -2025

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
<p>Goal #2 (cont.) Increase alignment, coordination and accessibility of DVC Career Education Programs with K-12, Adult Education, community-based organizations (CBO's) and the Workforce Development Board.</p>		Strengthen engagement with local Community Based Organizations (CBO's) and the Workforce Development Board to increase access to experiential opportunities to include jobs, internships, service learning and civic engagement.	100% of CE programs use Core Indicator data to develop Annual Program Review plans.	Instruction Office Program Lead Faculty Program Faculty Division Deans	Annual	
		Enhance resources to support recruitment and retention of high-risk populations (i.e. continuation schools, corrections, rehabilitation, shelters, adult education).	Strengthen WFD and Student Services (EOPS, START, Fin Aid) collaborative efforts to increase CE student retention and success through WFD Committee meetings, PD trainings (CCCAOE).	WFD Office Student Services	On-going	
		Hold a WFD 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 CE programs participate in the summit. External stakeholders participate in WFD summit.	WFD Office WFD Committee Program Lead Faculty Program Faculty Division Deans Career and Employment Services	Annual	
	<p>2.b. Design curriculum and activities to enhance career pathway programs that lead to early college and career awareness and/or college credit.</p>	Increase the number of dual enrollment programs and articulation agreements that link secondary, adult and postsecondary education.	A minimum of one new articulation agreement is developed each academic year. A minimum of one new dual enrollment courses is developed each academic year.	HS Career Pathways Specialist Articulation Officer WFD Office Program Faculty HS Career Pathways Specialist Articulation Officer WFD Office Program Faculty HS Faculty Academic Senate	On-going On-going	

Career Education and Workforce Development Master Plan 2020 -2025

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
<p>Goal #2 cont'd Increase alignment, coordination and accessibility of DVC Career Education Programs with K-12, Adult Education, community-based organizations (CBO's) and the Workforce Development Board.</p>	<p>2.b. cont'd Develop, enhance, and maintain effective career activities linking K-12, adult education, and community-based programs to 2 & 4 year post-secondary CE programs.</p>	<p>Increase the number of on-campus "Career Day" linking activities that help students transition to postsecondary education.</p> <p>Strengthen intentional equity-focused HS recruitment strategies of Summer Career Academies.</p> <p>Expand stackable Certificates of Accomplishment that students can earn before high school graduation and then continue their education at DVC.</p>	<p>Host a minimum of one Career Day per Interest Area every academic year.</p> <p>10% annual increase in enrollment of low-income first-generation students through targeted outreach strategies to MDUSD, regional K-12, and community based organizations.</p> <p>8 new stackable certificates by 2025.</p>	<p>HS Career Pathways Liaison WFD Office Program Faculty Office of Student Engagement & Equity</p> <p>HS Career Pathways Liaison WFD Office Office of Student Engagement & Equity</p> <p>Program Faculty Division Deans Counseling</p>	<p>Annual</p> <p>On-going</p> <p>2020 - 2025</p>	
	<p>2.c. Develop targeted marketing strategies to promote CE programs to all community groups.</p>	<p>Promote CE programs through social media and display, print media and TV & radio media advertising campaigns to promote DVC CE programs.</p>	<p>Complete individual CE promotional videos by Fall 2023.</p>	<p>WFD Office Program Faculty Videographer</p>	<p>2020 - 2023</p>	
			<p>Increase program enrollment through quarterly internet Display and social media campaigns.</p>	<p>WFD Office DVC Marketing Program Faculty External Marketing Partners</p>	<p>Quarterly, on-going</p>	
		<p>Promote online CE program course offerings and degrees / certificates to existing workforce.</p>	<p>Increase awareness of and enrollment in online programming through targeted marketing campaigns to local industry.</p>	<p>WFD Office DVC Marketing Program Faculty External Marketing Partners</p>	<p>On-going</p>	

Career Education and Workforce Development Master Plan 2020 -2025

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
<p>Goal #3 Evaluate and enhance existing college resources and infrastructure – strengthen integration of student services, instruction and learning communities.</p>	<p>3.a. Provide equity-minded, career-focused work-readiness and career development through strategic integration of skills into existing course curriculum supported by a data-informed case-management approach.</p>	<p>Infuse equity-minded work-readiness skills and college and career development resources into targeted CE course curriculum and Student Learning Outcomes.</p> <p>Strategically place relevant career and employability lessons into course curriculum throughout degree and certificate programs to ensure all students gain knowledge of employability skills.</p>	<p>20% annual increase in the number of CE courses that integrate work-readiness and career development curriculum into introductory, intermediate and capstone courses.</p> <p>Relevant online and in-person resources are embedded into each introductory, intermediate and capstone section, each semester.</p>	<p>WFD Office Program Faculty CE Program Leads Counseling</p>	<p>On-going</p>	
		<p>Implement ‘Success Teams’ in collaboration with Counseling, CE faculty, and Student Services to identify college and career readiness resources needed for each CE program. Assign multiple counselors, including adjuncts, as liaisons to divisions/programs, including:</p> <ul style="list-style-type: none"> • Program faculty • WFD Coordinator (LMI) • Student Support Services <p>Develop a matrix of assignments and update annually.</p>	<p>100% of CE programs identify counselors and WFD coordinators who serve as program specialists/advisors.</p>	<p>WFD Office CE Program Leads Division Deans Counseling Faculty Career and Employment Services Staff</p>	<p>2020 – 2022 On-going</p>	

Career Education and Workforce Development Master Plan 2020 -2025

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
<p>Goal #3 <i>cont'd</i> Expand and enhance the integration of student support programs and services with instructional services to prepare students to succeed in the workforce.</p>	<p>3.a. cont'd Provide equity-minded, career-focused work-readiness and career development through strategic integration of skills into existing course curriculum supported by a data-informed case-management approach.</p>	<p>Partner with CE faculty and learning communities to implement a case management approach through Starfish and SQL reporting to identify high risk students using GPA and ethnicity data to increase student success and retention.</p>	<p>Train ten new CE faculty annually on the use and implementation of Starfish.</p>	<p>WFD Office CE Faculty Counseling Career and Employment Services</p>	<p>On-going</p>	
		<p>Use Strong Workforce Program (SWP) student success metrics, Core Indicator Reports, and Instructional Unit Program Review annually to identify opportunities to develop intervention strategies that improve student success.</p>	<p>Meet with 50% of CE programs annually to evaluate program success metrics and develop improvement plan.</p>	<p>WFD Office Program Faculty Division Deans</p>	<p>Annual</p>	
		<p>3.b. Collaborate with college support programs to offer instructional support for CE students into, through and out of DVC.</p>	<p>Increase student access to experiential opportunities by working with departments across the college to help them design work opportunities for students, particularly students receiving federal work study funds that are relevant to their interest area or major.</p>	<p>Utilize SWP and Perkins grant funding to support experiential student learning through on-campus employment-interns, tutors, mentors, assistants.</p> <p>As of 2024 50% of campus programs will employ student(s) interns, tutors, aids.</p>	<p>WFD Office Career and Employment Services Sr. Administration Division Deans Faculty</p>	<p>2020 - 2024</p>
	<p>Develop processes to promote student completion of certificates and degrees in CE programs.</p>		<p>Increase by 10% annually the number of CE degrees and certificates earned in each program.</p>	<p>WFD Office Program Faculty Division Deans</p>	<p>2020 – 2021, On-going</p>	

Career Education and Workforce Development Master Plan 2020 -2025

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
<p>Goal #4 Strengthen partnerships with business and industry to prepare students for work in their field of study to assist students in gaining meaningful, self-sustaining employment.</p>	<p>4.a. Recruit and involve partners in work-based learning opportunities for students including guest lectures, career panels, internships, informational interviewing, industry tours, job shadowing, mentoring, apprenticeships, internships, etc)</p>	<p>Build internal and external partnership knowledge to include increased employer engagement and faculty awareness around the importance of career research, preparation and networking.</p> <p>Strengthen collaboration between industry and CE faculty to expand equity-minded, project-based opportunities into all CE programs.</p> <p>Exposure to employer recruitment and WBL opportunities that represent students of color and under-represented students in non-traditional career paths/industries.</p>	<p>Improved college-wide support for WFD as a primary mission of DVC.</p> <p>Host up to three industry-specific employer engagement events per year (job expo, networking mixers, industry panels).</p> <p>Once each semester, 25% of CE programs will participate in an event exposing current students to alumni, the business community and/or four year postsecondary opportunities through a campus networking event, project or work-based learning assignment, industry tour, etc. Once per semester WFD will partner with college learning communities, Student Services, CE programs to host an event for students of color and under-represented students specific to industry recruitment in a non-traditional industry.</p>	<p>WFD Office CE Program Faculty</p> <p>Program Faculty Faculty Senate Workforce Development Committee Career & Employment Services</p>	<p>Annual</p> <p>Annual</p> <p>Bi-Annual</p>	

Career Education and Workforce Development Master Plan 2020 -2025

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
<p>Goal #4 cont'd Strengthen partnerships with business and industry to prepare students for work in their field of study to assist students in gaining meaningful, self-sustaining employment.</p>	<p>4.a. cont'd. Improve college-wide support for WFD as a primary mission of DVC by increasing the number of CE programs that employ robust, equity-minded systems of support for transition to work, including integrated project and work experience components (e.g., classroom presentations, integrated curriculum, Student Learning Outcomes, Work Experience (WRKX), clinical placements, internships,).</p>	<p>Enhance work experience opportunities in all programs:</p> <ul style="list-style-type: none"> • Increase utilization of WRKX Education as a CE program requirement. • Enhance the rigor of the WRKX Internship course. • Provide career-focused, equity-minded faculty training to develop institutional changes and restructuring that align career planning and workplace relevance and through course assignments and Institutional/Program Student Learning Outcomes. 	<p>40% of CE program graduates participate in an internship experience.</p> <p>Increased number of students who are placed as a result of internship. Employer surveys indicate greater satisfaction with the internship experience.</p> <p>50% of CE programs adopt cross-program measurable student learning outcomes for employability skills.</p>	<p>Program Faculty Faculty Senate Workforce Development Committee</p> <p>Career & Employment Services</p>	<p>On-going</p> <p>2020 – 2022</p> <p>Annual</p> <p>2020 -2022</p>	
	<p>4.b. Increase employer recruitment of DVC students through on campus recruitment, and proactively market DVC student competencies to employers</p>	<p>Include Marketing Department on the Workforce Development Committee (WDC) Marketing sub-committee.</p>	<p>Increased awareness of impact of WFD programs, services and partnerships with the external community.</p>	<p>Marketing Office WFD Office</p>	<p>2020 – 2021, On-going</p>	
		<p>Collaborate with district-wide WFD units, DVC Career & Employment Services, and the WFD Board to refine our job and internship infrastructure and marketing strategies.</p>	<p>Host quarterly meetings to include district-wide WFD units, Career & Employment Services and the WFD Board liaison.</p>	<p>Career and Employment Services Workforce Development Board Liaison WFD Office</p>	<p>Quarterly</p>	

Career Education and Workforce Development Master Plan 2020 -2025

GOALS	STRATEGIES	INTERMEDIATE ACTIVITIES	OUTCOMES	INVOLVED PARTIES	TIMELINE	COMPLETE
<p>Goal #4 cont'd Strengthen partnerships with business and industry to prepare students for work in their field of study to assist students in gaining meaningful, self-sustaining employment</p>	<p>4.c. Increase prospective and current student awareness of the opportunities provided by WFD.</p>	<p>Strengthen connection between faculty and industry to better contextualize CE and undecided students' exposure to industry through work-based learning opportunities such as industry conferences, tours, job shadows and professional association memberships.</p>	<p>Manage Foundation donations and grant funds that will contribute to student development and increase participation in professional associations, conference and networking events through the creation of a financially sustainable Student Leadership Fund.</p>	<p>WDC Marketing Committee Program Leads Program Faculty Counseling Department Chairs</p>	<p>On-going</p>	
		<p>Promote DVC programs to K-12 partners:</p> <ul style="list-style-type: none"> • Common Advisory Committees • Support partnership academies and career pathways • Linking events • Articulation workshops • Shared resources. 	<p>Increased participation of secondary partners on common advisory committees.</p> <p>Increased numbers/amounts of:</p> <ul style="list-style-type: none"> • Career pathways • Participation in linking events/articulation workshops • Shared resources. 	<p>Career Pathways Specialist High School Liaison Program Lead Faculty Program Faculty</p>	<p>On-going</p>	