



Economic and Workforce Development Plan

2015 - 2020

Preface and Acknowledgements

Saddleback College has been involved in economic and workforce development in the form of career-technical education of students since its founding in 1967. But in the last decade, numerous national, state, and regional initiatives have taken the college's role in economic and workforce development in a new direction. With the publication of this Economic and Workforce Development (EWD) Plan, Saddleback reinforces its commitment to playing a leadership role in address the challenges of ensuring an educated and productive workforce within the region.

This EWD Plan is the culmination of more than a year-long effort focused on identifying and defining the role Saddleback should and will play in response to the technological advances, globalization of markets, and demographic changes that are transforming the region and state economies and their labor markets. This plan was designed to assist all areas of the college in developing the infrastructure and strategies that are necessary to develop skilled and competent workers. This endeavor requires a close alignment of classroom and work-based instruction with appropriate student support systems. This alignment is the primary focus and core of the strategies and activities presented in the plan.

There are numerous people who contributed to the success of this plan. The initial outline for the plan grew out of lengthy discussions among members of a ad hoc taskforce comprised of interested members of the college community. Karen Klammer, Principal of Learning by Design, served as the primary investigator and author. She made significant contributions by taking the conceptual framework for this plan and translating it into themes, objectives and action steps. Dr. Don Busché, interim director, Economic and Workforce Development, deserve special recognition for his time commitment and leadership in shepherding the project to completion. Ad hoc committee members who made valuable contributions to the project during the inquiry and discussion phases include Anthony Teng, Barbara Carey, Dr. Barbara Cox, Bart McHenry , Dr. Caroline Durdella, Donald Mineo, Dr. Emily Quinlan, Eric Hilden, Dr. Estella Castillo-Garrison, Lisa Inlow, Mary Anstadt, Michael Bennett, Michael Engels, Mira Manchik, Dr. Sholeh Alizadeh, Terence Nelson, and Valerie Senior. During the review and revision phases, many faculty, staff, and managers made valuable contributions. Thanks also to Timothy Jemal, South Orange County Community District Trustee, and Steven Glycer, Los Angeles/Orange County Regional Consortia, for their review and input on the content of this plan.

The college constituent groups that deserve special appreciation for embracing the hard work and commitment of the ad hoc task force include the Academic Senate, Classified Senate, Education Planning and Assessment Committee, Planning and Budget Steering Committee, Vice President for Instruction (VPI) Council, College Management Team, and the Career Technical Education (CTE) Committee.

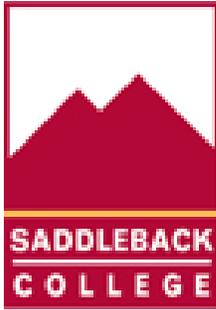
While the plan has a five-year time horizon, it is a living document that will be revised over time; but the core commitments of the plan will not change.

Tod Burnett, Ed.D.
President

Saddleback College Economic and Workforce Development Plan

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Saddleback College

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Executive Summary

Saddleback College's Economic and Workforce Development (EWD) plan connects programs and services from all across the college in a comprehensive model of the college-to-community connection. A work group representing a wide array of college programs and services engaged in the design of the plan. This is the first time Saddleback College has developed a cohesive picture of the college's role in the economic health and growth of its community.

The EWD plan responds to both district and college strategic plans and to the overarching mission of California's community colleges to "create a skilled, progressive workforce to advance the state's interests." Working on the guiding principle that all faculty, staff, and administrators are part of economic and workforce development, the plan begins with an inventory of college programs and services and identifies areas of strength to be expanded and areas of opportunity for developing new programs and/or growing those already in place. Several college programs appear in the plan as EWD models, including some of those housed in the Health Sciences and Human Services Division that are part of the TAACCT healthcare career readiness and training program grant.

The guiding principles for this EWD plan and Saddleback's EWD program are:

- The EWD program will contribute positively to regional economic and workforce development and Saddleback students and graduates will be desired by employers in the region
- All faculty, staff and administrators are part of economic and workforce development
- The EWD program builds on the existing strengths, expertise and curriculum of the college
- The EWD program will include seamless services and instruction (i.e. a "pipeline of services") within the college and with external partners.
- Saddleback students and graduates will be desired by employers in the region. The EWD program will assist students to:
 - Identify career interests and goals
 - Select a career pathway
 - Successfully complete a program of study leading to employment and/or higher degree
- The EWD program will track student progress and success from enrollment to employment
- The EWD program will use available and competitive public funding along with grants and income from fee-based and contract programs to sustain itself

External trends in economic and workforce development provide plan's backdrop. Trends were selected from local and regional plans and projections because of their significance to Saddleback and the communities it serves. These trends and their implications are summarized on the following page.

External Trends Affecting Saddleback’s EWD Planning

DEMOGRAPHIC TRENDS	<p>The population of South Orange County is aging and the cohort of “traditional” college age incoming students (age 15-24) is shrinking.</p> <p>Implications: <i>Create new programs and services aimed at new groups of students.</i></p>
SERVICE AREA PROFILE	<p>Sitting in the midst of smaller cities that are “bedroom communities” to the rest of Orange County, Saddleback is the only postsecondary institution in its area.</p> <p>Implications: <i>More programs aimed at working adults may be appropriate even though the companies where those workers are employed are located in other parts of the county.</i></p>
ORANGE COUNTY PROFILE	<p>The highest priority industry sectors which have been identified for Orange County are health, advanced manufacturing, retail/tourism/hospitality, information & communication technologies, and energy efficiency.</p> <p>Implications: <i>Saddleback has strong programs in health and retail/tourism/hospitality which can be used as the foundations of regional collaborations.</i></p>
TARGET OCCUPATIONS	<p>A recent study of Orange County occupations identified 56 “target” occupations that require an AA-degree or less, pay \$20/hr. or more, and have at least 50 openings a year in the county. Of these 56, Saddleback already has 18 programs with completers, although some of those 18 have only a few completers.</p> <p>Implications: <i>Programs in these target occupations may benefit from added certificates or realignment of certificates to attract/serve more students and encourage more completers.</i></p>
INFORMATION TECHNOLOGY	<p>Not only one of the most important sectors in Orange County, information technology is also a “cross-cutting cluster driver” which means it influences employment requirements in all of the other sectors.</p> <p>Implications: <i>The college must not only make sure its IT programs are on the cutting-edge but also ensure that IT is infused throughout the curricula to prepare students and completers for their jobs and careers.</i></p>
SKILLS GAP	<p>To keep and grow high-skill jobs in Orange County, there must be a good supply of qualified graduates. This drives the interest in building STEM programs and completers. Employers also identify a soft skills gap that must be filled to make completers employable and successful in their careers.</p> <p>Implications: <i>Transfer students in STEM occupations need career development services during their first two years of college. ALL students need ongoing soft skills training as part of their college courses and programs.</i></p>
LADDER OCCUPATIONS	<p>The target occupations’ study identified BA-degree (ladder) occupations across a wide variety of industries that offer opportunities for students because the number of jobs available exceeds the number of completers in the region.</p> <p>Implications: <i>The transfer student’s role in workforce development should be the subject of both student support services and faculty professional development.</i></p>
NATIONAL/ STATE CALLS TO ACTION	<p>The Doing What Matters framework developed to respond to state and federal initiatives in economic and workforce development incorporates new requirements for making the colleges’ programs more data-driven: The Student Success Scorecard and LaunchBoard. It also advances the K-Career Pathways movement.</p> <p>Implications: <i>By integrating the data required by the state Chancellor’s Office into college planning and tracking processes, the college will align itself with resources available on the state and regional level.</i></p>

Themes, Objectives and Action Steps

In response to the external trends and in recognition of its programmatic strengths, Saddleback College’s economic and workforce development plan is organized around three themes shown here with the objectives that support them. The plan’s objectives propose new elements and the realignment of current college programs and services to create a model economic and workforce development program. See the full version of the plan for more detailed action steps for each objective.

THEME 1: STUDENT SUCCESS <i>Support student success by improving the quality of EWD programs and services.</i>	Objectives	New Programs and Services	Realignment of Existing Programs and Services
	BUILDING PARTNERSHIPS Grow and deepen partnerships with businesses and other workforce development organizations to strengthen connections between college programs/services and economic and workforce development	New contacts will be made on behalf of the college by the EWD team, which will include a business developer.	President’s Roundtable business advisory group will be expanded to include executive gatherings by industry/sector
	PROGRAM REVIEW Expand the use of labor market information (LMI) in CTE program reviews to improve programs’ alignment with high-demand industries and occupations	Program review process expanded to include a dashboard of critical labor market data to drive program changes	Identify appropriate occupations served by college programs and publicize these in catalog and on website
	CROSS-CUTTING CLUSTERS AND EXPERIENCES Infuse curriculum throughout the college with critical skills and practical experiences for workforce success	Develop Entrepreneurship and Innovation Learning Center program to work with for-credit and fee-based programs	Retool IT certificates to increase alignment with workforce needs and attract more students
	STUDENT SUPPORT SERVICES AND CAREER PATHWAYS Increase the number of students completing certificates, degrees, and transfer programs by embedding the career development process into the academic experience of ALL students	Initiate more lead-in programs to introduce students to career pathways and provide motivation for completing	Co-locate all career pathways related student support services in one area and under one administrator and tie them closely to EWD
	PROGRAM ADMINISTRATION AND QUALITY Build sustainable administrative structures for CTE and EWD that will support program growth and continuous quality improvement.	Develop a single-point of entry (Corporate Services) for companies that want to partner with Saddleback or hire students/completers. Establish an EWD Advisory Committee with business and college members.	Create an EWD office and team by realigning related college programs and services and creating dedicated staffing

Themes, Objectives and Action Steps

THEME 2: THE COLLEGE CONNECTION TO THE COMMUNITY <i>Increase benefits to current and future students by improving the alignment of Saddleback's EWD programs with workforce development needs</i>	Objectives	New Programs and Services	Realignment of Existing Programs and Services
	PROGRAM MIX Increase the market value of certificates and degrees from Saddleback College and the job and career success of its students by aligning the array of existing CTE programs more closely with the workforce needs of the community.	Do a one-time study of Saddleback's CTE programs and certificates to determine how well they are aligned with workforce needs and how they might be retooled or re-positioned to benefit students.	Use revitalization and/or discontinuance reviews to focus on programs or certificates that have low or no completers or that are not preparing students for high demand occupations.
	NEW CTE PROGRAM DEVELOPMENT Increase development of new CTE programs that prepare students for high-demand jobs and careers by using labor market information throughout the new program development process	Use a decision-making matrix to prioritize new program ideas and allocate Perkins (and other) resources to support development of new programs, especially in Priority/Emergent Sectors	CTE Advisory Committee becomes more proactive in the identification of important areas for new program development and the prioritization of new program ideas.
	FEE-BASED PROGRAMS Build fee-based programs to extend the college's expertise and opportunities to a broader audience of potential students.	Working with/through community education, create a new set of programs aimed at professional development and support, especially for small business owners.	Create new credit, noncredit and fee-based career offerings for Emeritus Institute participants.
	SOFT-SKILLS IMPERATIVE Increase opportunities for students to improve their soft skills by embedding soft skills in teaching and learning activities across the curriculum.	Infuse curriculum with SLOs that reflect the importance of soft skills for all students. Add materials and online modules that support faculty in this endeavor.	Expand current soft skills modules available through CWE and encourage use across campus, in CTE and transfer programs.
THEME 3: BEING A REGIONAL LEADER <i>Improve Saddleback College's responsiveness to local and regional economic and workforce development opportunities</i>	MARKETING Improve responsiveness to workforce development needs by creating new, more responsive programs	Create concierge services to assist students and companies with their interface with the college.	Shorten response and development time for new programs and certificates.
	CONTRACT EDUCATION Develop a robust contract education and customized training program in response to the needs of private employers and public agencies and organizations.	New efforts in developing contract education and training programs customized to industry's needs to be initiated through the EWD Division, Corporate Services office.	Focus contract education effort where Saddleback has programmatic strengths like Health Sciences and Hospitality and Tourism.
	EXPAND PATHWAYS Participate in regional EWD projects to expand students' workforce and career pathways to include countywide and regional options.	Choose areas of interest like small business development and support, and create model programs or provide leadership on countywide efforts.	Participate in creation of regional stackable certificates using existing programs and certificates as the starting points.

Introduction

Saddleback College is the postsecondary educational anchor of south Orange County, offering over 200 programs of study to 40,000 students a year. In 2012-13, Saddleback awarded 2440 degrees and certificates and prepared and transferred 3500 students to 4-year universities.

Over its 46-year history, Saddleback has developed a wide array of occupational and career and technical education (CTE) programs. Those CTE programs form the foundation for this comprehensive economic and workforce development (EWD) plan that links the CTE programs and other services throughout the college to the economic well-being of the community. To create this college-to-community connection in a model economic and workforce development program, the EWD plan identifies, realigns, expands, and proposes new college programs and services.

Two initiatives of the California Community College State Chancellor's Office (CCCCO) contribute to the college's vision and plans for economic and workforce development. The *Student Success Initiative* positions students at the center of all college efforts and introduces a series of measures for tracking student progress and success. In the second initiative, the workforce and economic development framework (*Doing What Matters for Jobs and the Economy*) sets the stage for California colleges to further support student success by aligning their programs more closely to present and future workforce demands. Student success in *Doing What Matters* hinges on career pathways that form clearly navigable roadmaps to take students from education into the workforce and ensure their continuing progress throughout their careers.

Saddleback's commitment to student success and connection to the community it serves are evident in its vision and mission statements:

Vision: Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Mission: Saddleback College enriches its students and south Orange County community by providing a comprehensive array of high quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical education certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The vision, mission, and strategic plans set the stage for this EWD plan, beginning with the district goal #3 (one of just four in the current district plan):

District Goal 3: SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development. (District)

3.1.1 Identify College EWD leadership who will be tasked to implement goals (College)

3.1.2 Identify business entities and regional educational institution to participate in EWD (College)

3.1.3 Identify or develop partnership models to be used in formalization of collaborations (College)

- 3.2 Improve alignment between workforce development offerings and regional job opportunities. (District)
 - 3.2.1 Identify workforce development offerings in the region, regional job opportunities and job opportunities that are not being met. (College)
 - 3.2.2 Develop a focused approach to satisfy workforce development needs based on LMI data. (College)

- 3.3 Establish a training/education delivery structure (infrastructure) that will work in collaboration with industry to identify training needs, develop customized curriculum, and provide workforce training that is current, relevant and future oriented for at least one State sector. (College)
 - 3.3.1 Develop an economic and workforce development plan based on the findings or external scans and analysis of existing and future resources (College)

- 3.4 Improve the college collaborative work experience program by developing employer partnerships and increasing placements of Saddleback students in paid internships. (College)
 - 3.4.1 Identify and assemble a list of current CWE partners (College)
 - 3.4.2 Identify and assemble a list of potential/new CWE partners (College)
 - 3.4.3 Survey student awareness and interest in participating in CWE (College)
 - 3.4.4 Assess needs and priorities of current and potential CWE partners (College)

District and college strategic planning goals, objectives, and action steps have been incorporated into the appropriate areas of this EWD plan. **This is the first time the college has collected its economic and workforce development efforts into a comprehensive, model plan. This plan is intended to be a blueprint to guide the expansion, remodeling, and addition of new services and programs to the economic and workforce development efforts at Saddleback.**

Definitions

What is economic development? “The process by which a community creates, retains, and reinvests wealth and improves the quality of life....The ultimate goal of economic development is to improve the quality of life for the people who live in a community (state/nation). It is a means to an end, not an end in itself.” (See Sumners, [Economic Development Broadly Defined](#))

Workforce development focuses on preparing people for jobs in the work force while economic development focuses on creating those jobs in the work force. Workforce development is used to increase the economic development of a region by focusing on improving the skills of its workers. There are other processes (like tax incentives that favor business development) that are used in economic development, but in the community colleges the focus is on their role in workforce development.

The Role of Career Pathways: Subject to many definitions since it is used in titles of funding programs and state and federal projects, consider this generic explanation of career pathways (following) offered by the U.S. Department of Labor (See the [DOL Career Pathways Toolkit](#), p.9).

*“Career Pathway-oriented workforce development has the goal of increasing individuals’ educational and skills attainment and improving their employment outcomes while meeting the needs of local employers and growing sectors and industries. **Career pathway programs offer a clear sequence, or pathway, of education coursework and/or training credentials aligned with employer-validated***

work readiness standards and competencies. Career pathway programs feature the following characteristics:

- **Sector strategy** – pathways align with the skills needs of industry clusters identified as important to the regional or state economy
- **Stackable education/training options** – pathways programs include a full range of secondary, adult education, and postsecondary options; use a non-duplicative progression of courses clearly articulated, and lead to industry-recognized and/or postsecondary credentials
- **Contextualized learning**- pathways focus on curriculum and instructional strategies that make work a central context for learning
- **Accelerated/integrated education and training** – combine occupations skills training with adult education services, give credit for prior learning,
- **Industry-recognized credentials** – pathways lead to attainment of industry-recognized degrees, certificates or credentials that have value in the labor market
- **Multiple entry and exit points** – allow workers of varying skill levels to enter or advance within a specific sector or occupational field
- **Intensive wrap-around services** – pathways systems incorporate academic and career counseling and wrap-around support services (particularly at point of transition), and they support the development of individual career plans
- **Designed for working learners** – pathways programs designed to meet the needs of adults and non-traditional students who often need to combine work and study, they provide childcare services and accommodate work schedules with flexible and non-semester-based scheduling, alternative class times and locations, and innovative uses of technology.”

Program Review, Revitalization, Discontinuance – These three distinct processes are employed by the college to keep CTE programs in compliance and alignment with college standards, student success, and regional labor market demand. In the EWD plan, all three processes are enhanced to strengthen the effect of labor market data on the review process. Revitalization and discontinuance reviews are treated as complementary, with revitalization as a process for retooling and/or redesigning low-performing programs in high-demand occupations, industries, or sectors and discontinuance used for reviewing low-performing programs that do not serve high-demand workforce areas. Both processes feature opportunities to redesign and/or realign programs and certificates with the purpose of increasing the program’s effectiveness and the success of its students. Program review is conducted by program faculty, but both discontinuance and revitalization reviews usually are led by faculty from outside of the program along with administrators and industry representatives.

Sectors and Clusters- The state Chancellor’s office uses the term “sector” to refer to a group of industries. They have identified 10 sectors of interest to the community colleges and each region has selected five of these (3 as priority sectors and 2 more as emergent sectors) as a focus. (In some cases, additional sector resources are provided for regions. The Orange County list can be found online at <http://doingwhatmatters.cccco.edu/ResourceMap/OrangeCounty.aspx>.) The Chancellor’s office uses the term “clusters” to discuss occupational clusters. EDD and the DOL use “clusters” and “sectors”, often interchangeably, to refer to groups of similar businesses or industries.

Guiding Principles for the EWD Plan and Program

- The EWD program will contribute positively to regional economic and workforce development and Saddleback students and graduates will be desired by employers in the region
- All faculty, staff and administrators are part of economic and workforce development
- The EWD program builds on the existing strengths, expertise and curriculum of the college
- The EWD program will include seamless services and instruction (i.e. a “pipeline of services”) within the college and with external partners.
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Saddleback’s EWD Resources

Inventory of Internal EWD Resources and their Implications for the Plan

The EWD Plan work group examined the following internal resources and identified them as components of the comprehensive EWD program.

CTE programs, including AA-T and AS-T degrees, certificates of achievement, and occupational skills awards (OSAs) or low-unit certificates. Issues of interest include:

- Many CTE programs offer certificates to degree completers. This may result in a double count of completers by program, giving an inaccurate measure of program success.
- OSAs have limited numbers of completers. They may not be connected to industry credentials or standards, giving them little “market value” to students or employers. The highest number of OSAs given by any programs in 2010-11 was 5 (Instructional Assistant and Scenic Art and Painting.)
- Two factors are seen as challenging the quality of CTE programs at Saddleback. One is the limited number of engaged advisory committee members for many (but not all) programs. The other factor is timeliness. The time taken to mount new programs is seen as an obstacle to the college’s ability to respond to fast-paced changes in business and industry.
- **Non-credit CTE courses** – Saddleback does not offer any non-credit CTE courses or programs at this time, although this may change as the AB-86 plan for adult education is implemented.

Other Instructional Programs

- **Non-CTE credit programs** – Many of these are considered “transfer programs” and support the 3,500 Saddleback students each year that continue their education at 4-year universities. Sometimes a distinction is made between transfer students and “career (CTE) students”, but in fact all students are on career pathways and should be appropriately supported from the beginning of their Saddleback College experience.
- **Cooperative Work Experience (CWE) and internships** – These experiences are built into many CTE programs. College staff are always working to increase the number of these types of opportunities for students. In addition to gaining “real world” experience off campus, some

programs (like child development, Radio/TV) have built labs into the campus environment offering valuable hands-on experiences as part of the regular course of study. Campus career and internship fairs are held regularly.

- **Articulated programs and courses, career pathways** – CTE Transitions has continued to develop programs in concert with K-12 schools and districts in the area. In the past few years, Saddleback has also supported its transfer students with articulated degree programs.

Existing AS-Transfer (AS-T) Degrees at Saddleback

(Items with * are CTE Programs)

Anthropology	Geology
Art History	History
Business Administration*	Mathematics
Communication Studies	Physics
Early Childhood Education*	Political Science
Elementary Teacher Education*	Psychology
English	Sociology
Geography	Theatre Arts

Opportunities for new AS-T programs

Computer Science	Philosophy
Economics	Spanish
Journalism	Studio Arts
Music	

Degree programs that are not considered CTE are still important to EWD as “ladder occupations” of interest to transfer students.

- **Basic skills** (including contextualized and applied learning) – Health Sciences is the only department to offer courses/programs with contextualized basic skills. In addition to the summer readiness program, there are basic skills sections designated for health science students. This approach will be expanded as part of the TAACCT grant for health science, but there are no other programs offering a similar approach.
- **Community education and fee-based programs** – Saddleback has experienced notable success with its Emeritus program. Along with other community education offered on a fee-basis for personal improvement, the college has responded appropriately to the residents of its service area who use the college as an educational and cultural center. *Because there are NO OTHER colleges or universities in south Orange County, Saddleback is a unique resource serving a large geographic area with over half a million residents.*

Student Support Services

- **Recruitment and outreach** – Strong partnerships have been built with the secondary schools in South Orange County, in part through the CTE Transitions program that connects high school and college programs. A senior day on campus includes CTE programs. Parents’ nights are held at the high schools.
- **Re-Entry services** are available as part of the Career and Re-entry Center.
- **Career exploration and counseling** – Career services are discussed in more detail in Appendix F. Career development courses are taught on campus by the counseling staff. In addition to services provided by college staff, Vital Link (a regional non-profit dedicated to connecting students to careers) offers career exploration and planning workshops.
- **Employment services** – Job search service is available through Gaucho Jobs (primarily an online

service) although this service is not located near the Career Center where many students think they will find job placement assistance. Students are also referred to the One-Stop Center in San Juan Capistrano, but then college staff lose track of them and do not know whether they have found employment or how that employment might be related to their academic work, if at all. The nursing program tracks job placement of its completers, but it is one of the few that does this on an organized basis. Nursing completers who do not get jobs are brought back for a “refresher” course that supports their job search and helps them find job placement.

Partnerships and Resources

- **Business partners and resources** – The number of businesses that have contact with Saddleback College is very large but the depth of those contacts (whether the company actually becomes an active partner of the college) and the tracking of the contacts (so various college departments and services know who is contacting a company/person for what reasons) is not organized. Model advisory committees (and good completer placements) are part of Saddleback programs like accounting, advertising, cinema, radio, TV, auto technology and health sciences. Businesses in contact with the Foundation are not necessarily drawn into opportunities for further partnership.
- **K-12 partnerships** – Memoranda of understanding are in place with Saddleback Valley and Capistrano Unified School Districts and various articulation programs are managed by the CTE Transitions program.
- **University and college partnerships** – Most transfer students go to California state universities at Long Beach or Fullerton or to UC-Irvine. Course and program articulations are also in place with private universities like University of Redlands, Chapman, and Brandman. These program level articulations are often the responsibility of department chairs.
- **Grants development and management** - is centrally organized in support of all college divisions. CTE programs (primarily Health Science) have been well-supported in their efforts to tap a variety of grant sources for their programs.

Successes and Challenges

With the advent of the Student Success Scorecard, colleges throughout the state have been able to share and compare their completion and persistence rates. Saddleback College outperforms the statewide average on 5 of 7 measure including overall completion and CTE completion.

- Saddleback’s persistence rate for unprepared students is 75.4%, well above the state average and actually higher than the 75.5% rate for prepared-for- college students.
- Saddleback’s completion rates for college prepared students is 69% but for those who come unprepared for college it is only 47.3%, which is above the statewide average of 40.5%.
- The CTE completion rate (students tracked for six years who completed more than eight units in courses classified as CTE or vocational and completed a degree, certificate, or transferred) is 53.8% which is the same as the statewide average (53.9%) and very close to Irvine Valley College’s (54.3%). Saddleback’s rate is lower than neighboring Orange Coast College (67.4%) but higher than Santa Ana College at 49.6%.

Many of the other challenges faced by Saddleback College as it seeks to build a more comprehensive EWD program are issues common to community colleges. As suggested by Shulock and Moore in “Career Technical Education and the College Completion Agenda: Parts I-IV” ([IHHELP, March 2013](#)) these challenges are a result of years of funding policies and historic patterns of CTE practice:

A. The CTE mission is marginalized from the academic core of the institution

Funding streams and organizational structures have kept CTE from being fully institutionalized into the academic core. Societal values and institutional cultures combine to diminish the stature of CTE in ways that are out of sync with the needs of today's economy and students.

B. There is an insufficient focus on programs and their outcomes

The proliferation of certificate and degree programs can be linked to an insufficient focus on programs with proven outcomes for students and regional economies.

C. Individual colleges are expected to do too much in isolation, creating excessive workload and variability in policy and practice that do not benefit students

Across the CCC, each college works mostly independently on many tasks which, done collaboratively, would ease workload, free up resources, and serve students better through more consistent programs and policies. (See Shulock and Moore, [Part IV, p. 4](#))

The goals of this Saddleback EWD plan have been developed to address these systemic challenges and to reinforce and expand college programs and services that promote effective CTE and EWD ([Shulock, Moore 2013](#)):

1. Programs articulate with K-12 where appropriate
2. Prospective students are helped to identify and enroll in CTE programs of interest
3. Program offerings adapt to changing labor market needs
4. Efficient pathways exist for transition into entry-level credentials and advancement through credential levels
5. Students and employers understand the skills and competency outcomes of credential programs
6. Credentials offered have market value for students, as validated by outcomes data
7. Resource allocation for CTE programs is predictable and responsive to workforce priorities

Key External Trends Affecting Economic and Workforce Development

Demographic Profiles and Trends

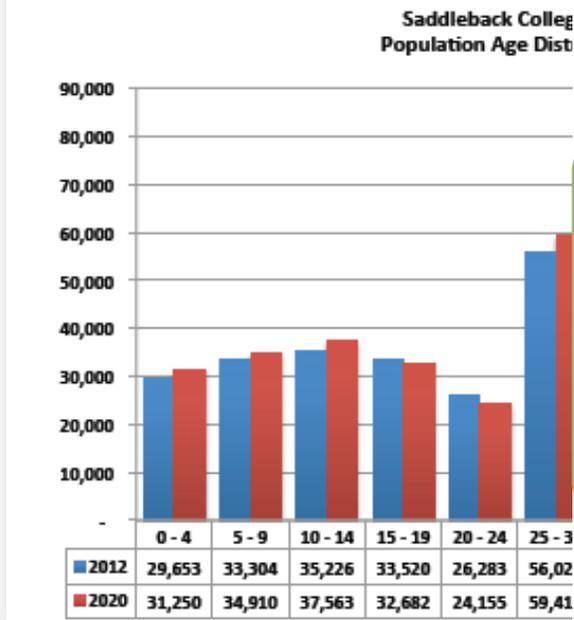
- South Orange County Community College District (SOCCCD) enrollments are not projected to increase significantly by 2020 based on population growth and current enrollment patterns. (Irvine Valley’s student counts are projected to increase more than Saddleback’s during this period, but the projections based on current assumptions are expected to result in less than a 1% shift in the current enrollment proportions of Saddleback College with 65% of the district’s students and Irvine Valley with 35 %.)
- [Expected population growth](#) of those 18+ years in South Orange County is just under 5%. The high-school graduate cohorts of 15-19 year olds will decrease by almost 1000 people, as will the 20-24 year old cohort which will lose over 2000 people.
- About half of adults over 25 years of age in the service area already have BA or postgraduate degrees.
- Most growth will occur in the 55+ year old age groups with the median age of the area remaining at just over 40 years. However, the largest numbers of residents in south Orange County are (and will be) in the 25-65 year old age group. (See [SOCCCD Scan](#) p. 23 and [Older Adults and Higher Education](#).)

Orange County Projected Growth: 2013-2018

- **Expected retail sales growth 13.7%**
- **Expected job growth: 9.6%**
- **Fastest growing jobs sector: Information Technology**
- **Expected personal income growth: 18.2%**
- **Expected population growth: 3.8%**

From the [OC Economic Forecast](#)

Figure 19 - Saddleback College Ser



“The southern Orange County cities provide a solid ecosystem to encourage high-tech cluster formation, with a combination of established employers and *space for growth* versus entertainment intensive cities with limited zones for industrial development.” ([OCWIB, p.129](#))

SADDLEBACK COLLEGE/SOUTH ORANGE COUNTY BUSINESS PROFILE

UNIQUE NATURE OF SOUTH ORANGE COUNTY

Saddleback College service area consists of smaller cities (“bedroom communities”) that house many of the county’s workers. Local businesses are small and focus on retail and personal services.

- One of the largest employers in the area is Mission Hospital, which is typical of employers in the area that serve its residential population.
- The coastal cities of the service area are home to high-end hospitality venues that provide employment for large numbers of entry-level workers AND provide good career ladder jobs for full-time employees as well.
- Aliso Viejo was the first planned community in California to plan a balance between the projected resident work force and the number of projected jobs with its borders. [Pacific Park](#), the centrally located 900-acre business park and town center, is expected to ultimately provide more than 22,000 jobs.

The geographic isolation of south Orange County makes Saddleback “the only show in town” for many of its communities. Other Orange County community colleges are unlikely to compete for programs and services in south Orange County!

**Some of the Largest Private Sector Employers
In South Orange County**

Company	Number of Employees
Unisys	2100
Barney Simmons	2000
Fluor	2000
Mission Hospital	1349
CPH Monarch Hotels	1100
Saddleback Memorial	1020
US Technology Resources	1000
Laguna Beach Luxury Hotel	700
Quest Software	600
Nichols Institute Reference Labs	525

ORANGE COUNTY INDUSTRY PROFILE

MOST IMPORTANT INDUSTRY SECTORS

(Hyperlinked title goes to matrix of OC and CCCC sector overlay.)

Priority and emergent sectors have been identified by the State Chancellor’s Office (*Doing What Matters*) as the targets for new, expanded, and future education and training program funding. The Orange County Workforce Investment Board (OCWIB) identifies three of these sectors which they see as holding significant promise for the development of career pathways programs and impacting the overall economy of Orange County as their OCWIB priority sectors for 2013-15.

Doing What Matters <u>Priority Sectors</u>	<u>Advanced Manufacturing</u>	<u>Retail, Hospitality, & Tourism “Learn & Earn”</u>		<u>Health</u>
Doing What Matters <u>Emergent Sectors</u>	<u>Information & Communication Technologies (ICT)/Digital Media</u>		<u>Energy Efficiency</u>	
Doing What Matters Additional Regional Resources	Global Trade and Logistics	Small Business	Advanced Transportation and Renewables	
<u>OCWIB Priority Sectors</u>	Manufacturing	Information Technology	Health	
<u>Orange County 10 Key Industry Clusters</u> (See pp. 116ff)	<ul style="list-style-type: none"> Business and Professional Services (Management and Administration) Energy, Environment, and Green Tech (Emerging Cluster) 	<ul style="list-style-type: none"> Finance, Insurance Real Estate Construction Healthcare Information Technology Logistics and Transportation 	<ul style="list-style-type: none"> Manufacturing (Advanced Manufacturing) Biotechnology/Nanotechnology (Emerging Cluster) Hospitality and Tourism 	
<u>Cross-Cutting Cluster Drivers*</u>	Information Technology	International Trade	Creativity**	Clean/Green Tech

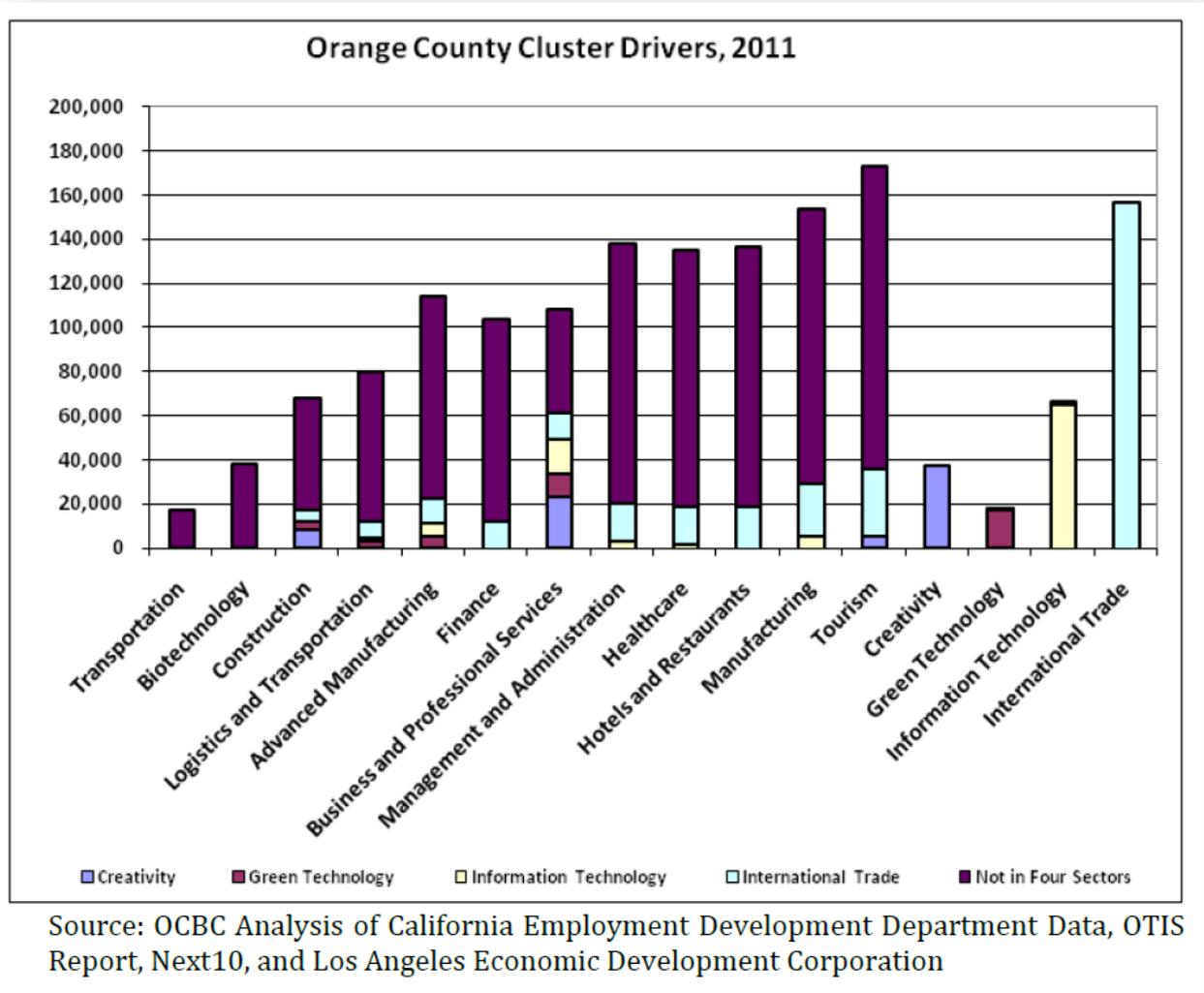
*The four Cross-cutting Cluster Drivers overlay and crosscut traditional clusters, offering a better understanding of the County’s workforce needs. Education and workforce development professionals began understanding the importance of these clusters in designing education and development policies. See ([OCWIB, p.124](#)).

** In addition to industries like architecture and interior design, the creativity cross-cutting sector recognizes the importance of innovation and entrepreneurship across a wide spectrum of industries.

HOW THE CROSS-CUTTING CLUSTER DRIVERS AFFECT EMPLOYMENT IN ALL INDUSTRIES

“The four Cross-cutting Cluster Drivers overlay and crosscut traditional clusters. Each driver overlaps and enhances existing cluster industries, creating both horizontal and vertical clusters. For example, while there are firms that are solely dedicated to information technology (computer software companies such as Blizzard Entertainment), there are information technology functions and occupations within all other clusters.” See ([OCWIB, p.124](#)).

Of particular note to Saddleback College is the significant contribution of International Trade to Health and Hotels & Restaurants industries, and the role of all four cross-cutting sectors in the Business and Professional Services area. ([See OCWIB, p. 125](#))



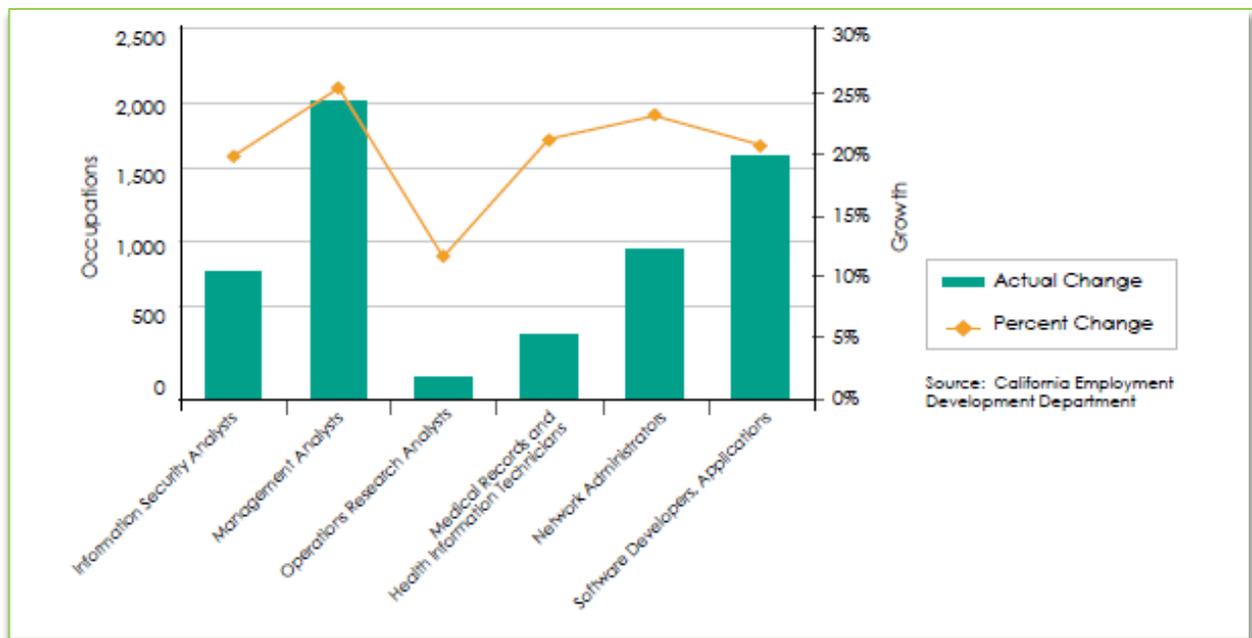
INTERNATIONAL TRADE AS A CROSS-CUTTING SECTOR

Orange County's geographic locations provide distinct advantages regarding international trade including proximity to the ports of Long Beach and Los Angeles; a well-connected freeway and road system for trucking; rail lines providing national trade linkages; proximity to international and domestic airports; and a large and growing presence of an ethnically-diverse population. The county continues to rapidly cultivate trade relationships with growing economies such as China, Japan, South Korea, Mexico, and Canada. These economic and employment opportunities emerge to drive the County's robust global trade industry. ([See OCWIB Strategic Plan, p. 33](#))

INFORMATION TECHNOLOGY – AN EMERGENT AND CROSS-CUTTING SECTOR

Because it is identified as a "[Cross-Cutting Sector](#)" for Orange County, Information Technology developments and needs should be considered in every college program. Business stakeholders have identified IT top growth program areas as IT Security, Business and Web Intelligence, Data Mining and Predictive Analytics, Healthcare IT, and Mobile Applications and Development.

Emerging IT Occupations in Orange County



From the Orange County Workforce Indicators Report, Education and Workforce Training Trends-Special Section: Information Technology Workforce, pp. 72-24, online at http://www.oceconomy.org/Resources/2013_Orange_County_Workforce_Indicators_Report.pdf

An [OCWIB study](#) of how education is meeting the IT needs of the county resulted in these conclusions and recommendations:

- Business skills (i.e. soft skills, business strategy and communication skills) are not adequately addressed in IT and IT-related programs
- Curricula and programs offered are not in-line with IT industry trends
- Outdated or irrelevant programs do not fit current business needs. For example, programs in web design and graphic design imply that there are specialized jobs in these areas available to completers. In fact, students need programs that also include generalized business and other skill sets. Or students should take these courses as a concentration in a broader career program.
- Due to the fast-paced nature of the IT industry, obsolete programs should be quickly addressed or removed when employer interests do not align with these job-specific program outcomes.
- Community college career centers should have IT-specific career services in addition to the traditional career services like resume writing or interviewing techniques.
- Institutions that offer specialized vendor certifications have adapted well to offering coursework for in-demand IT skills and provide a valuable model.

[A 2007 Occupational Study of Technology and Learning Services](#) prepared by the Orange County Business Council concluded that Saddleback needed to increase and develop its business partnerships as the basis for designing student internship programs that combine On-the-Job Training (OJT) and traditional internship activities.

HEALTHCARE SECTOR

Healthcare is one of the largest sectors in Orange County and is represented by the Health Science and Human Services Division and programs at Saddleback. The OCWIB notes that “because the healthcare industry employs individuals across a broad span of occupations ranging from very low-skilled to highly technical, it is a sector that offers significant advancement potential for workers who increase their skills through earning stackable credentials and degrees. This fact, combined with the projected boom in the need for healthcare practitioners to attend to Orange County’s aging population, makes the sector an ideal target for career pathway training investments by the OCWIB.” ([See OCWIB, p. 18](#))

Orange County healthcare providers were surveyed by the CCCC Centers of Excellence to determine which occupations in addition to registered nurses were in demand. The majority of employers surveyed responded that community colleges should train more students in all of these targeted occupations: medical transcriptionists, medical assistants, physical therapist assistants, occupation therapy assistants, medical records and health information technicians, respiratory therapists, radiologic technologists, and diagnostic medical sonographers. Employers found the most need for training physical therapy assistants (78%), medical assistants (76%), and occupational therapy assistants

Top 5 Healthcare Providers

South Orange County includes 543 healthcare companies employing nearly 11,000 people.

- ❖ Mission Hospital – 1349 employees
- ❖ Saddleback Memorial Hospital – 1020 employees
- ❖ South Coast Medical Center – Mission Laguna Beach -690 employees
- ❖ Nichols Institute Labs (San Juan Capistrano) – 525 employees
- ❖ Viejo Niguel Internal Medicine – 200 employees

(76%). These responses are consistent with the anticipated growth for the positions over the next five years. Based on the current number of community college completions in Orange and L.A. Counties, there is an undersupply of community college graduates in all of these occupations except radiologic technicians. However, there is an oversupply of completers from proprietary schools in all of these occupations except occupational therapy assistants and medical records and health information technicians. California Community Colleges Center of Excellence, Healthcare Occupations, L.A. and Orange Counties, January 2014, found online at http://www.coecc.net/Environmental_Scans/health_scan_la-ora_14.pdf

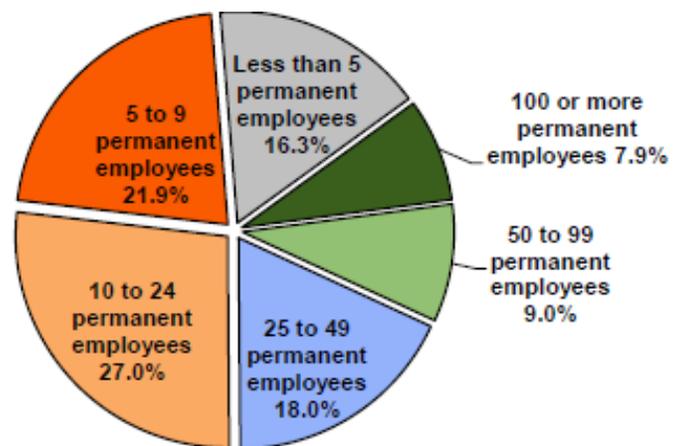
Exhibit 2 – Healthcare Occupations in Los Angeles and Orange Counties

SOC	Description	2013 Jobs	2018 Jobs	Growth	% Growth	Openings ⁷	Annual Openings ⁸	Median Hourly Earnings
31-9094	Medical Transcriptionists	2,332	2,423	91	4%	281	56	\$20.38
31-9092	Medical Assistants	31,201	34,354	3,153	10%	5,807	1,161	\$15.59
31-2021	Physical Therapist Assistants	2,335	2,742	407	17%	608	122	\$29.99
31-2011	Occupational Therapy Assistants	993	1,174	181	18%	267	53	\$33.23
29-2071	Medical Records and Health Information Technicians	7,005	7,672	667	10%	1,412	282	\$17.93
29-1126	Respiratory Therapists	6,337	6,968	631	10%	1,273	255	\$33.66
29-2034	Radiologic Technologists	5,954	6,727	773	13%	1,280	256	\$31.99
29-2032	Diagnostic Medical Sonographers	1,787	2,141	354	20%	512	102	\$36.71
	Total	57,944	64,201	6,257	11%	11,440	2,287	

Source: EMSI, 2013.

ADVANCED MANUFACTURING

[An OC employers' study reports](#) the most difficulty hiring applicants with key technical skills for jobs in CAD/CAM engineering technology; CNC machinist operators, CNC programmers, CNC engineering technicians, and quality control inspector/supervisors. They have most difficulty finding applicants with 3-D modeling knowledge, multi-axis programming and experience with multi-access machines. Applicants and employees also had a significant deficiency in problem-solving skills.



Typical Size of Advanced Manufacturing Firms

HOSPITALITY/TOURISM/RETAIL

There are over 650 employers in this sector in south Orange County, employing over 15,000 people. As with the industry as a whole, many of these employers are small companies typical of the business base of south Orange County.

Staffing Patterns for Hospitality and Tourism in Southern California 2013

The prominence of food service jobs is of special interest to Saddleback given its culinary arts program.

Occupation	Employed in Industry Group (2013)	% of the Total Jobs in Industry Group (2013)	Average Annual New Jobs	Average Annual Replacement Jobs
Combined Food Preparation and Serving Workers, Including Fast Food	121,658	15.34%	3,121	3,324
Waiters and Waitresses	121,179	15.28%	2,895	5,486
Cooks, Fast Food	53,446	6.74%	1,189	1,054
Cooks, Restaurant	52,633	6.64%	1,331	986
First-Line Supervisors of Food Preparation and Serving Workers	37,082	4.67%	1,024	884

From the Southern California Hospitality and Tourism Report, 2013, online at http://wplrc.com/app/doc/SoCalTourism_2013.pdf

Current and Future Orange County Jobs

TARGET OCCUPATIONS

As identified in the 2013 [SOCCCD Environmental Scan](#), Orange County's target occupations have more than 50 openings a year, pay more than \$20/hour, and require an AA-degree (or less). Fifteen of the 56 "target occupations" already appear as programs at Saddleback College, with completers noted in parentheses:

- Computer Programming (3)
- Computer Science (4)
- Computer Systems Networking (9)
- Apparel and Textile Marketing Management (17)
- Building/Home Construction Inspection (3)
- Health Services/Allied Health/Health Sciences (64)
- Registered Nursing (104)
- Business/Commerce (3)
- Business Administration (129)
- Office Management and Supervision (5)
- Accounting Technology (23)
- Administrative Assistant (5)
- Small Business Administration (2)
- Real Estate (8)
- Taxation (8)
- Sales, Distribution and Marketing Operations (8)

Although Saddleback offers some low-unit certificate programs, none of those are related to the target occupations from the scan. With the exception of healthcare, most of these target occupations fall outside of the priority and emerging sectors identified as important to Orange County (see above). (See [SOCCCD Environment Scan](#), Figure 62, p. 68)

SKILLS GAP JOBS AND OCCUPATIONS

The Orange County Skills Gap:

- The recent recession led to the loss of many high wage occupations in Orange County.
- Increased job growth in recent years has been in lower income clusters.
- Orange County must continue to focus on the attraction and creation of high wage occupations by developing a well-educated and highly skilled workforce. The supply of college graduates will not keep up with demand.
- Retiring baby boomers will leave behind jobs that require post-secondary education.
- The Orange County demographic is shifting toward groups with historically lower levels of educational attainment.
- The falling rates of newcomers from abroad or other states will put more pressure on the colleges to narrow the gap and produce qualified workers for the high-technology economy. This will require constant curriculum development in [STEM \(Science/ Technology/ Engineering/ Math\)](#).
- While STEM degrees are steadily increasing, the rate of increase continues to be outpaced by Orange County’s demand ([OCEconomic Indicators Report](#).) In 2010, only 4.8% of associate degrees awarded in the county were in STEM related disciplines as compared to 17% of undergraduate and 22% of graduate degrees granted by county universities. (See [OC Stem Initiative](#).)

SALES OCCUPATIONS

In both projected and “real time” data, many of the positions now open (or expected to become open) in Orange County are in sales. There appear to be no community college and very few university programs/certificates to prepare students for these careers (See [SOCCCD External Scan](#), Table 65, pp. 71-73.)

Sample of Annual Openings to Completions Gap (Number of job openings more than the number of students completing with this degree or certificate.)		
41-4012	Sales Representatives, Wholesale and manufacturing,	615
41-3021	Insurance Sales Agents	555
41-3099	Sales reps, Services, All other	542
41-9021	Real Estate Brokers	470
41-3011	Advertising Sales Agents	64

LADDER OCCUPATIONS

Many Orange County in-demand occupations require a BA degree. These offer attractive career pathways to community college students who plan to transfer. This data is based on projected growth and annual openings compared to regional completions for 2011. ([SOCCCD Scan](#), Figure 58, pp.58f)

Orange County Openings Requiring a BA Degree		
Description	Annual Openings	Annual Completions
Logisticians	68	3
Market Research Analysts/Marketing Specialists	381	41
Accountants and Auditors	609	261
Industrial Engineers	70	7
Environmental Scientists and Specialists (including health)	80	26
Securities, Commodities, and Financial Services Sales	273	21
Sales Engineers	61	4

FEDERAL AND STATE REPORTING AND ACCOUNTABILITY MEASURES

In response to a number of federal initiatives to improve workforce development, the California Community Colleges Chancellor's Office Workforce and Economic Development Division (WEDD) have developed a new framework for CTE and EWD: Doing What Matters. Prominent themes and strategies like braided funding, a focus on industry sectors by region, and data-driven program development carry the federal initiatives to the state, regional, and college levels.

Doing What Matters has introduced new data gathering, tracking, and accountability measures. Student success data is currently reported to the public on Student Success Scorecards for each College. In addition, the LaunchBoard provides college faculty and administrators with an aggregated source of data linked to labor market information presented on the program level. Both of these initiatives bring the colleges higher levels of transparency and more accountability to the communities they serve. Future resources that come to the colleges through state and federal funders will be directed to colleges that have demonstrated a data-driven approach, especially in their CTE programs and offerings.

LAUNCHBOARD

Designed to support conversations on postsecondary program improvement among faculty, deans, directors, regional consortia, and community partners, LaunchBoard can answer a variety of key questions to support decision making, including:

- What is the projected number of job openings in a specific field in this region and how does that projection compare with the

In the LaunchBoard *Program Snapshot*, the following data is available for one-year and five-year trends and can be broken down by gender, ethnicity, age, disabled student status, and EOPS eligibility:

- Enrollments
- Capacity to serve students
- Student participation in support services
- Attainment of key milestones
- Community college and third party credentials
- **Employment and wage gain**
- **Employment demand and trends**

- current number of graduates?
- Of the students who participated in a particular program, how many have secured employment in the target occupation or a related field?
- Are graduates of a program earning at least the median wage for a job in that field?
- How do wages for students who complete a certificate compare to those who complete a degree in a particular program?
- Did students who took courses in a program retain their jobs?

It is expected that LaunchBoard data will be used by colleges to optimize their CTE program offerings. At the regional level LaunchBoard will be used to:

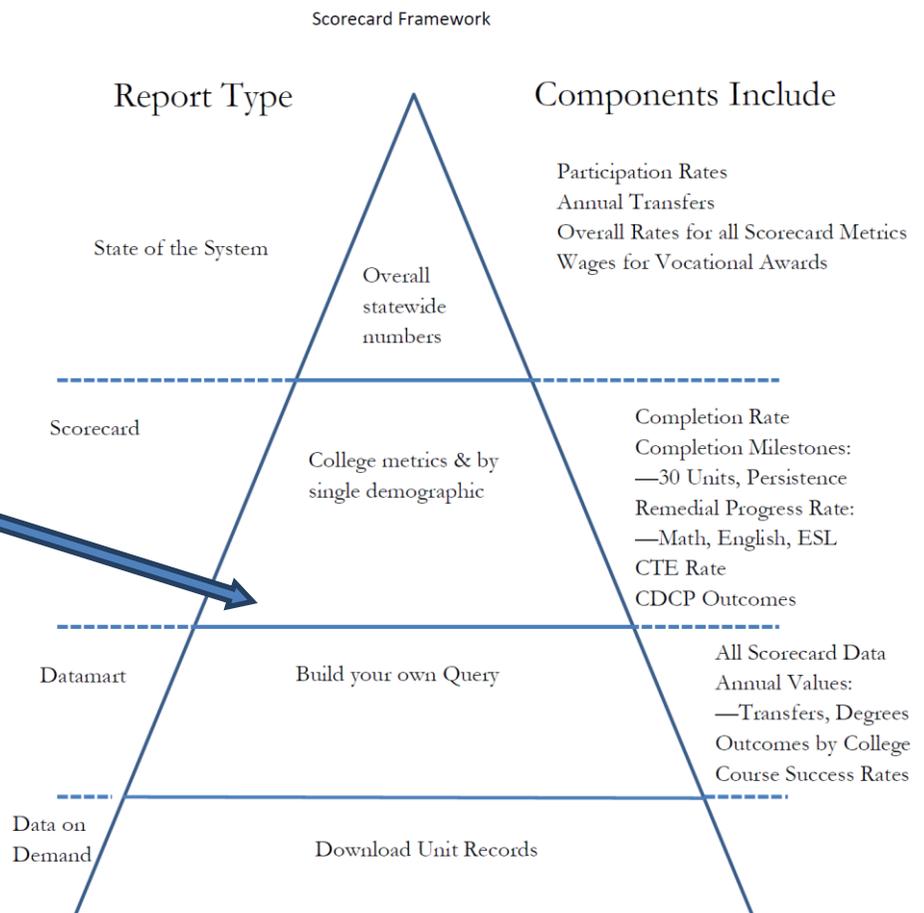
- Examine which programs are most effective at reaching key milestones and securing strong student outcomes, and discuss the factors that support these outcomes
- Aggregate the number of graduates within a region and compare this number to projected job openings to determine market saturation
- Develop an agenda for a meeting with local employers where the colleges could gain industry perspectives on whether the program profiles shown in the LaunchBoard align with perceptions of students from area community colleges. (See <http://doingwhatmatters.cccco.edu/portals/6/docs/LaunchBoard-LMI.pdf>)

STUDENT SUCCESS SCORECARD
 See pp. 11-12 for a discussion of Saddleback’s Scorecard Performance

The various components of the Student Success Scorecard, which is available to the general public online, are shown in the “Scorecard” slice of this framework.

The Scorecard measures

- Completion
- Persistence
- Students who complete 30 units
- Remedial progress rates for math, English, and ESL
- Career Technical Education completion rates



CAREER PATHWAYS AND MOVEMENT

Since SB70 in 2005, California has worked to align its education system to prepare students for careers and work. The career pathways movement funded priorities such as articulation, expanding business and industry engagement and teacher recruitment and professional development. Now recognized as the K-Career Pathways movement, both public and private funding continues to support the integration of core academic coursework with technical and occupational knowledge and skills.

Skills Gaps

THE SOFT SKILLS GAP

Like employers across the country, local business representatives who attend the Saddleback President's Roundtable each spring have voiced the strong need for improved soft skills to increase students' employability and career success. In March 2013, Roundtable participants identified the soft skills shown below in response to a survey. Most-frequently-mentioned responses are listed with notations for those mentioned more than once. See Appendix H for more information on this survey.

What competencies do you feel a successful hire needs to have in order to be successful in your organization?
Oral communication (x6), strong communication competencies
Interpersonal communication (x3)
Social skills (get along with others) (x3)
Written communication (x3)
Analytical awareness (x2), logical thinking, decision making, common sense
Budgeting - read it, understand it (x2)
Critical thinking (x2) Focus (x2)
Collaboration (x2), teamwork
What are the major skills "gaps" of today's worker?
Communication excellence Writing (x6)
Public speaking written communication) (x4), presentation/public speaking skills, PowerPoint presentation, speaking, verbal and written communication, multilingual is a benefit Oral Communication (X2), communication proficiency, opportunities to practice in classes Growing trend towards online, mobile disjointed communication styles leading to sub-par skills in face-to-face communication and presentations
Interpersonal (x2), networking and communication
Reading, read P&L, balance sheet, industry language/terminology
Technology - open mind to learn on the job (x4), ability to use technology, computer Skills, Tech gap (x3), technology competence (x3) web master
Problem solving approach (x4), strategic thinking/system thinking, global perspective, independent thinking
People skills - attitude/leadership/management/group & team efforts (x3)
Workplace discipline - on-time, dependable and other soft skills (x2), Strong work ethic, respecting authority, commitment, reliability, accountability (x2)
Decision-making (x2)

The President's Roundtable feedback summarized on the previous page echoes the feedback of national studies in which more than 75% of employers surveyed said that soft skills were as important as or more important than technical skills in securing entry-level employment.

MID-LEVEL TECHNICIANS AND [THE CALIFORNIA SKILLS GAP REPORT](#)

Addressing the need for middle-skill level workers requires attention to educational opportunities for young people and for those already in the workforce. Fifty-eight percent of the people who will be in California's workforce in 2020 were already working adults in 2005. This report identifies community college programs addressing this issue, including Career Advancement Academies, Basic Skills Initiatives, and Allied Health Initiative project.

Thirty Middle-Skill Jobs California Can't Live Without

TABLE 3. Projected California Demand for 30 Middle-Skill Occupations, 2006-2016

	Employment		Net Change		Job Openings	Median Earnings 2008
	2006	2016	Number	%		
Computers						
Support Specialists	61,100	71,600	10,500	17.2%	29,400	\$48,160
Specialists, Other	32,600	39,400	6,800	20.9%	15,400	\$77,360
Construction						
Carpenters	210,000	235,700	25,700	12.2%	54,100	\$51,230
Electricians	68,300	75,300	7,000	10.2%	24,600	\$52,690
Painters	73,700	83,900	10,200	13.8%	23,300	\$39,020
Operating Engineers	34,400	39,800	5,400	15.7%	12,100	\$63,010
Plumbers	56,000	62,900	6,900	12.3%	18,500	\$50,050
Healthcare						
Dental Hygienists	22,400	30,400	8,000	35.7%	12,300	\$87,460
Diagnostic Medical Sonographers	3,300	3,900	600	18.2%	1,100	\$72,690
Licensed Vocational Nurses	57,700	67,800	10,100	17.5%	25,800	\$47,470
Medical Lab Technicians	10,500	12,300	1,800	17.1%	3,400	\$38,280
Radiology Technicians	15,200	17,700	2,500	16.4%	4,600	\$61,340
Respiratory Therapists	10,800	13,400	2,600	24.1%	4,200	\$64,110
Surgical Technologists	8,200	10,400	2,200	26.8%	4,700	\$46,170
Installation, Maintenance, and Repair						
Aircraft Mechanics	11,700	13,200	1,500	12.8%	2,700	\$57,580
Auto Mechanics	79,000	90,200	11,200	14.2%	27,000	\$39,190
Bus/Truck Mechanics	28,500	32,200	3,700	13.0%	9,900	\$45,290
Heating and AC Installers	19,700	22,200	2,500	12.7%	6,000	\$45,730
Industrial Machinery Mechanics	14,200	17,200	3,000	21.1%	5,400	\$51,180
Mobile Heavy Equipment Mechanics	13,100	15,500	2,400	18.3%	5,000	\$53,520
Transportation						
Air Traffic Controllers	2,400	2,800	400	16.7%	1,100	\$122,800
Heavy Truck Drivers	147,300	168,900	21,600	14.7%	47,700	\$40,310
Public Safety						
Emergency Medical Technicians	12,100	14,800	2,700	22.3%	4,100	\$27,090
Fire Fighters	26,700	31,600	4,900	18.4%	14,600	\$61,880
Police Officers	61,300	72,200	10,900	17.8%	27,300	\$75,310
Other						
Civil Engineering Technicians	8,400	9,200	800	9.5%	2,400	\$59,370
Claims Adjusters	31,200	35,000	3,800	12.2%	11,800	\$60,030
Legal Secretaries	24,700	31,200	6,500	26.3%	9,700	\$48,640
Machinists	32,500	36,000	3,500	10.8%	8,500	\$36,030
Paralegals	35,900	41,000	5,100	14.2%	10,800	\$54,800

* 2008 median annual earnings for all occupations in California = \$36,440
Source: Projections data tabulated using California Employment Development Department data. Median Earnings data from the Bureau of Labor Statistics.

[See also this article on nurses and other mid-level health care professionals.](#)

MODELS AND BEST PRACTICES

HEALTH SCIENCE AND HUMAN SERVICES

The Health Science and Human Services Division at Saddleback College has long been a model of CTE programming excellence, student success, and EWD entrepreneurship. Building on the strength of strong CTE for-credit programs that track and support completers as they enter and advance through the workforce, the division has developed a comprehensive model EWD program which includes:

- Fee-based programs offered through community education but designed by faculty in response to workforce demand and needs
- Grant support, especially for support of new and innovative programs, developed with/through the college grants office
- Summer Readiness program introduces potential students to the health care field and provides some contextualized basic skills
- Contextualized basic skills – offering special sections of existing classes for students from Health Science programs
- Clinical experience, internships, and work experience - Programs incorporate hands-on clinical experience as an integral part of the required course work, plus internships required by credentials.
- Partnerships – Hands-on experiences provided to students by local employers who are strong partners of the program, look to the program for employees, regularly contribute to curriculum discussions, and are clients for fee-based and contractual services through the program.
- Job Placement - Students who do not get jobs after completing are tracked and brought back for a follow-up class that includes help with placement

CULINARY ARTS

The Saddleback Culinary Arts program models close relationships with employer partners. Not only do local employers provide internship (and CWE opportunities) for students, but they maintain close working relationships with program faculty and often request help with filling vacant positions. This regular communication provides a constantly updated flow of first-hand labor market information that keeps the program in synch with the business environment and workforce issues.

CHILD DEVELOPMENT AND RADIO/TV

The child development program's day care center provides a hands-on lab experience for students in the program. This experience is unique because students work in a real-world setting but are under close observation and supervision of their instructors. This type of clinical experience is also available in Health Science programs and in the Radio/TV programs, but would be invaluable if it could be replicated in other CTE programs as well.

ENTREPRENEURSHIP AND INNOVATION LEARNING CENTER

The center's mission is to transform economic and workforce development in South Orange County by facilitating the establishment, growth and success of new and existing small businesses, by implementing practical tools and resources for students, individuals, and the community. In addition to sponsoring and promoting appropriate events throughout the county, the Center has developed and collected an extensive array of resources that can be incorporated into existing Saddleback classes to give students some of the basic skills essential to both entrepreneurship and innovation.

Themes, Action Steps, and Tasks

The economic and workforce development plan is organized into three themes:

THEME 1: STUDENT SUCCESS

Support student success by improving the quality of EWD programs and services.

THEME 2: THE COLLEGE CONNECTION TO THE COMMUNITY

Increase benefits to current and future students by improving the alignment of Saddleback's EWD programs with workforce development needs.

THEME 3: BEING A REGIONAL PLAYER AND LEADER

Improve Saddleback College's responsiveness to local and regional economic and workforce development opportunities.

Theme 1

Support student success by improving the quality of EWD programs and services.

BUILDING PARTNERSHIPS

Grow and deepen partnerships with businesses and other workforce development organizations to strengthen connections between college programs/services and economic and workforce development

SOCCCD District Objective: Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.

Action Steps

1. **Expand relationships/partnerships** with employers in the area, especially those connected with current and future college programs. Ensure each CTE program has “lead” employer(s).
 - EWD team to initiate and manage contacts (also with WIA, EDD, and other public agencies). **See Appendix A for potential leads.**
 - Strengthen partnerships by increasing the variety of programs in which partners participate, i.e. CWE, internships, faculty externships, advisory committees, contract education, fee-based programs for incumbent workers, OSA awards tied to industry certifications and/or skill requirements, regional professional learning councils with K-12, and scholarship donations.
 - Expand Gaucho jobs to be used as a one-stop shop for business contacts, employers, career/job events, and job and internship postings.
2. **Key Memberships** - Expand memberships on key chamber, professional and economic development organizations for EWD team members. EWD dean to be the lead (but not only) college representative when economic and/or workforce development is discussed in the community. (Develop MOUs or memoranda of support.) EWD Dean to coordinate memberships.
3. **President’s Executive Group** - In addition to the yearly President’s Roundtable, create smaller executive style gatherings of key business leaders to meet with the president and EWD dean to discuss college/community connections. Hold these off campus, preferably at company sites of corporate co-hosts. Primary purpose: to gather information about industry needs and trends. Secondary purpose: to inform companies of current college programs.
4. **Council of Advisors** – In addition to yearly Roundtable, establish a council to meet and advise college president. (See p. 26, #3)

Saddleback Today

Saddleback College Strategic Plan Goal 3

- 3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.

External Trends

Large Employers in South Orange County

Unisys (2100)
Quest Software (600)
UST Global (1000)
Monarch Beach Resort (1100)
Pacific Life (811)
Barney Simmons & Co (2000)
Mission Hospital (1349)
Saddleback Memorial Hospital (1000)
ICU Medical (400)
Cox Communication (1200)
Ritz Carlton Hotel

See Appendix A for more employer information

Five Partnership Success Factors

1. Recognize a local/regional economic development challenge that calls for collaborative attention.
2. Establish a shared mission and goals.
3. Ensure that value is achieved for all partners (including students).
4. Have strong executive leadership from both the college and industry participants
5. Develop governance and accountability mechanisms - *Kisker & Carducci, UCLA Community College Review*

Theme 1
Support student success by improving the quality of EWD programs and services.

PROGRAM REVIEW

Expand the use of labor market information (LMI) in CTE program reviews to improve programs' alignment with high-demand industries and occupations.

Action Steps

1. Identify a consistent set of LMI data to be used in CTE program review, including real time data. **See Appendix B for Chancellor's Office List of LMI Data from the Launchboard.**
2. Identify 3-5 occupations potentially served by each CTE program. Incorporate this information in the college catalog and website descriptions of programs.
3. Provide support (in collaboration with college research) through EWD office to faculty for gathering and analysis of appropriate data
4. Develop a dashboard to collect data and provide LMI overview. **See a sample designed for Saddleback in Appendix C.**
5. Designate a set of "trigger points" (i.e. low certificate/program completion rates) that move a program on to a more extensive review: revitalization or discontinuance. **See Appendix L.**
6. Provide annual faculty professional development (especially for those doing program reviews) on LMI, data analysis, and emerging sectors. Encourage and support faculty participation in regional professional development efforts.

Saddleback Today

All CTE programs provide some labor market information as part of their program review, but the type of information and the analysis and use of it is inconsistent from program to program. Faculty completing program reviews tend to respond to the LMI data but have no clear guideline of when the data should trigger a more thorough study of the program or changes in its certificates.

Exemplary Programs Use Four Types of Data

- Secondary demand data (like EDD and DOL job projections)
- Primary demand data (like information from employers)
- Supply information (like data on number of similar programs and completers in the region)
- Employment outcomes (like employment data gathered during the CTE Outcomes Survey)

See RP Group, [Effective Use of Labor Market Information](#) p.2ff

External Trends

The State Chancellor's Office is driving an increase in use of LMI data through the Doing What Matters Framework. The LaunchBoard will display and aggregate data from a variety of sources.

Leading Indicators of Alignment with Labor Market Need*

1. Alignment of skillsets within a program (or set of courses) to a particular occupation
 2. Regionalization of stackable certificates for an occupation ladder
 3. Alignment of a certificate with industry recognized certification
 4. Creation of a credit certificate from non-credit certificate
 5. Curriculum articulation along a career or multi-career educational pathway
 6. Updating the skills of faculty, teachers, counselors, and/or 'supporting staff to student' to reflect labor market needs
 7. Integration of small business creation and/or exporting modules into for-credit curriculum in other disciplines
- *See Chancellor's Office Leading Indicators*

Theme 1

Support student success by improving the quality of EWD programs and services.

CROSS-CUTTING CLUSTERS AND EXPERIENCES

Infuse curriculum throughout the college with critical skills and practical experiences for workforce success.

Saddleback College Strategic Planning Goal 3.4: Improve the college collaborative work experience program by developing employer partnerships and increasing placements of Saddleback students in paid internships.

Action Steps

1. **IT and Technology Skills (Appendix R)** - Support appropriate, current technology in all curricular areas, especially CTE, and student support services like Counseling (MAP) so students can transition
2. **Revitalize/retool all IT courses and programs** to be more aligned with emerging industry needs. Feature cross-disciplinary programs that connect IT with other CTE courses and disciplines.
 - Consider programs in high-growth occupations: IT security, business and web intelligence, data mining.
 - 2012 COE study encourages development of mobile media programs (only GWC has them in OC) and incorporation of mobile media into other IT courses and programs.
3. **Creativity** - Support development of the Entrepreneurship and Innovation Learning Center (EILC):
 - Expand current efforts to address entrepreneurship in all CTE programs and infuse focus and awareness of small business issues throughout the curriculum. **This is a CCCC Leading Indicator of LMI connection! See Appendix D.**
 - Through EILC, offer programs for self-employed and small business owners, including networking, business-to-business mentoring. See *Goldman Sachs 10,000 Small Businesses* or *Mott Foundation-AACC Virtual Incubation Network (VIN)*.
4. **College Work Experience, Internships, and Mentoring**
Expand opportunities and program requirements, add professional development for instructors on supporting experiential learning, and increase work experiences integrated into CTE programs like Child Development does: e.g. **Saddleback Café, see Appendix E.**
5. **Soft Skills-** Incorporate more soft skills into certificate programs and create a "READY FOR WORK" program to help completers be successful in their jobs and careers. **See Appendices U and V.**

Saddleback Today

One-third of Saddleback IT programs are related to web design, identified as no longer leading to OC jobs by the OC WIB! Saddleback's new health IT program, however, leads to high-demand, high-paying occupations.

External Trends

Orange County's Cross-Cutting Cluster Drivers:

- Information Technology
- International Trade
- Creativity
- Clean/Green Tech

OCWIB Recommendations for College IT Programs

- Infuse business skills into IT and IT-related programs
 - Re-align curricula and programs to IT industry trends
 - Programs like web-design should be concentrations in a broader career programs.
 - Obsolete programs should be quickly removed
 - IT-specific career services should be available on campus
 - Ensure that the latest materials from vendors are available to students
- Employers report most trouble finding/hiring programmers.

[An OCBC Study of Technology and Learning Services](#) concluded that Saddleback needed to work with business partners to add IT internships.

Theme 1

Support student success by improving the quality of EWD programs and services.

STUDENT SUPPORT SERVICES AND CAREER PATHWAYS

Increase the number of students completing certificates, degrees, and transfer programs by embedding the career development process into the academic experience of ALL students

Action Steps – Career Development for all Students

1. Use RP Group research on Six Success Factors (**Appendix T**) for students to enhance the “career pipeline”, motivate students through their academic work, and improve persistence and completion.
2. Co-locate all career services physically and administratively. **A proposal for aligning career services to accomplish this is found in Appendix F.**
3. Provide professional development to all faculty to create awareness of their role in the career development process.
4. Add occupational goals and options to all program catalog and online descriptions.
5. Ensure students using Transfer Center services are given career development support similar to what they would receive during the first two years at a university. **See Appendix G for an overview of the career planning services at UCLA.**
6. Create counseling specialties by having specific counselors who become “experts” in CTE program areas.
7. Initiate programs to improve persistence with a career exploration focus, like a first-year experience that introduces students to faculty, career options, and other students. Expand career exploration workshops offered through counseling.
8. Create summer readiness programs like the one in Health Science to attract students to other CTE disciplines and give them a head-start.
9. Create a common set of career planning materials so students have similar experiences regardless of who supports them.
10. “Ready for Work” to include a workforce navigator (business developer) to develop jobs and ensure students are connected to job opportunities. **See Appendix V for READY TO WORK details.**

Saddleback Today

Though Saddleback’s student to counselor ratio is 750:1 (about twice the 350:1 ratio recommended by the Academic Senate), services may be disproportionately distributed towards academic and transfer support at the expense of CTE students. Staff sometimes must focus on quantity instead of quality! (*Set a goal: wait time of 1 hour or less for drop-ins and/or 3 days or less to schedule an appointment.*)

External Trends

Students have a very broad definition of support and in their minds everyone on campus is or can potentially become part of a system that helps them reach their goals.

-RP Group Six Success Factors

The Student Success Act legislation is prompting colleges to consider significant changes in how support services are delivered and how they structure clear pathways through their institutions from entry to exit.

The RP Group research indicated that students are more likely to succeed when

- Directed
- Focused
- Nurtured
- Engaged
- Connected
- Valued

The study findings point to the need for faculty and instructional administrators, counselors and other student services professionals, staff and administrative leaders and students themselves to move beyond individual efforts and to collaboratively explore and develop new structures that lead to systemic change.

See the Six Success Factors in Appendix T or at RP Group

www.rpgroup.org/content/research-framework

Theme 1

Support student success by improving the quality of EWD programs and services.

PROGRAM ADMINISTRATION AND QUALITY

Build sustainable administrative structures for CTE and EWD that will support program growth and continuous quality improvement.

Saddleback College Strategic Planning Goal 3.3 - Establish a training/education delivery structure (infrastructure) that will work in collaboration with industry to identify training needs, develop customized curriculum, and provide workforce training that is current, relevant and future oriented for at least one industry sector.

Action Steps

1. Build an EWD team by realigning current responsibilities and departments to create dedicated positions and an EWD division that serves all academic divisions and student service units. The team will include a dean's level position that is focused inward and supports CTE, an outwardly-focused director, and a business developer who provides program development support for contract education.
2. Develop an EWD corporate services office to host:
 - **Coordinate and Centralize Partnership Support:** Provide support to instructors through the EWD office in the form of contacts, marketing assistance (in concert with college PIO) and professional development.
 - **Concierge Service:** Provide a clearinghouse for employer contacts and partnerships through the EWD office.
 - **Decentralize Partnerships:** Encourage all CTE department chairs and instructors to work directly with employers, assist them in finding employees, and provide career advisement to students in their program.
3. Create a joint college-community EWD advisory committee to encourage industry participation and coordinate regional collaboration. *(Saddleback Strategic Plan 3.1.3) See p. 22, #3 and 4.*

Saddleback Today

Economic and workforce development is housed in the Business Science and Economic and Workforce Development Division. A program director reports to the dean along with administrative assistants for various aspects of the program. The majority of CTE programs are housed in the Advanced Technology and Applied Science and Health Sciences and Human Services divisions. The relationship between the deans of these three divisions as relates to a comprehensive EWD program is not clear. There are also CTE programs in other divisions, but not in the same concentration as the three divisions noted above. Other EWD programs, like career services, are housed in Student Services and/or with EWD in BSEWD.

External Trends

President's Roundtable

Business partners identified these skills as most important for successful applicants:

- Interpersonal Communication
- Social, networking, and teamwork skills
- Critical thinking
- Technology literacy

See Appendix H for more results of this year's roundtable.

Ways to Organize EWD

Community colleges have a variety of ways of organizing their EWD programs. Some programs are housed at the college-level while others are hosted at the district. Program administrators can be directors, deans, vice-presidents or even vice-chancellors. All or part of program staff may be on "soft money", supported by grants, contracts, or fee-based offerings. Program developers are responsible for connecting custom training programs with the college's existing curricula and faculty to build access to the for-credit programs and positions the college's expertise to support workforce development.

THEME 2

Increase benefits to current and future students by improving the alignment of Saddleback's EWD programs with workforce development needs.

PROGRAM MIX

Increase the market value of certificates and degrees from Saddleback College and the job and career success of its students by aligning the array of existing CTE programs more closely with the workforce needs of the community.

SOCCCD Strategic Planning Goal 3.2: Improve alignment between workforce development offerings and regional job opportunities.

Action Steps

The process of analyzing the program mix in light of LMI data would be completed just once. After that, new CTE program review and program development processes incorporating LMI data will ensure the program mix stays viable.

1. Inventory all CTE programs and certificates to determine:
 - Number of programs/completers in target occupations
 - Number of programs/completers in OC priority, emergent, and cross-cutting sectors
 - Certificates and programs with low or no completers, including OSAs
 - Whether all articulated courses offered in the high schools and ROPs are part of structured certificate or degree programs
 - Whether certificates/programs with low completion rates should go to revitalization or discontinuance review
 - How programs and certificates from different divisions can be aligned to improve efficiency and student success. What is the optimal size for a program?
 - Develop a pipeline of new programs and/or certificates in target occupations or priority/emergent/crosscutting sectors
2. Use a **revitalization review** process to examine and recommend changes to programs in important industries that have low enrollment and/or numbers of completers. **See Appendices L & S.**
3. Recommend **discontinuance studies** for programs where completers are not getting jobs, where completers' jobs do not pay a living wage, where there is an identified oversupply of completers, and/or where jobs do not offer opportunities for advancement and growth over the long term because demand is declining.

Saddleback Today

Saddleback College Strategic Planning Objective 3.2.2:
Develop a focused approach to satisfy workforce development needs based on LMI data.

External Trends

Target Occupations

An external scan identified 56 target occupations that pay more than \$20/hr., have more than 50 OC openings a year, and require no more than an AA degree. Saddleback offers certificates in just 18 of these, shown below with the number of 2011-12 completers.

- Computer Programming (3)
- Computer Science (4)
- Computer Systems Networking (9)
- Apparel and Textile Marketing Management (17)
- Building/Home Construction Inspection (3)
- Health Services/Allied Health/Health Sciences (64)
- Registered Nursing (?)
- Business/Commerce (3)
- Business Administration (129)
- Office Management and Supervision (5)
- Accounting Technology (23)
- Administrative Assistant (5)
- Small Business Admin (2)
- Real Estate (8)
- Taxation (8)
- Sales, Distribution and Marketing Operations (8)

OSA's or low-unit certificates can provide the gateway to stackable certificates at the college or regional level.

THEME 2

Increase benefits to current and future students by improving the alignment of Saddleback's EWD programs with workforce development needs.

NEW CTE PROGRAM DEVELOPMENT

Increase development of new CTE programs that prepare students for high-demand jobs and careers by using labor market information throughout the new program development process.

Action Steps

1. Prioritize proposals for new CTE programs. Current process does not provide for a prioritization of new program proposals or for strategic alignment of proposals with college goals, LMI demand for the program, or regional supply and demand data. **See a sample prioritization matrix designed for Saddleback in Appendix K.**
Possible criteria for prioritization:
 - Programs in priority, emergent, and crosscutting sectors, especially those strongly represented in south Orange County: Health Services, Hospitality/Retail/Tourism
 - Programs that feed target occupations and/or fastest growing high-wage Orange County occupations
 - Programs that have high numbers of completers and good placement rates
 - Programs that are realigning certificates to better serve students
 - Programs that meet Chancellor's Office criteria for new CTE programs. **See Appendix L.**
 - Programs designed to serve the shifting demographics of South Orange County while retaining regional value
2. Use not-for-credit/fee-based offerings to "test the waters" for new CTE programs.

Saddleback Today

In Development:

- Biomedical Illustration
- Multimedia Journalism
- Industrial Design

Coming: Health Science may develop some not-for-credit certificates in response to industry demand for allied health workers.

Implementation Recommendation - CTE Advisory Committee works with EWD team, reviews and ranks new program proposals using a matrix like the one in **Appendix K** and allocates Perkins funds to support development. Perkins funds used first for new programs, then for existing needs.

External Trends

TOMORROW'S JOBS IN ORANGE COUNTY

OC Priority Sectors

- Advanced Manufacturing
- Retail, Hospitality, and Tourism
- Healthcare

Emergent Sectors

- Information and Communication Technologies & Digital Media
- Energy Efficiency

TODAY'S JOBS IN OC

(More jobs than completers in these target occupations)

- Real Estate Appraisers
- Legal Secretaries
- Telecommunications Installers
- HVAC Installers
- Purchasing Agents
- Claims Adjusters
- Advertising Sales Agents
- Insurance Sales Agents
- Loan Officers
- Sales Representatives, Wholesale and Manufacturing
- Plumbers

THEME 2

Increase benefits to current and future students by improving the alignment of Saddleback's EWD programs with workforce development needs.

FEE-BASED PROGRAMS

Build fee-based programs to extend the college's expertise and opportunities to a broader audience of potential students.

Action Steps

1. Develop a fee-based program (i.e. Professional Development Institute) by replicating the model used in Health Sciences and Human Services for developing shorter fee-based offerings in response to industry needs/demands and delivering them via community education. . Feature non-credit programs and in-demand components of credit offerings in this program.
 - Use selected material from existing classes and programs in short modular units to offer topics of immediate interest and value to working adults, small business owners, and entrepreneurs.
 - Market the program under a special name to distinguish it from Emeritus and other Community Education personal improvement programs.
 - Market through a separate brochure and web page.
 - College or District seed money to fund the first 2 years of the program, until it becomes self-supporting.
2. Offer short targeted sessions to meet training needs of local companies AND introduce those companies to the college: See [SJE Workforce Institute](#) "Brown Bag Series" with topics like "Dealing with Difficult People," "Google Analytics," and "Gain the Competitive Edge." Use as lead in to contract training opportunities.
3. Offer free "professional awareness" classes to introduce potential students to tools and considerations in identifying and exploring career paths and connecting them to credit programs.

Saddleback Today

Although Irvine and Santa Ana are flooded with fee-based programs from public and private providers, south Orange County has much less competition in this arena, leaving the door open for the college to fill an important need in its immediate business community and among the many workers who live in south Orange County but work in other parts of the county.

External Trends

South Orange County Population

South Orange County "bedroom communities" are home to thousands of residents who work in other parts of Orange County. Even though they commute north to work, they may prefer to have their professional development needs met closer to home!

About half of adults over 25 years of age in south Orange County Community College District already have BA or higher degrees.

From 2012-2020:

- Saddleback's south Orange County will lose about 3000 residents in the 15-24 age groups which currently make up 1/3 of all students!
- At the same time, south Orange County residents 55+ years old will grow by 25,000 people!

THEME 2

Increase benefits to current and future students by improving the alignment of Saddleback's EWD programs with workforce development needs.

SOFT-SKILLS IMPERATIVE

Increase opportunities for students to improve their soft skills by embedding soft skills in teaching and learning activities across the curriculum.

Action Steps

*The Soft Skills Imperative works hand-in-hand with the Ready to Work recommendations in **Appendix V** since soft skills are important to employability as well as employment success.*

1. Create more CWE "companion" classes like those offered in culinary arts (FN261) to support students during their internships. During students' work-based experiences there is an important opportunity to teach and/or reinforce soft skills.
2. Consider using AccuVision or Workkeys assessments to provide students with feedback on soft skills and to guide faculty in development of new learning materials and objectives. (See the [Seattle Jobs Initiative Study and Report](#), p. 30)
3. Curriculum committee to explore opportunities for encouraging inclusion of soft skills competencies in SLOs and objectives for ALL courses.
4. Use the Entrepreneurship and Innovation Center model (see p. 24) to expand and aggregate current resources and to create additional online modules to be incorporated into classes throughout college.
5. Emphasize communication skills since they are most often mentioned, most highly valued by employers, and run across all disciplines and occupations. **See Appendices H and U.**
6. Provide professional development for all faculty in the TSDf (Tell, Show, Do, Feedback) model for successfully teaching skills acquisition (See the [Seattle Jobs Initiative Study and Report](#), p. 24)

Saddleback Today

A series of short learning modules with videos on soft skills development for students are used with Saddleback Work Experience (CWE) students. These learning modules can be found online at <http://www.saddleback.edu/cwe/soft-skills-workplace>. They are suitable for use by instructors and counselors in all classes. Topics covered include: Work Ethic, Positive Attitude, Good Communication, Time Management, Problem-Solving, Time Management, Teamwork, Self-Confidence, Flexibility, Working Well under Stress, and Accepting Criticism.

External Trends Soft Skills Most Valued By Employers

Participants in the 2013 President's Roundtable identified the following competencies as most needed by new hires:

- Oral Communication
- Interpersonal Communication
- Social skills (getting along with others)
- Analytical Awareness and decision making
- Budgeting
- Critical Thinking
- Collaboration

Participants also identified these skills as major gaps among today's employees:

- Communication Excellence
- Public speaking
- Writing
- Interpersonal Communication and people skills
- Reading
- Technology – ability to use computer AND to learn new skills
- Problem Solving and decision making
- Self-awareness and confidence

See more in Appendices H & U

THEME 3

Improve Saddleback College's responsiveness to local and regional economic and workforce development opportunities.

MARKETING WORKFORCE PREPARATION AND SUCCESS

Improve responsiveness to workforce development needs by redesigning college processes where possible and creating new, more responsive programs

Action Steps

1. Initiate changes in curriculum development processes to shorten response time for creating new programs or modifying existing ones.
 - Hold TECH review more than once a year.
 - Identify other obstacles to responsiveness and remove those or find other ways to respond to needs more quickly.
 - Develop short programs to feed into (articulate with) credit programs and/or support increased student success in those programs, e.g. work with hotels to prep students for summer jobs with "guaranteed" placement for completers.
 - Develop new courses in modular format to facilitate conversion to contract education and/or chunking of program changes.
 - Qualify Saddleback as an ETPL provider so CalJobs recipients can participate in fee-based programs and the college can develop programs to support those recipients. (See UCI Extension)
2. Create clear transitions into college for-credit classes and career pathways by strengthening connections with ROPs, developing workforce driven adult education programs (planned under AB86), and adding other non-credit programs designed to provide access.
3. Create Instructional Services agreement with professional agencies that can provide training and input to curriculum development.
4. Provide a robust online presence for all EWD programs.

Saddleback Today

Though many south Orange County residents over 55 years of age participate in the Emeritus Institute, few become credit students. With increasing numbers of retirees looking for 2nd or 3rd careers or starting their own businesses, Saddleback can increase participation of this growing population of residents

CONCIERGE SERVICES

5. Realign existing points of entry for individuals and companies by creating a concierge service (Call Saddleback) to assist the public in reaching appropriate college offices/departments.
 - Develop more programs like the *Healthcare Career Readiness: Fast Track to Success* program which introduces a career pathway AND provides contextual basic skills. **See Appendix M.**
 - Programs like [OCC's Start Right Academy](#) bring younger students on campus for career exploration via community education.

External Trends

Fast-Paced Change

It is important for Orange County's education institutions to implement mechanisms that allow more flexibility in amending curricula in a timely fashion. Doing so enables Orange County to more fluidly adjust to emerging labor market trends and prepare students for cutting-edge job opportunities. Due to the fast-paced nature of the IT industry, obsolete programs should be quickly addressed or removed when employer interests do not align with these job-specific program outcomes. – OCWIB

Slow-Paced Processes

College, district, and state processes for development and approval of new courses and programs can take two or more years. Local and regional business dynamics require:

- ❖ A faster response mechanism, i.e. a way to meet business needs while new for-credit programs and courses are being developed
- ❖ New industry credentials for training/retraining of incumbent workers
- ❖ Students with internships or work-based experiences.

THEME 3

Improve Saddleback College's responsiveness to local and regional economic and workforce development opportunities.

CONTRACT EDUCATION

Develop a robust contract education and customized training program in response to the needs of private employers and public agencies and organizations.

Action Steps

1. Develop a 5-year business plan for a development of a sustainable, self-supporting, revenue-generating Contract Education program. **See Appendix N for a model of a high performance contract education program.**
2. Use the college's areas of strength when developing contract education offerings. *As a new college offering, the initial programs must be of the highest quality so companies will see the value in working with the college.*
 - Health and Hospitality/Tourism are excellent industry sectors for developing contract training programs since they are priority sectors and Saddleback has strong programs in them.
 - Contract programs may be for credit or not-for-credit.
 - Use full and part-time faculty to deliver contract programs whenever possible to increase program credibility. Build in revenue sharing with college departments to provide incentives for participation.
3. Design a specialized marketing program for contract education, including its own branding (i.e. Corporate Services) separate from the college's general marketing.
 - Fee-based contracts should be priced to provide 30% profit. **See pricing guidelines in Appendix O.**
 - Business developer to build contacts and sales for the contract education program with private companies and public agencies and organizations. **See Appendix P for job description of this position.**
4. Develop support and resources for the contract education program through grants and third-party payment systems like ETP.

Saddleback Today

With the support of a \$2.7million TAACCCT grant, Health Sciences will build a program to serve incumbent allied health workers through contract training and services designed to support their advancement to higher paying jobs.

External Trends

Contract Education

Fifty-eight percent of the people who will be in California's workforce in the year 2020 were already working adults in 2005—long past the traditional high school to-college pipeline. These working adults may have to be trained/educated to meet changing workforce demands in new training modes in programs sponsored by their employers and provided at their worksites.

See Appendix Q for an example of the type of contract education opportunity that could be available to Saddleback by working with a local company that has ETP funds to train its workers.

THEME 3

Improve Saddleback College's responsiveness to local and regional economic and workforce development opportunities.

EXPAND PATHWAYS

Participate in regional EWD projects to expand students' workforce and career pathways to include countywide and regional options.

Action Steps

1. Continue to provide regional leadership on projects like the Career Pathways Trust Grant and others that build on Saddleback's areas of strength and bring important program improvement and growth to the college.
2. Participate on regional programs where Saddleback does not provide the leadership but where college programs and students will benefit through participation. Use a cost benefit analysis to assess value to college, division, or department.
3. Actively cultivate successful programs in the priority and emerging sectors for Orange County. Work with other colleges in the region and through the Regional Consortium to create new programs, stackable certificates, grant projects, and contractual programs regionally.
4. Create stackable certificates with other colleges regionally taking the lead in sectors where Saddleback has strong programs, like allied health.
5. Create a small business hub in south Orange County, with the Innovation and Entrepreneurship Center as the base of activities. Currently all of Orange County's small business assistance services are housed in Santa Ana and north. It is not practical for a small business owner in Mission Viejo or San Clemente to access services so far from their company. This service should be housed off campus in a location which is easy to find and with parking available, but should retain its programmatic connection to Saddleback College.
6. Work more closely with OCWIB to provide training, develop south county programs, and perhaps even open a One Stop on campus.

Saddleback Today

Saddleback College led development, with OCDE, of the Career Pathways Partnership Trust \$15 million grant proposal to create career pathways in Advanced Manufacturing, Healthcare, and Digital Information Technology

External Trends

LAOCRC Projects and Initiatives

Deputy Sector Navigators are working at the regional level in Orange County to build business partnerships and create collaborative opportunities for the colleges in these sectors (highlighted sectors are of special interest to Saddleback):

Advanced Manufacturing
Health
Tourism, Hospitality, and Retail
Information and Communication Technologies
Energy Efficiency

Small Business

Because of its importance to the Orange County economy, a Deputy Sector Navigator for Small Business has also been assigned to the County but that DSN and most of the small business development centers for the county are located in Santa Ana and other north Orange County cities.

Resources and References

BW Research Partnership, Southern California Hospitality and Tourism Report, 2013, online at http://wplrc.com/app/doc/SoCalTourism_2013.pdf

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SADDLEBACK COLLEGE

Economic and Workforce Development Plan

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Appendix A: Largest Employers in South Orange County

Industry/Sector & Company Name	Number of Employees	Notes
INFORMATION TECHNOLOGY		
Unisys Mission Viejo	2100	
3tera Aliso Viejo		Cloud computing/software
Centon Electronics Aliso Viejo (Adv manufacturing)		Computer memory and flash based storage manufacturer
QLogic Aliso Viejo	490	Network storage company
Quest Software (now Dell Software) Aliso Viejo	600	Software developer
Smith Micro Software Aliso Viejo	200	Software developer
Gaikai Aliso Viejo		Cloud-based gaming service
Carbine Studios Aliso Viejo		Video game developer, partnered with NCSOFT
DATAlegro Aliso Viejo		Owned by Microsoft
UST Global	1000	IT services and business process outsourcing
Microsemi Corp Aliso Viejo		semiconductors
TeleCommunication Systems, Inc. (TCS) navigation and Telematics Aliso Viejo		Software developer for wireless communications
Cox Communication (Rancho Santa Margarita)	1200	
Control Components Inc (RSM)	370	
Panasonic Avionics (lake forest)	1500	Inflight entertainment provider
Invensys (Lake Forest) Owned by Schneider Electric	680	Engineering and IT
FASHION		
Oakley –Lake Forest	2400	Sunglass
Andi Aliso Viejo		Shoes and apparel
Rainbow Sandals San Clemente		
HOSPITALITY/TOURISM		
Ketel One (Aliso Viejo)		Vodka manufacturer
Marie Callendar's (Mission Viejo)		Restaurant chain, corporate headquarters
CPH Monarch Hotel LLC	1100	
Laguna Beach Luxury Hotel LLC	700	
The Ritz-Carlton Hotel Company, L.L.C.		

RETAIL		
United Parcel Service UPS Aliso Viejo	1000	
Buy.com Aliso Viejo	185	Online retailer
US Web Aliso Viejo		Internet Marketing
Pepsi Beverages Aliso Viejo	215	
CONSTRUCTION/ENGINEERING		
Fluor	2000	International engineering and construction headquartered in Texas but Fluor Enterprises INC is in Aliso Viejo
Lennar Construction Aliso Viejo	175	
PROFESSIONAL SERVICES		
Pacific Life – Aliso Viejo	811	Insurance
Barney Simmons & Co	2000	
Loan Depot (Lake Forest)	680	
EDUCATION & GOVERNMENT		
Capo Unified SD	679	
HEALTH AND MEDICAL DEVICES/SUPPLIES		
Applied Medical (RSM)	2500	
Mission Hospital Mission Viejo	1349	
Saddleback Memorial Hospital	1000	
Bausch and Lomb Aliso Viejo	160	
Cameron Health San Clemente		Medical device manufacturing
ICU Medical San Clemente	400	Medical device manufacturing
Ambry Genetics Aliso Viejo	156	
Len SX Laser Aliso Viejo	150	
Senorx Aliso Viejo	122	Medical devices for treatment of breast cancer
Apria healthcare (Lake Forest)	360	Medical Equipment

Appendix B: State Chancellor's Office LMI Data in Launchboard

Designed to support conversations on postsecondary program improvement among faculty, deans, directors, regional consortia, and community partners, the LaunchBoard can answer a variety of key questions to support decision making, including:

- What is the projected number of job openings in a specific field in this region and how does that projection compare with the current number of graduates?
- Of the students who participated in a particular program, how many have secured employment in the target occupation or a related field?
- Are graduates of a program earning at least the median wage for a job in that field?
- How do wages for students who complete a certificate compare to those who complete a degree in a particular program?
- Did students who took courses in a program retain their jobs?

Appendix C: Program Review Incorporates LMI Data

The dashboard gives a snapshot of the program that points out areas of strength and allows a program to be compared with other programs. Dashboard data from a group of programs can then be aggregated to show how programs are supporting the workforce needs of the industry or sector. This dashboard will provide the cover page for CTE program reviews. Information gathered for this dashboard can be expanded and/or explained in the Program Review narrative.

SADDLEBACK COLLEGE SAMPLE PROGRAM REVIEW DASHBOARD					
Saddleback Scoreboard		Overall Completion Rate: 57% CTE Completers: 53.8%		Completion Rate of Prepared Students: 69% Completion Rate of Underprepared Students: 47%	
Program Name		Number of Program Completers: Program Completion Rate (%)		Program Efficiency Measures	
Industry Cluster				Fill Rate (at Census)	WSCH per FTEF
Occupations 3-5 occupations available to program completers	Average Wage (Orange County)	Current Demand Jobs in Orange County	Projected Demand Growth or decline in jobs over 5 years	Gap Analysis	
				Current # of completers (regional)	Current # of job openings
Employer Survey/CTE Outcomes Results					

Appendix D: Leading Indicators of Curriculum Alignment to Labor Market Needs

A number of efforts take a long time to manifest outcomes; therefore the use of leading indicators can serve as predictors of student progression in the interim. The following leading indicators have been identified to facilitate alignment of educational programming to labor market needs. Occurrences of the following:

LI 1. Alignment of skillsets within a program (or set of courses) to a particular occupation and the needs of the labor market

LI 2. Regionalization of stackable certificates aligned with a particular occupation ladder

LI 3. Alignment of a certificate with state-, industry-, nationally-, and/or employer-recognized certification

LI 4. Creation of a credit certificate from non-credit certificate

LI 5. Curriculum articulation along a career or multi-career educational pathway Common Metrics and Accountability Measures

LI 6. Updating the skills of faculty, teachers, counselors, and/or 'supporting staff to student' to reflect labor market needs

LI 7. Integration of small business creation and/or exporting modules into for-credit curriculum in other disciplines

The Leading Indicators can be found online at Doing What Matters:

<http://doingwhatmatters.cccco.edu/portals/6/docs/RFA/Common%20Metrics%20-%20Accountability%20Measures%20V19%20-%20010913.pdf>

Appendix E: Saddleback Culinary Institute Proposal

Saddleback Café

The Saddleback College Culinary Arts Program, in partnership with a private business concern, will open and operate the Saddleback Café. This enterprise will be the first step in our plan to develop a nationally recognized CULINARY INSTITUTE that will serve one of the most dynamic hospitality industries in the world. The geographical location of Saddleback College lends itself to becoming a leader as a vibrant institutional program that will serve our students and communities for many years to come. The income generated from the operation of the Saddleback Café will serve three distinct social needs:

1. The creation of a scholarship program and a job placement pathway for Culinary Arts Students
2. A low-cost, no-cost, subsidized or free food and meal program for Saddleback's most needy students, including our veteran student population. It is well known that the lack of "break pay" and the high likelihood that many are married with families, combined with the employment and disability issues, and their sacrifice for our nation, make student veterans a group that is most deserving of discounted meals on campus.
3. A health and wellness initiative for our entire campus community that will directly promote and support student success.

1. EXECUTIVE SUMMARY

- The Saddleback Cafe presents a major opportunity in terms of improving student life, student education, and serving our most needy student populations with no cost, low cost and subsidized food and meals.
- Saddleback Café will be a hub for local campus community involvement and will provide Culinary Arts students the chance to gain vital hands-on production experience. The numerous benefits to our students include beginning and continuing their professional careers at Saddleback College as well as creation of opportunity for cross-discipline collaboration among the divisions throughout our campus.
- Saddleback Café will generate sufficient revenue to provide scholarships for our qualified Culinary Arts students.
- The financial needs of our veteran student population are well known and unmet. Saddleback Café will generate sufficient revenue to create a no cost, low

cost and subsidized or free food and meal program here at Saddleback College.

- The hospitality employment sector in Orange County is vast. We enjoy excellent partnerships with the region's major hospitality service providers. It is our plan to expand and develop these relationships to create a job training and employment pipeline from Saddleback College to the job market by way of on-the-job training, internships and placement services through the Saddleback College Culinary Arts Program.
- Saddleback Café also creates an extraordinary opportunity for cross-discipline participation from several sources here on campus. The Horticulture Department is eager to partner with the Saddleback Café to provide freshly grown organic produce, herbs, plants and flowers. Additionally, Fine Arts, Interior Design, Architecture, Business, Accounting, Entrepreneurship and Economic and Workforce Development will also play a significant role in the operations of Saddleback Café.
- The health and wellness of the students, faculty and staff has a major impact on student success. Presently the cafeteria, Saddleback's only dining option, does not provide favorable or healthful food to students, faculty or staff. The current management is not supporting the local community or student life. There is no connection whatsoever to the success of Saddleback students in any form. Further, it is not partnered with any institutionalized entity or department within Saddleback College. There is no impetus for improvement of the facility, no investment in the college and is negatively perceived by the vast majority of people on this campus.
- Nearly every other college in our area offering a Culinary Arts program provides its students with the opportunity for hands-on production experience as part of their educational plan. Saddleback College does not currently have this capability. Prospective students who may be considering entering a Culinary Arts program would be deterred from selecting Saddleback College as his or her first choice for a degree in Culinary Arts. There is currently no opportunity for real world experience, hands-on training or a job placement pipeline to lure the best and most successful candidates to our campus. The Saddleback Café will be a catalyst for student success.
- Since Saddleback College is in the hub of the culinary arts and hospitality employment sector, such training and experience is a critical component of our

student success and workforce development initiatives. South Orange County is home to numerous major employers including The Ritz Carlton, St. Regis, Montage, Surf & Sand, Pelican Hill, Disney, Sapphire LLC and hundreds of smaller businesses that are world class destinations with renowned chefs and other hospitality service providers. Saddleback College would benefit immensely from a formal, institutionalized program to exploit the opportunity for a job training and placement program that will attract students from across the nation.

- The Saddleback Café, in partnership with an outside vendor and in cooperation with the Culinary Arts Department and its students will fill a significant gap within our current program and community. Presently, we have no connection to our own facility. We are not utilizing our resources to promote, achieve and promulgate student success.
- Our plan is to partner with a vendor who will collaborate with the Culinary Arts and other departments. Our other participants will include campus groups such as veterans, special needs student populations, students seeking CTE training, certificates, degrees and transfers.
- We will also seek collaborative relationships with local farms, and service providers in the area that will work together to improve the overall customer experience within the cafeteria. Saddleback College will become increasingly competitive for prospective students, as well as producing students who will thrive in a professional environment with employable skills after they have successfully completed their studies. The proposed on the job training and internship training program will support the goal of creating an employment pipeline for students who successfully complete our program.
- A remodel and redesign of the facility is needed. This plan presents a great opportunity to develop a model of an environmentally sustainable industrial kitchen and student centered dining room. This benchmark restaurant business plan will be inclusive of many different departments on campus including: Horticulture, Business, Accounting, Architecture, Nutrition, Health Sciences, Interior Design, Fine Arts, VETS, DSPS and more.

Appendix F: Student Services/Career Services Realignment

At the present time, the career pathway support services are located in several areas around the campus and administered by different Deans.

- The splintered locations of the various career services make it difficult for students to access the services they need “seamlessly”. Many students every day walk into the Career and Re-Entry Center looking for jobs. Some of those students can benefit from the other services offered at the Center, but they should also be able to find what they need without heading across campus to other offices.
- Logically, it makes sense to have the student support services that connect students and career pathways all in one place, preferably the Student Center.
- Administratively, the career services functions are split up between student services and the Business Science/EWD Division. Supposedly they are intended to be housed on the EWD side of that Division since they serve the whole campus, not just Business Science students. But this can be confusing to other CTE students and especially confusing to transfer and/or “academic” students who should also be accessing Career Placement services.

When reviewing how interrelated the services provided by each of these different offices are (see below), it becomes clear why there would be an added advantage to students if the offices are co-located. Also, the various offices should be managed as a TEAM working on behalf of the students.

Career (Pathways) Services to be Co-Located and administered by either Student Services or the EWD Department: (All listed services come from the Saddleback Governance and Administration Manual. Please Note that there are additional services offered by each area that are not listed here.)

Counseling, including General Counseling, Transfer Counseling, and CTE Counseling

- Career decision making
- Career change assistance
- Interest inventories, personality testing and values assessment
- Career counseling majors and schools
- Research majors and schools
- Workshops

Career Guidance (The Career Center)

- Career trends
- Computerized career assessment, exploration, and career search information (however this is not done by Career Guidance if it relates to a specific job the student is seeking)
- Lending Library: books, e-books, guides and videos (EXCEPT those on resume/job search which were moved across campus to BSEWD with Career Placement and are not getting the use they formerly did when located in the student center).
- Research majors and schools
- Organize, plan, advertise workshops presented by Counselors
- Adults in life transition/unemployment transition

Career Placement Services

- Annual Job/Career Fairs – 2 or 3 per year
- Job postings through Nacelink – although not a current priority, in order to take full advantage of NACelink more technical support is needed for the system
- Orange County Labor Market Information
- Resume writing and interviewing skills (video tapes and resource books): Also class presentations on resumes/interviewing are conducted in addition to 1:1 appointments with students
- Job market trends information - Works with faculty to provide information for program review. In the EWD Plan, we are proposing this function be moved to the CTE/EWD Director
- Job retention skills: Resources are shared by Career Placement online via LinkedIn, Twitter, 1:1 meetings and email
- How to Keep A Job: Limited resources
- Employer resource center: Online web pages offer employers options for recruitment, posting on Gaucho Jobs. The "[Gaucho Corporate Alliance](#)" program gives employers opportunities for increasing branding and marketing on campus.
- On campus employer recruitment: This program is coordinated and managed by Placement. Employers are personally greeted on campus and recruitment events are staged for them.
- Internet Employment Search: The 'Saddleback College Career Network' group on LinkedIn with nearly 700 members is a way for students to connect to employers in their industry and to share resources on all aspects of the job search process.

Re-entry Services

- Assisting adults in life and career transition(*Re-Entry Specialist sees over twice as many students each year as the normal counseling load at SC*)
- Being the "First Contact" for the re-entry students assisting them to continue their study in connection with their new career pathways
- Offering no/low cost resources/referrals to remove barriers and career exploration
- Routing career seekers to SC Career Placement/EDD/Career Fairs

Gaucho Jobs

Please note there is no JOB Placement office.

Federal, State, City job listings: Gaucho Jobs is our primary source of postings. A 'Quick Guide' was created with multiple other quality job search sites, but has not been maintained

College Work Experience and Internships – This is an area identified in the Strategic Plan for growth!

Cooperative Work Experience (CWE) has only one general fund supported position. The Director of EWD manages the program. Some administrative support for the program was funded during the last 3 years under Perkins, but no longer. Ultimately, this now falls to Department Chairs and faculty in the departments to be sure they're following guidelines and protocol to avoid problems in case of an audit.

Examples of Why a Team Approach is Needed

Everyone in ALL of these service areas needs to have some awareness of resources available and some idea as to the steps one typically goes through in their career journey. If a student/community member can be directed to an online or in print resource for career information that assists in their decision-making, there needs to be people in any one of these areas that can guide them to that resource.

Adults in life transition – unemployment transition: This service often includes the spectrum of services available given the nature of issues, concerns, skill-building necessary, and other challenges to overcome. Often they question which direction to go, need a resume updating and job search skills, and often, they really need 1:1 counseling.

Computerized career assessment and career search information: this is an area requiring a lot of coordination. With limited resources, all of these areas end up doing bits and pieces to assist, but a team approach would maximize the use of these resources.

Career change with a goal to enhance skills, become educated in a new field is definitely a counseling role. Career change where they want to continue working while they explore educational options/new programs will involve Placement for ways to best convey their 'value' to the employer, provide job search services, and to prep for an interview.

Where we are Currently Losing EWD Opportunities

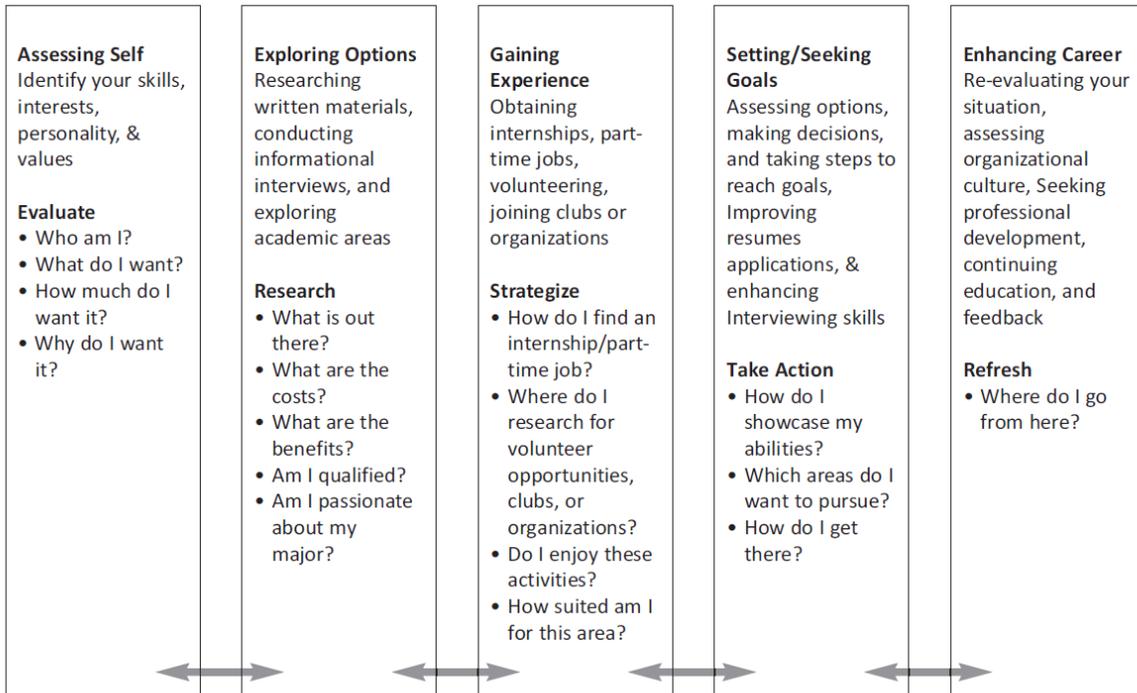
When we automate services to employers, we miss an opportunity to make them partners of the college and expand the relationship with them to advisory committee participation and /or to gain valuable information about job skills and competencies to be woven into classes and programs.

Students love social media and surfing online, but they come to campus for a face-to-face experience. A strong student support pipeline should weave both modalities together seamlessly!

Appendix G: Career Development Process (UCLA) First Two Years of College

(Saddleback’s services at <http://www.saddleback.edu/career/how-career-planning-process-saddleback-college>)

Steps in the Career Development Process



Four-Year Career Plan

First Year: A Time of Self Discovery

As you begin your college education, it's perfectly okay not to know what you want to do later in life. Take time now to learn as much as you can about your skills, personality, lifestyle preferences, interests, and values. This information will help you choose a major so you can begin to explore the exciting world of career possibilities that await you!

Are you asking these questions?: “Who am I? Where do I fit in? What do I do best? What major should I choose?” If so, follow these five steps:

1. **Explore majors** through general education classes and **develop your interests and skills** through student organizations, sports, extracurricular activities, and part-time work.
2. Get acquainted with what's available at the **Career Center Library**. Read about different occupations.
3. **Talk about your career interests** with parents, friends, professors, and other individuals who are already employed.
4. Register for BruinView™ (career.ucla.edu/Bruinview) and schedule a **Same-Day Counseling Appointment**. Take self-assessments to learn more about your interests, skills, values and strengths.
5. **Study hard** and keep your grades as high as possible.

Sophomore Year: Expand your Career Horizons

Continue to explore and gather information about career fields. The best resources are people who work in the career fields that interest you. Summer jobs, internships, and volunteer activities will provide first-hand insights.

Are you asking these questions?: “I know my major, but what can I do with it? What career options do I have? What's out there?” If so, follow these steps:

1. Continue to **expand your knowledge** of career options. Make a list of those which sound interesting.
2. Learn more about the **job market** by visiting the Career Center Library, and by researching materials available on the Internet, including the Occupational Outlook Handbook online at www.bls.gov/oco.
3. Conduct **informational interviews** with people who work in career fields of interest to you. Spend a day on the job with a professional.
4. Pursue internships, part-time and summer jobs, and volunteer activities to **gain work experience** and learn more about your work preferences.
5. **Attend career fairs and other career-related programs** to increase your knowledge of a range of occupations. Visit career.ucla.edu/CareerFairs.

Two-Year Transfer Student Career Plan

Junior Year: Explore Career Options

As you begin your UCLA education as a transfer student, visit the Career Center to discover or research career options in a host of fields of study. You can further explore career opportunities and gain experience in your area of interest by applying for jobs, internships, and volunteer activities.

Are you asking yourself these questions? **“What options do I have with my major?”** **“What resources are available to me as a transfer student?”** **“What do I need to do to prepare for my future career?”**

1. Set up a **Same-Day Career Counseling** appointment through BruinView™ and become familiar with different occupations by utilizing the Career Center Library.
2. Conduct **informational interviews** with professionals who work in your career field of interest by networking with alumni. Shadow a professional at their work place (see Chapter 3).
3. Explore leadership opportunities with **UCLA student groups** (studentgroups.ucla.edu).
4. **Secure a summer internship.** Winter quarter is the busiest internship recruiting season. Attend the Career Center’s many recruiting events, career fairs, and check BruinView™ for internship postings, information sessions, and On-Campus Recruitment (campus interviews).
5. **Prepare for graduate school** (if your career choice requires an advanced degree) by researching programs, attending graduate school information sessions and fairs, and becoming familiar with admissions requirements and deadlines.
6. Decide if you want to attend graduate school directly upon receiving your undergraduate degree, or **take a year or more off** to work or travel.
7. Develop relationships with faculty members and request **letters of recommendation.** Open a Letters of Reference file with the Career Center while the details of your accomplishments are still fresh in your professors’ minds (career.ucla.edu/LOR).
8. **Study hard** and keep your grades as high as possible.

Senior Year: Make a Career Decision

As a transfer student with limited time at UCLA, it is important to plan ahead and set reasonable goals for yourself. Soon you will be facing the transition from college to a career position or graduate school. BruinView™, career fairs, internships, and interviews will help you identify prospective employers and career positions. If you are considering a graduate program, graduate and professional school applications, letters of reference, and test scores must be submitted early.

Are you asking yourself these questions? **“What types of jobs are available?”** **“How do I find a job that’s right for me?”** **“Should I go to graduate school now or later?”**

1. **Prepare for fall recruiting.** Fall quarter is the busiest recruiting season, with hundreds of employers on campus to hire seniors into entry-level positions. Actively attend career fairs and employer information sessions. Check BruinView™ for jobs, internships, and interviews.
2. Discover **successful job search strategies** by continuing to attend a variety of career workshops.
3. Make sure your **resume** includes your community college experiences as well as work, leadership, internship, and volunteer experience.
4. Consult with a **career counselor** to set timelines and establish goals.
5. **Network** through LinkedIn and use contacts to identify job opportunities and to get referrals.
6. Apply to graduate or professional schools if your career plans require a graduate degree.
7. Confirm your remaining degree requirements at the beginning of the year with your academic advisor so there are no surprises when it comes time to graduate.

Appendix H: Analysis of President’s Roundtable Participants’ Input

Q1a. What industry sectors do you believe will provide the jobs of the future? (Ranked from 1-4 so lower averages represent higher ranking.) 50 responses were received and tallied.

Despite the variety of sectors represented in the room, Healthcare received the highest number of votes and was ranked higher (had a lower average score.) It was included in the ranking 39 times and had an average ranking score of 1.7.

Information and Communication Technology was next, mentioned 37 times and scoring 2.4.

The next four most often chosen were Retail, Hospitality, and Tourism with 26 responses (average score 2.6), Energy and Utilities with 24 responses (average score 2.9) and Life Science and BioTech with 20 responses (average score 2.6), and Advanced Manufacturing with 19 responses (average score 2.3).

Q3a. What competencies do you feel a successful hire needs to have in order to be successful in your organization?

Oral communication (x6), strong communication competencies
Interpersonal communication (x3)
Social skills (get along with others) (x3)
Written communication (x3)
Analytical awareness (x2) Logical thinking, Decision making, Common sense
Focus (x2)
Budgeting - read it, understand it (x2)
Critical thinking (x2)
Collaboration (x2) Teamwork
Task Reliability
Business skills
Fluid computer skills, MS office proficiency
Versatile, adaptable and flexible, Creativity / innovation
Understanding the needs of others & customer service
Patient care
Cultural proficiency
Confidence in abilities
Multi-task / prioritize
Teaching ability

Q4a. What are the major skills "gaps" of today's worker? How can we fill the gaps?

Communication excellence (public speaking written communication) (x4), Writing (x6)
Presentation/public speaking skills, Power Point Presentation, Speaking, Verbal and written communication, Multilingual is a benefit
Oral Communication (X2) , Communication proficiency, opportunities to practice in classes,
Growing trend towards online, mobile disjointed communication styles leading to sub-par skills in face to face communication and presentation skills
Interpersonal (x2), Strong networking and communication
Reading, Read P&L, Balance sheet, Industry language/terminology
Technology - open mind to learn on the job (x4)
Tech gap (x3)
Technology competence (x3) Web master
Ability to use technology, Computer Skills
Problem solving approach (x4), Strategic thinking/system thinking, Global perspective, Independent Thinking
People skills - attitude/leadership/management/group & team efforts (x3)
Workplace discipline - on-time, dependable and other soft skills (x2), Strong work ethic, Respecting authority
Commitment, reliability, accountability (x2)
Decision-making (x2)
Self-awareness (X2), Self confidence
5 C's: Critical thinking & problem solving, collaboration, communication, creativity, character & work ethic
Ability to sell themselves in interviews especially
Training, hands on experience, training workshops
Appearance
Asset Security
Basic math skills, Basic skills, social skills
Interactive/collaborative skills
Being able to address challenging issues, Entrepreneurial ideas - what to do in a declining market,
Prioritization
HOW DO WE FILL THE GAPS?
Students need more opportunity for mentorship, career exploration (i.e. Internships)
Interaction with customer base - interning
On the job training
Online training changing the way we educate
STEM focus needed to produce workforce needed
Seasoned staff to mentor/transfer knowledge/skills to younger employees (i.e. Detention projects)
Certification, Degree or certificate and experience

Q2a. What Entry Level positions are you having trouble hiring?

ACCOUNTING	Hotel Night Auditors
ACCOUNTING	Entry level book keepers, accounting works not exactly position but person
CLERICAL	Key office staff
CLERICAL	Front Desk Coordinators
CLERICAL	Receptionist
CLERICAL	Highly Skilled Clerical Position
CLERICAL	Receptionist
CLERICAL	Office Assistant
CLERICAL	Solid clerical task oriented assistants. Customer service assistants
HEALTH	Healthcare Professionals
HEALTH	Para - Professionals in healthcare
HEALTH	Licensed & Bachelor Cert./Degree requirement for entry level in Health Care
HEALTH	Emerging roles health coach and patient navigator
IT	Computer support specialist
IT	CISCO - Microsoft
IT	Social Media Marketing
IT	IT - Computer Support
IT	Sales on websites
IT	Social Media/Website Management
IT	IT (Networking, Communication)
IT	Programmers
IT	Computer skills
IT	Webpage specialist
IT	Social Media
IT	Technical Network Management Engineers
IT	Health Information and ICT Technicians
IT	Technology services
IT	Graphic design
MANAGEMENT	Administrative
MANAGEMENT	Project managers in bldg. industry
MARKETING	Marketing
MARKETING	Marketing
PROFESSIONAL	Associate Attorney
SALES	Frontline associates
SALES	Multilingual sales consultants
SALES	Sales associates/cashiers-part time
HOSPITALITY	Bartenders
HOSPITALITY	Culinary-Food & Beverage Service
MISC	Shipper/Receivers
TEACHERS	Special education teachers

Q2b. What EXPERIENCED / Mid-Career positions are you having trouble hiring?

Accountants
App Developer, Communication – Social media
Assistant Directors
Assistant Managers
Building industry/construction
Contractors
Cosmetology & Cosmetology Instructors
Data Analysts
Directors
Engineers
English Teachers
Experienced Building Inspectors
Field Clerk
Food and beverage management positions from local audience
Front Desk Supervisors
Health Information Technology
IT and Data analytics
Leads/supervisors
Marketing, Marketing Professionals
Massage Therapy Instructors
Mid-level Management
Paralegal
Programmers
Project Coordinator
Sales and Branding leaders
Sales Director - Catering
Schedulers
School Administrators
Secretarial
Security, Security (computer)
Social Entrepreneurship
Software Developer (X2)
Software Engineers
Speech Therapist
Sr. Associate Attorney
Store managers (mid- level)
Surgical Tech
Team leader-must be able to communicate
Technical expertise with sales skills and computer data management background
Technology Marketing
Those requiring IT & Technical Skills
Training in technical aspects of landscape management (i.e. Irrigation)
Ultrasound Tech

Appendix I: CTE Program Checklist

Rank each item from 1-5 with “5” being “Absolutely YES” and “1” being “Absolutely NO”

Adapted from “CTE, A Course of Study, Creating a Standards-Aligned Career Technical Education System”, online at <http://www.tehamaschools.org/files/1%20CTE%20Course%20of%20Study.pdf>, p. 135. Based on 2008-2012 California State Plan for Career Technical Education, 11 Elements of a High-Quality CTE system, p. 54, online at <http://cte.ed.gov/docs/stateplan/CA5YearStatePlan.pdf>

1. Leadership at All Levels

1.A	The Career Technical Education (CTE) Pathways are articulated with post-secondary and industry through Programs of Study, formal Articulation agreements, and/or Tech Prep.
1.B	Local District Administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.
1.C	Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and re- sources to implement system improvements and work with their counterparts in other programs.

2. High-Quality Curriculum and Instruction

2.A	The CTE Model Curriculum Standards and Framework for the Industry Sector are the basis for content of courses offered. Curriculum addresses “Pathway” standards within the program pathway(s) and course sequence.
2.B	Career paths have been identified and can be found on a chart or diagram in the CTE Plan.
2.C	The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with ROCP, adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.
2.D	The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).
2.E	Students are provided with a strong experience in and understanding of all aspects of industry.
2.F	Technology is incorporated into program instruction.
2.G	There is collaboration between academic and CTE teachers.
2.H	CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit or articulated with a community college.

3. Career Exploration and Guidance

3.A	Students are counseled regarding: CTE career opportunities, CTE and academic courses necessary to complete career pathway offerings; Post-secondary education and training options
3.B	All students have completed a four year career plan that is updated annually.

4. Student Support and Student Leadership Development

4.A	An official CTE Student Organization (CTSO) has been chartered (or in application process) by the State Association.
4.B	A local CTSO work plan is developed annually and a copy is furnished to local administration by Dec. 15 th .
4.C	Leadership activities are embedded in the CTE curriculum.
4.D	All students enrolled in CTSO’s are affiliated with the State Association.
4.E	Program meets the needs of Special Population Students (including special education, English Learners, Non-traditional Students, and the general student population).
4.F	Students are made aware of Non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.

Continued on next page...

5. Industry Partnership

5.A	The Local CTE Advisory Board is operational and reflects the committee membership as outlined in Education Code §8070 and meets at least once a year.
5.B	Business/industry is involved in student learning activities.
5.C	Business/industry is involved in the development and validation of the curriculum.
5.D	Labor Market Demand has been documented for the program.
5.E	There are industry certification standards and certificates for students who achieve industry-recognized skill and knowledge requirements.

6. System Alignment and Coherence

6.A	A Program of Study, with a post-secondary institution, has been developed.
6.B	Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development for pathway development.
6.C	Each CTE program sequence will include at least one district funded CTE course in the industry sector.

7. Effective Organizational Design

7.A	Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and work-based learning (WBL) connected to in-class curricula.
7.B	There are open-entry/open-exit strategies where feasible, in ways that maintain the integrity of CTE courses and course sequences and comply with industry requirements; structures and sequence curriculum in modules or "chunks" tied to jobs with multiple entry and exit points, and with multiple levels of industry-recognized credentials built into the sequencing of the pathway.
7.C	Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.

8. System Responsiveness to Changing Economic Demands

8.A	Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.
8.B	There is sufficient funding to cover costs of necessary equipment and facilities.
8.C	There is a partnership among local businesses and local workforce development and educational organizations to provide consistent and reliable data about the regional economic and labor markets for planning programs.

9. Skilled Faculty and Professional Development

9.A	Every CTE teacher has the appropriate credential for teaching the subject(s) assigned.
9.B	Based on previous year's records, every CTE teacher, teaching at least half time CTE attends a minimum of four professional development activities.
9.C	The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments.
9.D	A written record of minutes of action taken during CTE staff meetings is kept in department files.

10. Evaluation, Accountability, and Continuous Improvement

10.A	A District CTE Plan is on file with the local administration and a copy is retained in the local department files.
10.B	Updates to the CTE Plan are sent to the local administrator and include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; and (4) Advisory Committee Roster.
10.C	Enrollment report (CDE 101-E1)
10.D	A follow-up system (including membership in California Partnership for Achieving Student Success (CALPASS)) is used
10.E	The Graduate Follow Up data is collected and presented to the CDE by March 10 .
10.F	The CTE department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
10.G	All Core Indicators meet or exceed the state level target.
10.H	The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.

11. CTE Promotion, Outreach, and Communication

11.A	The CTE program has a recruitment brochure or similar document used to promote the program.
11.B	The CTE Department(s) conduct recruitment activities.

Appendix J: Saddleback College OSAs Awarded 2011

Figure 64 - Saddleback College Occupational Skills Awards

Saddleback College Award Count for Occupational Skills Awards (< 18 Units)							
	TOP Code	2007-08	2008-09	2009-10	2010-11	2011-12	Total
Human Resources Management	0501.0		2	4	4	4	14
General Landscape Design	0109.1	6		2	1	4	13
Aquarium Technician	1920.0		6	1	4		11
General Horticulture	0109.0	3	2	2	2	1	10
Aquaculture Technician	1920.0		3	4		1	8
Office & Computer Skills	0514.0	2		3	2	1	8
Basic Costume Construction and Sourcing	1303.1				3	4	7
Instructional Assistant	0802.0				1	5	6
Project Management	0501.0		1	2	2	1	6
Plant Identification	0109.0	2	1		2		5
Scenic Art and Painting	1006.0					5	5
Cinema Production	0612.1		1	2		2	5
Phlebotomist/Laboratory Assistant	1205.0		1			3	4
Television Production	0612.1			1	1		2
Post Production	0612.1					2	2
Television	0612.1					1	1
CTVR Critical Studies	0612.1					1	1
Radio	0612.1					1	1
Screen Acting & Voice Performance	0604.0					1	1
Sustainable Fashion and Social Entrepreneurship	1303.1					1	1
Total		13	17	21	22	38	111

Source: Saddleback College Office of Institutional Research

From the [SOCCCD External Scan](#), 2013, Prepared by the College Brain Trust, p. 7

Appendix K: SADDLEBACK COLLEGE – Sample New Program Decision and Prioritization Matrix

Criteria	List Potential New Programs				Notes
Comprehensive Workforce Development Criteria (must meet 3 or more of the following criteria)					
Serves critical sectors/ Priority, Emergent, or Target Occupations (Enter “P”, “E”, or “T”)					
Identify 3-5 occupations served by program Enter average percentage increase or decrease in jobs (5 years)					
Trend data: Have jobs been increasing or declining or holding steady? Enter “I”, “D”, or “S”					
Wages of 3-5 selected occupations over \$20/hr.? (“Yes” or “No”)					
Survey of students indicates sufficient interest?					
Gap Analysis #1: Regional total number of ALL completers less than projected job openings in five years? (enter “Yes” or “No”)					
Gap Analysis #2: Regional total number of <u>community college</u> completers less than projected job openings? (Enter “Yes” or “No”)					
Program is unique to the region or cutting-edge in its industry?					
If emerging occupation, is there a credible employer survey to support program development (“Yes” or “No”)					
Other Criteria (priority is given to programs that meet one or more of the following criteria. Check those that apply)					
Program/Certificate to join others with high completion rates?					
Certificate is stackable?					
Collaborative regional program OR articulation already in place?					
Funding Criteria –					
Grant or other funding available to support new program development? (“Yes” or “No”)					
Estimated Program start-up costs not otherwise supported					

Appendix L: Chancellor’s Office Criteria for New CTE Program Development Which Can be used in Revitalization of Programs

From the Chancellor’s Program Development and Approval Handbook, 5th Edition, pp. 86-87

<p>Net Job Market</p> <ul style="list-style-type: none"> <input type="checkbox"/> Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? <input type="checkbox"/> Has the job market been declining? Holding steady? Growing slowly or rapidly? Recently emerging?
<p>Earning Potential</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the average initial salary? <input type="checkbox"/> What is the average percentage of salary increase in 2 years? 5 years?
<p>Program Credibility / Career Potential</p> <ul style="list-style-type: none"> <input type="checkbox"/> If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees? <input type="checkbox"/> Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as applications? Is it current and of sufficient rigor? Is it of sufficient generality to allow for later shifts in career? <input type="checkbox"/> Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade? <input type="checkbox"/> Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?
<p>Emerging Occupations</p> <ul style="list-style-type: none"> <input type="checkbox"/> When job market data are not available or are not appropriate for a new CTE program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation. <input type="checkbox"/> A carefully designed employer survey (see instructions for Employer Survey/Other Evidence of Need in form instructions) can elicit documentation demonstrating that employers: <ul style="list-style-type: none"> • Share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees • Recognize the value of the proposed degree or certificate in the hiring or promoting of staff
<p>Competitive Fields</p> <ul style="list-style-type: none"> <input type="checkbox"/> Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations--often in the arts and entertainment--it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.
<p>Career Technical Education Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, should fit the needs of students likely to be already employed. The course sequence should build on student prior experience and courses should be scheduled to accommodate working students. <input type="checkbox"/> A program must not establish provisions that exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.
<p>Small Businesses or Cottage Industries</p> <ul style="list-style-type: none"> <input type="checkbox"/> Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. <input type="checkbox"/> A proposal for approval of a program designed to meet the needs of students interested entrepreneurial activities should include an analysis of needs and of the market within which they must compete.

Appendix M: Healthcare Career Readiness Program

New from Saddleback College

For Immediate Release

May 17, 2012

New Healthcare Career Readiness Program for Incoming College Freshmen to be Offered at Saddleback College

Mission Viejo, CA – This summer, Saddleback College’s Community Education will offer *Healthcare Career Readiness: Fast Track to Success*, a new program for incoming college freshmen who are interested in exploring allied health career opportunities. This innovative program, developed through the Division of Health Sciences and Human Services, will meet at Saddleback, Monday through Friday, July 30th to August 10th, and will emphasize career exploration, medical terminology, applied math, and professional communication. Made possible by a grant from the California Community Colleges Chancellor’s Office, the program will give students opportunities to learn about numerous health care careers, including medical assistant, paramedic, emergency medical technician (EMT), phlebotomist, medical lab technician, nursing, and health information technologist.

“Saddleback College’s Community Education is providing a great opportunity for our local high school students to explore numerous career options within a short period of time,” said Dr. Tod Burnett, President of Saddleback College. “Research has repeatedly shown that the need for trained healthcare professionals will continue to increase and programs like this one will pave the way for students to sharpen their skills before attending college.”

“We are very excited about this pilot program and believe it has real potential to be a model in the state and throughout the nation,” said Dean of Health Sciences and Human Services Donna Rane-Szostak. “The program, which will give our students the tools they need to be successful in an allied health program and thrive in the healthcare industry, will benefit the entire community, which needs more allied health professionals.”

Students will receive in-class and online instruction from Saddleback College faculty who are experts in each of the focus areas be provided a student success coach, and take a pre- and post-assessment evaluation to gauge their learning. For students considering a healthcare career, this program can help to pinpoint an appropriate career goal. The skills instruction and support they receive in the summer program will prepare them to pick a career path and build the strong foundational skill-set necessary for success in an allied health program.

Space for this program is limited. For details about the program and to register, visit www.saddleback.edu/ce/HealthCareerReadiness.html. The one-time fee of \$46 includes all course materials and access to online resources. For more information call 949-582-4701.

Appendix N: Models for Contract Education Programs

This information can be accessed online at

<http://doingwhatmatters.cccco.edu/portals/6/docs/TOOLS%20AND%20TEMPLATES%20FOR%20CONTRACT%20EDUCATION%20PRACTITIONERS%20Sec%201%20Doc%205.pdf>



CALIFORNIA COMMUNITY COLLEGES CONTRACT EDUCATION PROGRAM MODELS:

Program Developer Model:

Each person (manager) is responsible for generating business, follow-through with leads, contacts with clients, arranging for or conducting up-front business needs analysis (FEA), identifying business need based on business goals and results of FEA, identifying possible training and/or non-training solutions, bringing in appropriate subject matter expertise, negotiating and developing contracts with client and service providers (instructors, EWD centers, or vendors), scheduling, maintaining contact with client, providing customer service and follow-through, evaluation, and invoicing functions.

This is currently the model used most in contract education units. There is frequently more than one Program Developer in a college unit.

Advantages: Strong relationship building; one point of contact for client; less likelihood for miscommunication or problems to go unnoticed.

Disadvantages: More time consuming for Program Developer; less time for leads and new client development; need for staff with many competencies (see Competencies for Contract Education Professionals).

Sales Model:

Salespeople generate business, may conduct or arrange for FEA, hands off to a program developer for proposal development, delivers proposal to client, “makes the sale” and then hands off to a program developer or subject matter expert to follow through. Program developer then develops the relationship, develops subcontracts with service providers (instructors, centers, vendors), scheduling, maintaining most of the contact with client, providing customer service and follow-through, evaluation and invoicing functions. Works best with performance based pay and incentives as well as profiled/targeted hiring practices.

Advantages: Less time with each client; more time for leads development; possibility for more sales; salesperson focused primarily on sales; incentives for performance.

Disadvantages: More opportunities for miscommunication; hand offs, roles and responsibilities need to be clearly defined; less relationship building; more than one contact for client; need for two types of skilled staff – sales & program developer.

This model is currently used in only a few contract education units. It is difficult to “sell” services offered through our contract education and EWD centers since most of it is intangible to the client. Incentives can be challenging to implement within our community college cultures and organizations.

Contract Administration:

This would take contract administration out of the Program Developer model and could be used with the Sales model as well. The contract administrator would handle all of the details of the contracts including signatures, invoicing, timesheets and payment for services provided. Day-to-day operations and oversight such as scheduling, materials, instructors, follow-through, evaluation, etc. are handled by the program/project manager, often the subject matter expert.

Advantages: Takes some of the day-to-day contract administration out of the responsibility of the program manager; allows more time for program manager to develop new business and provide customer service; one person dealing with business office and internal processes.

Disadvantages: More than one contact for client; somewhat unclear definition of roles; additional staff necessary; responsibilities somewhat blurred; highly dependent on college culture and infrastructure.

This model is used in a few colleges that have multiple subject matter departments, centers or strong specialists in a given topical area. The subject matter experts focus on their area of strength while the detail work and internal processes are facilitated by another manager who works closely with them. It has only proven to work where there is an organizational structure and culture that shares resources and recognition. "Centers" are not the focus but rather the college and economic development unit are key focal point.

Note:

In each of these models if there is more than one program manager or more than one salesperson, it is necessary for the unit to clearly define and divide client base within the College or District service area. This can be done either by territory (city, county, region, etc.) or by industry (retail, manufacturing, service, transportation, etc.). Some divide their unit and various center(s) participation by subject or program being delivered (computer based, basic skills, technical skills, ESL, etc.) though they almost always organize operationally within one of the three models listed above. It is not recommended to divide by size of business as needs are universal across size. Staff should also be assigned specific professional organizations to attend on a regular basis.

Appendix O: Pricing Guidelines for Contract Education

Online at <http://doingwhatmatters.cccco.edu/WEDDGranteeResources/ContractEdToolKit.aspx>



PRICING STRATEGIES FOR CONTRACT EDUCATION

Fees are generally set as an instruction hour rate and vary in different parts of the state. Some considerations when establishing your hourly rate include:

- All the direct instructional costs, instructors' salaries, benefits, materials and indirect costs associated with running the program should be covered. This includes your staff salaries, benefits and office expenses.
- Other costs of doing business—such as incentives the program will be returning to the college—should be built in.
- Knowing the market price for similar services from private vendors of training will help in setting fees. Consulting with other community colleges in your region regarding fees should be useful to you.
- An accepted rate in many areas of the state is \$150-200/per hour (this is probably higher in the Bay Area). Most often the hourly rate is 2-3 times the direct instructional costs of delivering instruction (i.e., if you pay \$60/hour for instruction, you should charge \$120-180/hour minimum). For half- and one-day training a flat rate of \$1000 should be used. This is an industry standard for most training providers.
- Curriculum development is usually in addition to the hourly rate of instruction. Typically colleges have underestimated the time necessary to develop customized materials and content. Even when you are doing an “off the shelf” or for-credit course, some curriculum development and prep time for instructors should be included.
- It is advisable to contract for development up front. In charging for curriculum development, it is important to cover the program staff time in coordinating the curriculum development (meetings with client and instructor, instructor development, preparation and printing of materials).
- Some front-end analysis to validate the employer's stated need should be rolled into your hourly rate and considered a part of doing business. However, an in-depth needs analysis should be in addition to your hourly rate and sometimes a different contract that culminates in a proposal for training and other services.
- Performance interventions such as job aids, development or organizational development will have to be scoped out thoroughly to include all expenses and time required to accomplish goals. In most cases, you will present a project rate, or, in the case of consulting, a not-to-exceed projected amount.
- Counseling, testing, and tutorial services may have a set rate for each that covers direct costs and some coordination time.
- Books and other instructional materials are usually a per person charge when invoicing the company. Be sure to include shipping, handling, tax and a coordination fee.

Excerpt from Maximizing Your Impact In Contract Education, A Handbook for Community Colleges, ©1996, page 111-11

Appendix P: Contract Business Developer Position Description

Program Developer Model:

Each person (manager) is responsible for generating business, follow-through with leads, contacts with clients, arranging for or conducting up-front business needs analysis (FEA), identifying business need based on business goals and results of FEA, identifying possible training and/or non-training solutions, bringing in appropriate subject matter expertise, negotiating and developing contracts with client and service providers (instructors, EWD centers, or vendors), scheduling, maintaining contact with client, providing customer service and follow-through, evaluation, and invoicing functions. This is currently the model used most in contract education units. There is frequently more than one Program Developer in a college unit. See Doing What Matters, Contract Education

Toolkit, Contract Education Program Models, online at

<http://doingwhatmatters.cccco.edu/portals/6/docs/TOOLS%20AND%20TEMPLATES%20FOR%20CONTRACT%20EDUCATION%20PRACTITIONERS%20Sec%201%20Doc%205.pdf>

Program Developer Competencies

Customer Focus

- Knows the needs of the customer
- Responsive to customer requests
- Resolves problems with the customer
- Achieves desired results

Analytical Skills

- Able to break down complex information into smaller pieces
- Uses logic when considering facts
- Understands the interrelationship of issues

Interpersonal Skills

- Establishes rapport and trust with others
- Able to interact effectively with others
- Manages conflict well

Adaptability

- Adapts to changes in the work environment
- Changes approach or method to best fit the situation
- Accepts feedback and changes behavior accordingly

Organizing

- Able to handle multiple tasks
- Delegates work to appropriate person and follows up
- Coordinates efforts

Oral Communication

- Clearly expresses ideas
- Asks questions to ensure understanding

Technical Knowledge

- Able to use tools and equipment to get the job done
- Understands the business and its market
- Knows how the business operates

Sales Ability

- Initiates new contracts
- Listens to customer needs
- Overcomes objections
- Responsive to customer questions and problems

Written Communication

- Clearly and concisely expresses concepts in writing
- Uses proper grammar and punctuation
- Presents numerical data effectively

Presentation Skills

- Develops clear and concise presentations
- Able to use software to develop presentation
- Able to effectively deliver presentation to an audience

Planning

- Sets realistic goals
- Able to identify resources needed to get the job done
- Integrates activities across job functions

Project Management

- Develops project plans
- Communicates changes and progress
- Completes projects on time and within budget
- Manages project team activities

Appendix Q: Example of Contract Opportunities through ETP

This company in Rancho Santa Margarita has received an ETP contract to train 80200 of its production and administrative employees. ETP has given the company \$138,856 to complete this training. According to the company's application, it had not yet chosen its training provider.

How many of these training topics could Saddleback provide? How might this training complement the Advanced Manufacturing program of the college and its Business Science Department's management courses?

Car Sound Exhaust System (RSM) see <http://www.etp.ca.gov/packet/Car%20Sound%20-%20130.pdf>

Training Plan

Computer Skills (5%) – Training will be provided to Production Staff and Administrative Staff who need to keep abreast of new computer application skills.

Continuous Improvement (50%) – Training will be provided to all occupations and is targeted to the new Quality Initiative to make operations streamlined and effective. ISO training provided to all Production and Management Staff will familiarize and clarify ISO standards. ISO training will also renew the Company's ISO certification for 2014 and 2015. Train-the-Trainer training will be offered to all Supervisors.

Manufacturing Skills (45%) – Training will be provided to Production Staff and Production Staff to ensure accurate and precise measurements on all drawings and parts. Training will focus on new machinery, equipment operation skills, and measurement and calibration skills.

Class/Lab Hours

8–200 Trainees may receive any of the following:

COMPUTER SKILLS

- Programming and Database Skills
- Advanced Excel Pivot Tables
- Intermediate/Advanced Microsoft Office
- Inventor Programming Skills

CONTINUOUS IMPROVEMENT

- Quality Standards
- Quality Auditing
- Negotiating and Closing Sales Skills
- Train-the-Trainer Skills
- ISO Standards
- The 5 Whys Techniques for Root-Cause Analysis
- Lean Assessments and Analysis
- New Production Process Improvement Methods
- Production Output Analysis Methods

MANUFACTURING SKILLS

- Measurement and Calibration
- Operations Skills for New Machinery

Appendix R: Recommendations for Improving IT Education and Infusing IT into all Programs

As the IT industry evolves, business-oriented soft skills for IT are one of the most sought after qualities in prospective technical employees. However, there are few business programs within Orange County's education institutions that incorporate IT and IT-related courses into their collections of coursework. Similarly, IT and IT-related education programs fail to adequately intertwine business strategy and communication skills into technical curricula. This is a significant deficiency within the education system in light of how business stakeholders have identified business-related skills such as project management, business process, communication, and problem solving as a top priority when scanning for potential hires. As the IT sector continues to become a part of almost every major industry within the County, ranging from culinary to energy sectors, it is becoming increasingly important for IT employees to be able to communicate effectively with non-technical colleagues, think strategically as an operative unit within a larger organization, and develop a sound business skillset for more effective implementation of technical practices. Education institutions need to address this deficiency by providing business programs built around IT concentrations in addition to IT programs that draw heavily from business skills.

Recommendations for Improving Community College IT Programs

- Business skills are not adequately addressed in IT and IT-related programs. Throughout the meetings, stakeholders constantly emphasized the need for IT education programs to encompass business skills along with the traditional IT skills. It was important for IT personnel to have the ability to communicate effectively, comprehend business concepts such as cost-benefit analysis, and be able to present technical concepts in a simple, comprehensible manner to a wide audience.
- Curricula and programs offered are not in-line with IT industry trends
- Outdated or irrelevant programs do not fit current business needs. For example, programs in include web design and graphic design imply that there are specialized jobs in these areas available to completers. In fact, students need programs that also include generalized business and other skill sets. Or students should take these courses as a concentration in a broader career program.
- Due to the fast-paced nature of the IT industry, obsolete programs should be quickly addressed or removed when employer interests do not align with these job-specific program outcomes.
- Community college career centers should have IT-specific career services in addition to the traditional career services like resume writing or interviewing techniques.
- Institutions that offer specialized vendor certifications have adapted well to offering coursework for in-demand IT skills and provide a valuable model.
- [A 2006 Occupational Study of Technology and Learning Services](#) prepared by the Orange County Business Council concluded that Saddleback needed to increase and develop its business partnerships as the basis for designing student internship programs that combine On-the-Job Training (OJT) and traditional internship activities.

See OCWIB WIF IT Education Scan online at

<http://www.oceconomy.org/Resources/OCWIB%20WIF%20IT%20Education%20Scan%20FINAL.pdf>

Appendix S: Program Viability and/or Vitality Review Process

Nancy Shulock: http://www.csus.edu/ihelp/PDFs/R_Career_Opportunities_part2_0212.pdf

- Extensive Program Offerings Appear Inefficient
- Abundance of Short-term certificates limits workplace value

Meeting the need of established workers for short-term certificates to upgrade specific skills should remain a priority. There may, in fact, be a need to replace some short-term certificates with other short-term certificates that employers value more highly. A common explanation for low certificate production is that many students enroll only to complete a few courses that they need for employment but don't constitute a certificate. But perhaps those courses *should* be designated as a certificate program if employers in fact value that set of 6 or 9 credits. With all of the short-term certificates currently in place, it is unclear why *potential* ones of proven value to students are not offered. It appears that much could be gained from a thorough review and realignment of short-term certificate offerings. Even so, providing a reasonable complement of short-term certificates to upgrade specific skills probably does not require having short-term certificates make up two-thirds of all certificate programs. More emphasis should be placed on long-term certificates targeted at the kinds of high-need, high-wage fields that offer good opportunities for CCC students – both first-time students in search of a career and students needing to retool a previous career.

Doing What Matters Viability Review Recommended to be Completed When Program Faculty Retire

1. **Student Attendance Patterns** – Patterns of course taking would be reviewed within the program area to determine if there was student progression in completion of degrees and/or certificates or if the program consisted of popular project shops.
2. **Need for the Program** – The following question would be asked: If I put the program back though the Chancellor's Office using the standards for a new program would it be approved? **SEE APPENDIX L FOR A LIST OF THESE CRITERIA.**

This would include the following factors:

- Other community colleges in the area currently offering the program;
- Other programs closely related to the proposed program offered by the college;
- Relation of the proposed program to job market analysis, where applicable; and
- Enrollment projection for the proposed program.

3. **Curriculum is Current** – When was the last time the curriculum was updated for the program?
4. **Resources** – Adequate resources are needed to determine if a program will be a success. The following resources should be reviewed:
 - Library and media center resources;
 - Facilities and equipment required to initiate and sustain the program;
 - Availability of adequate or proposed financial support; and
 - Availability of faculty.

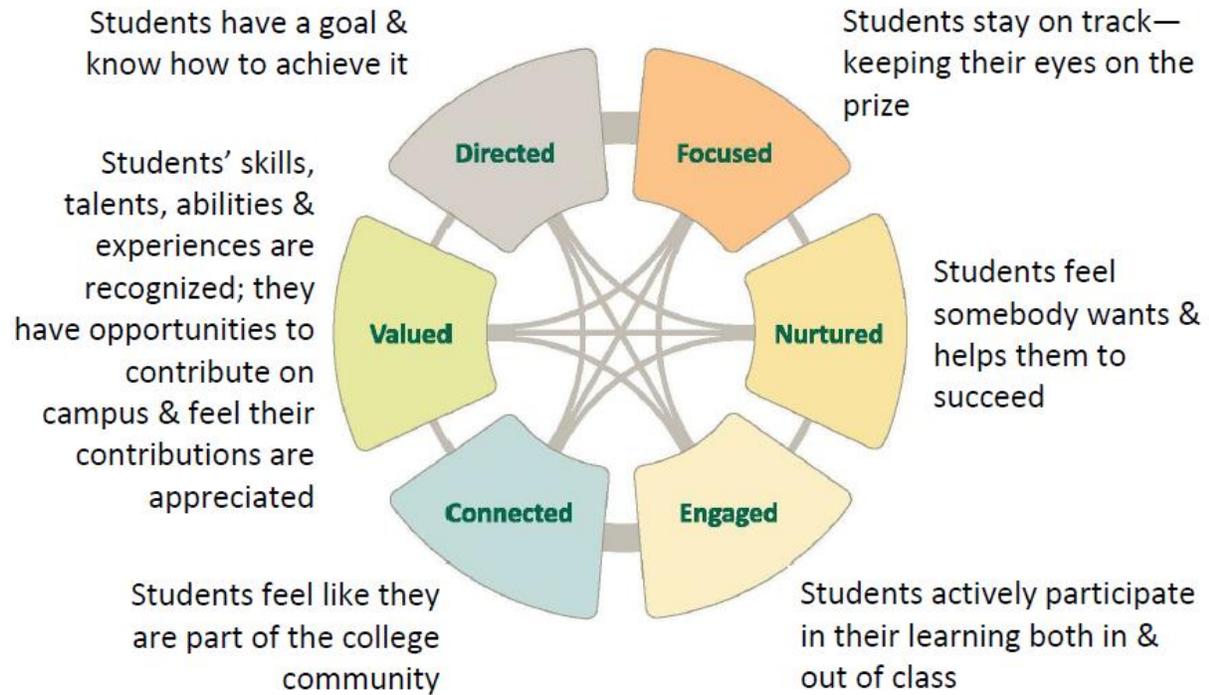
This mini-review will then give you enough information to determine if you should go directly into hiring for the program or if you continue to the program viability process

Appendix T: Six Success Factors

(See www.rpgroup.org/content/research-framework)



Six Success Factors



Appendix U: Employer Recommendations for Soft Skills for Employees and Applicants from the OCWIB WIF IT Roadmap (pp. 45ff)

Traditionally, the world of IT has been concerned with effective instruction in hard skills – referring to specific knowledge on how to perform a technique with occupational skills. From programming languages to network administration, physical maintenance to web maintenance, IT specialists could be considered tradesmen in the field, imbued with practical experience designed to keep companies running and innovating. While technical proficiency continues to be as essential as it always has been for IT roles, new emerging roles in IT-related fields such as the six identified in Pilot 1 are increasingly blending this expertise with soft skills – which refer to non-quantifiable traits that enable more effective communication and a broad perspective of where IT fits in with the business world. At the executive level, well-developed people skills directly translate into more effective negotiation, efficiently-managed projects, improved understanding between technical and non-technical personnel, and a more harmonious workplace overall. Some IT professionals prefer to remain as technicians and don't have aspirations to enter into management, but even these individuals can benefit from soft skill growth to improve communication within their teams and with upper management.

TechRepublic recently described ten of the most highly-sought soft skills in IT specifically in an article by Mary Shacklett. While it is unrealistic for hiring managers to find all ten qualities in a single candidate, an ideal team will be comprised of many members who together may be able to combine their strengths in various soft skills. Many of these soft skills can be applied to a variety of fields, but IT stands to have the most to gain as a field from adopting improved business-savvy knowledge:

Depending on which company you talk to, there are varying demands for IT technical skills. But there is one common need that most IT organizations have: soft skills. This need is nothing new. As early as three decades ago corporate IT sought out liberal arts graduates to become business and systems analysts so they could "bridge the communications gap" between programmers and end users. And if you look at the ranks of CIOs, almost half have backgrounds in liberal arts.

So what are the soft skills areas that companies want to see in IT professionals today?

1: Deal making and meeting skills

IT is a matchup of technology and people to produce products that run the company's business. When people get involved, there are bound to be disagreements and a need to arrive at group consensus. IT'ers who can work with people, find a common ground so projects and goals can be agreed to, and swallow their own egos in the process if need be are in high demand.

2: Great communication skills

The ability to read, write, and speak clearly and effectively will never go out of style -- especially in IT. IT project annals are filled with failed projects that were good ideas but poorly communicated.

3: A sixth sense about projects

There are formal project management programs that teach people PM methodology. But for most people, it takes several years of project management experience to develop an instinct for how a project is really going. Natural project managers have this sixth sense. In many cases, it is simply a talent that can't be

taught. But when an IT executive discovers a natural project manager who can "read" the project in the people and the tasks, this person is worth his/her weight in gold.

4: Ergonomic sensitivity

Because its expertise is technical, it is difficult for IT to understand the point of view of a nontechnical user or the conditions in the field that end users face. A business analyst who can empathize with end users, understand the business conditions they work in, and design graphical user interfaces that are easy to learn and use is an asset in application development.

5: Great team player

It's easy for enclaves of IT professionals to remain isolated in their areas of expertise. Individuals who can transcend these technical silos and work for the good of the team or the project are valued for their ability to see the big picture. They are also viewed as candidates for promotions.

6: Political smarts

Not known as a particularly politically astute group, IT benefits when it hires individuals who can forge strong relationships with different constituencies throughout the company. This relationship building facilitates project cooperation and success.

7: Teaching, mentoring, and knowledge sharing

IT'ers able to teach new applications to users are invaluable in project rollouts. They are also an asset as teaching resources for internal IT. If they can work side by side with others and provide mentoring and support, they become even more valuable -- because the "real" IT learning occurs on the job and in the trenches. Central to these processes is the willingness to share and the ability to listen and be patient with others as they learn.

8: Resolving "gray" issues

IT likes to work in binary (black and white). Unfortunately, many of the people issues that plague projects are "gray." There is no right or wrong answer, but there is a need to find a place that everyone is comfortable with. Those who can identify and articulate the problem, bring it out in the open, and get it solved are instrumental in shortening project snags and timelines.

9: Vendor management

Few IT or MA programs teach vendor management -- and even fewer IT'ers want to do this. But with outsourcing and vendor management on the rise, IT pros with administrative and management skills who can work with vendors and ensure that SLAs (service level agreements) and KPIs (key performance indicators) are met bring value to performance areas where IT is accountable. They also have great promotion potential.

10: Contract negotiation

The growth of cloud-based solutions has increased the need for contract negotiation skills and legal knowledge. Individuals who bring this skills package to IT are both recognized and rewarded, often with highly paid executive positions.

About Mary Shacklett- Mary E. Shacklett is president of Transworld Data, a technology research and market development firm. Prior to founding the company, Mary was Senior Vice President of Marketing and Technology at TCCU, Inc., a financial services firm. The original article cited in the OCWIB WIF IT Roadmap can be found: **10 highly valued skills for IT pros**, By Mary Shacklett in **10 Things**, May 30, 2013, online at <http://www.techrepublic.com/blog/10-things/10-highly-valued-soft-skills-for-it-pros/>

Appendix V – Ready for Work

During the review and comment period, the most frequent comment on desired additions to the plan centered on connecting students to jobs. This synthesis of those comments suggests a new program or activity with a distinct title to identify it throughout the college. Ready for Work is not unique, but it is one possibility. It is used in the new WIOA legislation so will become familiar throughout the workforce development community. Perhaps a distinct, Saddleback title would serve the program better, but until that emerges “Ready for Work” will be used to point to all of the recommendations that might become part of such a program. *This program would seem to lend itself to grant funding by one of the federal programs, through a private foundation grant made by a foundation with special interests in preparing students for work, or even through an innovative program like FIPSE.*

POSSIBLE READY FOR WORK PROGRAM COMPONENTS

1. Job development and placement – Currently Saddleback’s job placement activities are primarily online. A face-to-face component is needed. This activity could be part of the business developer’s (proposed in the Program Administration section of this plan) responsibility and/or a job developer (Workforce Navigator) could be added for this purpose. The new activities should be interwoven with existing job placement activities and staff that are already in place by housing that staff in the new program.
2. Ready for Work Skills program to include preparation for getting a job (interview preparation/resume writing) and preparation for succeeding at work (communication skills, teamwork)– this could exist on any or all of the following levels:
 - a. Fee-based program to be offered to students and members of the community
 - b. Credit class to generate apportionment and be added to CTE certificate requirements
 - c. Non-credit class to be promoted and encouraged for all CTE completers
 - d. Online or hybrid modules that can be assigned for extra credit OR become part of courses in a certificate. These modules could be short enough that a different one might be added to each course in a certificate program, ensuring students who complete the certificate have taken all of the Ready for Work skills modules.
3. Expand Gaucho jobs to be used as a one-stop shop for business contacts, employers, career/job events, and job and internship postings.
4. Work to co-locate One Stop center on campus and work with WIB to create seamless services for students.



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