Verification Team Report

A. Unit Under Review:
Napa Valley College Vocational Education

Self Study Team Members:
Bill Blair, Dean of Occupational Education, Economic and Workforce Development, (OEEWD)

Verification Team Members:
Mary Shea, Kevin Luckey, and Karen Smith

B. Statement of Completion
The Verification Team believes that the Program Evaluation and Planning Report (PEP) is complete and addresses all the applicable elements, but the report lacks some supporting data.

C. Strengths of the Unit

- Successfully applied for two grants for the development of the Napa Valley College Hospitality Management and Tourism program and the Hospitality Institute to offer training to industry employers and employees.

- Won the California State Star award (the Small Business Development Center) for delivering exemplary services in training.

- Developed a strong community network and partnerships by participating in many workforce and economic development organizations that support community businesses and industry: i.e.
  
i. Workforce Investment Board (WIB)
ii. Napa Valley Economic Development Board (NVEDC)
iii. President’s Business Advisory Committee
iv. WIB Finance and Oversight Committee
v. NVEDC Marketing Committee
vi. Bay Area Regional Tech Prep Collaborative Committee

- Is very active and instrumental in the area of Student Success and Equity through participation on many campus and community committees as well as Student Outreach and making an Occupational Training Guide available in Spanish and English.
D. Challenges (concern, difficulties, areas for improvement) The Verification Team agrees with the OOEEWD stated challenges in the PEP report with the primary concerns being:

- Amount of roles one person can sustain effectively given the state mandate of Occupational Education in Community Colleges.

E. Summary of the Verification Teams’ Recommendations
The Verification Team recommends the following in line with the Schedule A plan for the OOEEWD.

- Continue to apply for grants. Currently grants are the sole funding tool for the OOEEWD.
- Use grants to support an outreach specialist to develop and maintain close relationship with local high schools.
- Continue to fund Occupational Training Guide printed in both English and Spanish for high school and college counselors.
- Hire a 50% position VTEA and Tech Prep grant specialist to coordinate the VTEA and Tech Prep grants and develop a process for tracking “Special Populations” students. Currently the OOEEWD secretary is filling this position but was denied a reclassification request to compensate for the additional duties and responsibility.
- Recommend extra pay assignment for the SBDC director who has taken responsibility for developing the college’s Contract Education program.
- Fund a full time work experience coordinator to teach classes and develop and oversee work experience/ internships for students.
- Fund a reassigned 50% Technical Division chair to relieve the Dean OOEEWD of Division Chair responsibilities to allow for greater focus on occupational, economic and workforce training. At present the OOEEWD is wearing far too many hats.
- If OOEEWD had the additional help called for in the PEP report, perhaps the Technical Division dean and the OOEEWD could still be only one position. The practice of combining Technical Division dean with Occupational Programs needs to be assessed.
Napa Valley College

Program Evaluation and Planning Process

2007

Administrative Services

Office of Occupational Education, Economic and Workforce Development
Program Evaluation Summary

Program/Service: Office of the Dean of Occupational Education, Economic and workforce Development

Complete the following sections based on the program evaluation completed.

Program Achievements (major achievements, changes, implementations, progress since last program review)

- Oversees VTEA and Tech Prep grants that support the college’s occupational programs by funding and projects, such as outreach activities focusing on low enrolled occupational programs, needed equipment to maintain industry standards, curriculum development and staff development opportunities. Activities and projects that benefit our “Special Populations” students.
- Support job training through our SBDC and contract education by successfully applying for grants
- Work with local high schools to develop articulation agreements to help students transition from high school to college
- Support, with grant funds, the development of an Occupational Training Guide in both English and Spanish
- Sponsor a yearly “Fast Track to College” symposium to address the special needs of our under-prepared students
- Successfully applied for grants to fund the development of a Hospitality Management and Tourism occupational program, and a Hospitality Institute to offer training to industry employers and employees
- Working with the SBDC director, oversees the growth of the college’s Contract Education program
- Participating in a Tech Prep regional collaborative grant with sixteen other community colleges ($40,000 per college) to survey workforce needs in the community

Strengths (unique characteristics, special capacities)

- Effective utilization of grants and other funding sources in support of the college’s occupational programs and their students
- Developing a strong community network and partnerships by participating in many workforce and economic development organizations that support community businesses and industry
- Developing a close working relationship with the college’s program coordinators
- Developing a strong working relationship with the local high schools, Adult Ed and ROP

Challenges (concerns, difficulties, areas for improvement)

- In my role as Dean, I am responsible for providing leadership and administrative services in support of the college’s occupational programs and workforce
development. Along with overseeing Contract Education, the SBDC Center, and Work Experience, I am also the acting Chair of the Technical Division. I am concerned that that my Division Chair responsibilities take much of my time and reduce my ability to carry out, what I see as my primary responsibilities as the Occupational Dean.

- I need to set up a process to review our occupational programs, as required by the Chancellor’s office.

- There is no budget for the Dean. All expenses must come out of grant funds, which take away from worthwhile projects that would otherwise be available to support our occupational programs.

- Continue to develop strategies and funding sources to support our occupational and workforce training programs

**Briefly describe the process used to complete the PEP.**
Surveying program coordinators, Staff, and community partners

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?
Occupational Education, and Economic and Workforce Development Department

The Office of Occupational Education and Economic & Workforce Development provide relevant and industry standard vocational training and workforce preparation to prepare students and incumbent workers to meet the present and future needs of the workplace by offering credit, noncredit and fee-based programs that enhance professional skills or prepare for career changes. Our programs enhance the economic vitality of our community by offering relevant training and resources to local business and industry by preparing workforce of tomorrow. Our programs promote intellectual, social, and personal development of our students to assist them in developing the ability to think critically and creatively and to prepare them for productive and satisfying lives in the workplace and in their personal life.
Vocational Education and Economic and Workforce Development

Administrative Services Evaluation
Part 1
Accreditation and External Reviews

Accreditation Planning Summary:

The college areas will prioritize resource and equipment needs and allocate VTEA and other funds according to identified college-wide priorities:
This year a total of $160,000 of VTEA funds has been allocated to ten of the college’s occupational programs. These funds will be used to purchase new and replacement equipment to help bring the programs up to industry standards. These funds were also used to support a bilingual IA in the business lab, outreach activities for our low enrolled occupational programs, curriculum development and revision, and faculty and staff development.
Allocation of funds for programs was set when the original VTEA grant application was approved. The grant does allow for additional programs to receive funding if it can be shown that the request meets the grant’s requirements and objectives. Allocations are reviewed by the Dean of Occupational Education, the Vice President of Instruction and the local VTEA Planning Committee.

The Dean will review allocation of VTEA and other funds used to support instructional equipment and technology.
As indicated above, the Dean of Occupational Education, along with the VPI and the Local VTEA planning committee reviews and approves all requests for VTEA funds.

The Office of Instruction, the Dean of Occupational Education will identify the skills a student will have upon completion of the program and the jobs in which the student will be prepared:
All Occupational programs have completed or are in the process of completing their student learning outcomes (SLOs) which define the skills needed to prepare the graduate to work competently in their chosen career. SLOs are developed with the participation of faculty, students and advisory committee members, who represent business and industry.

Accreditation Standards:

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
Graduates from health occupations programs must pass a state licensing or certification examination in order to work. The state agencies that accredit our health occupations
programs require extensive documentation from the programs on a yearly basis. Programs are required to provide data that reflects student success; such as program completion rates, job satisfaction and employment sustainability. As noted above, a major responsibility of a program’s advisory committee is to recommend curriculum development and revisions that reflect current industry standards.

Section E:
The Chancellor’s office requires that occupational programs go through program review process very two years. We need to develop a program review process and an evaluation cycle to ensure that this requirement is being satisfied.

Many of our occupational programs have low enrollment. Utilizing Tech Prep and VTEA funds to support outreach activities has had a positive effect on enrollment but more could be done to support outreach and recruitment efforts for our occupational programs. Historically, it has been difficult to find funding to support the needed renovation and equipment replacement in order to maintain high training standards required for effective student learning. This year we received Career Technical Education (CTE) funds from the Chancellors office, which benefited many of our occupational programs. CTE grants, coming through the Chancellors office, are a potential source of funds that could be used to upgrade our existing occupational programs and develop new programs to meet the future workforce needs of our community.
5. Student Success and Equity

As Dean of Occupational Education, Economic and Workforce Development, my office is responsible for providing leadership and administrative services in support and development of the college’s occupational education and economic development training programs. This support includes overseeing the college’s Small Business Development Center, which focuses on assisting new businesses with training and counseling necessary to start and run a small business. The SBDC has helped many new majority entrepreneurs with their new businesses startups. We also develop and administer state and federal grants that support the college’s occupational programs. In my economic and workforce development role, I act as college liaison with various community job training and economic development groups and councils. I sit on the Workforce Investment Board, the Napa Valley Economic Development Corporation, and the Napa County Office of Education, Workplace Learning Academy Advisory Committee. Each of these committees focuses on developing employment opportunities for the unemployed, under-prepared and incumbent workers. I oversee the development and allocation of VTEA and Tech Prep grant funds for projects that focus on vocational training opportunities for our “special populations” students. We work closely with local high schools to facilitate the development of articulation agreements that remove roadblocks and ease the transition for high school students interested in entering one of our occupational programs. Our office funds an outreach specialist that focuses on providing information to high school students, counselors and faculty that publicize our occupational programs. In addition, we have allocated funding to support the development of an Occupational Training Guide, now widely used by high school counselors and parents. Grant funds have supported the printing of the Guide in both English and Spanish. In the spring, we sponsor a “Fast Track to Work” symposium that addresses the special needs of our under-prepared students and this year the symposium will focus on basic skills for developmental students planning to enter our occupational programs. These programs have increase enrollment in our occupational programs and helped address the special needs of our diverse student population.

6. Enrollment Trends and Client Satisfaction

The level of service we provide our occupational programs, and the training that we offer the businesses and industry in the community has increased substantially. In the past, this office served as the Technical Division Office. For the last five years the office has supported both the Technical Division and the Dean of Occupational Education, Economic and Workforce Development. We successfully applied for two large grants last spring. One grant funds the development of an occupational program in Hospitality and Tourism Management, while the other grant funds a “Hospitality Institute”, which offers customized training for employers and employees. The management of the VTEA, Tech Prep and the two new grants has caused a significant increase the office’s work load. Most colleges who receive VTEA and Tech Prep funding have a designated person to oversee and manage these grants. This year we received less Perkins (Tech Prep and
VTEA) funds as a result of a decrease in our “Special Populations” student enrollment. I think it’s imperative that we develop a system to better track our Tech Prep and VTEA students. In addition to managing the Tech Prep and VTEA grants, the grant coordinator would have the time to develop a process for surveying our students to guarantee that we are receiving all the grant funds we are entitled to.

Overseeing the college’s Contract Education program is also an identified area of concern. Although I did receive permission from the Vice President of Instruction to have the Director of the SBDC direct the day to day operation of the program, I was subjected to some criticism, questioning the appropriateness of shifting that responsibility to another person. This issue should be resolved. If it is decided that it was appropriate for the Director of the SBDC to take over this additional responsibility then she should be properly compensated.

Ed Code requires that all colleges review their occupational programs every two years. The college has been lax carrying out this requirement. We need to set up a process to review all our occupational programs as required by Ed Code. We also need to make sure that all the courses in each of our occupational programs have been reviewed and updated as required by the Chancellor’s Office. This office needs to take a leadership role in this process. While it is the responsibility of the Dean to make sure that our occupational programs are adhering to the regulations stipulated by Chancellor’s Office, the dean has no supervisory authority to enforce these regulations.

The college’s Work Experience courses are taught by Nadine Wade-Gravett and she is doing an excellent job teaching and updating the Work Experience courses. I would like to recommend that we seriously consider a full-time Work Experience Coordinator who would not only teach the classes and act as the work experience coordinator, but also oversee the development of internship program within the business community for our occupational programs. There are specific regulations that govern student internships that need to be closely monitored, which we are not doing at this time. I also believe the college should look at the possibility of placing our Work Experience program under our Career Center.

As stated above, it was decided to fund an hourly outreach position using Tech Prep and VTEA funds. These grants have also funded outreach materials, campus tours of our occupational programs, articulation development and staff development activities for both high school and college faculty and administrators. The result of these activities has been an increase in enrollment and retention in our occupational programs.

The Office of Occupational Education, Economic and Workforce Development is officially open Monday through Friday, 8:00 to 5:00. I find that I am out of my office a great deal of time during the day attending community agency and school meetings and conferences. It is not unusual for me to be in my office until well after 6:00 PM trying to get caught up with emails and paperwork. Do to my off-campus responsibilities, my secretary’s role has expanded and she is very capable of making independent decisions in
my absence. Due to this increase in her responsibilities, she applied for reclassification a year ago but it was denied.

I am working with our Small Business Development Center, The Workforce Investment Board and Napa Valley Economic Development Corporation to survey our community’s businesses and industry to look at workforce needs and gaps. We’re focusing on two career areas: hospitality and alternative energy. The results of the survey will provide us with information on areas of growth and training needs, which will assist us in the development of appropriate training programs to meet industry’s workforce needs.

I did not receive a good return on the surveys I sent out. However the two that were returned contained helpful and relevant comments that indicate that we are meeting the programmatic needs of our occupational programs and training needs of our local businesses. See attached for their comments.

7. Current Budget

Currently, the Office of Occupational Education, Economic and workforce Development has no budget. All funds for the office come from the VTEA and Tech Prep grants. This year we received $128,000 in VTEA funds after subtracting the indirect cost, which was down $24,000 for reasons I explained above. We received a Tech Prep allocation of $73,000, which is a slight increase of $9,000 over last year. We are very limited on how we can spend Tech Prep and VTEA funds. For example, we cannot use TP funds to purchase equipment. The Technical Division also received $18,000 in unrestricted funds, and lottery funds, although the lottery funds tend to fluctuate from year to year. These two college funding sources are specifically intended to support the Technical Division’s occupational programs and, generally speaking, it would be inappropriate to use these funds for any other purpose. Finally this office controls the Contract Education budget, which should be used to support the development of our fledgling Contract Education program, although I will admit, in a budgetary pinch, we have used these funds to occasionally take care of an office expense. I have always received prior permission from the Vice President of Finance when taking this action.

Our office needs its own budget to support expenses in the areas of office supplies, replacement parts, printing and postage, travel and conference and staff development activities.
## SCHEDULE A

### INSTRUCTION PROGRAM/DISCIPLINE PLAN

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority in Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>Develop alternative funding sources to support occupational programs.</td>
<td>1.</td>
<td>Apply for grants</td>
<td>Assistance in funding and writing grants</td>
</tr>
<tr>
<td>1,3</td>
<td>D</td>
<td>Develop and maintain close relationship with local high schools. Continue to support outreach activities to local high schools and community</td>
<td>2.</td>
<td>Use grants to support an outreach specialist Fund “Fast Track” symposium</td>
<td>Develop funding sources</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>Continue to fund Occupational Training Guide.</td>
<td>3.</td>
<td>Print in both English and Spanish. Make available to high school and college counselors</td>
<td>Develop funding sources</td>
</tr>
<tr>
<td>1,3</td>
<td>A &amp; D</td>
<td>Hire a 50% position to coordinate the VTEA and Tech Prep grants and develop a process for tracking “Special Populations” students</td>
<td></td>
<td>Hire VTEA and Tech Prep grant specialist</td>
<td>Funds for the position</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>Continue the development of the college’s Conrac: Education program.</td>
<td>Extra pay assignment for the SBDC director</td>
<td>College support</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>The Office of Occupational Education, Economic and Workforce development receive a budget to fund office supplies, travel and conference and staff development activities</td>
<td>Budget allocation</td>
<td>College unrestricted funds</td>
<td></td>
</tr>
<tr>
<td>1,2</td>
<td>A</td>
<td>Oversee the review and revising of the occupational programs and their course outlines in a timely manner as required by the Chancellor’s office</td>
<td>Set up a schedule of reviewing occupational programs and their course outlines</td>
<td>Support from Administration and Division Chairs</td>
<td></td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**

1. Accreditation & External Reviews
2. Curriculum & Instruction
3. Community Outreach & Articulation
4. Student Success & Equity
5. Enrollment Trends & Student Satisfaction
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach Coordinator</td>
<td>new</td>
<td>50%</td>
<td>?</td>
</tr>
<tr>
<td>VTEA/ Tech Prep grant Specialist</td>
<td>new</td>
<td>50%</td>
<td>?</td>
</tr>
<tr>
<td>Coordinator of Contract Education</td>
<td>new</td>
<td>50%</td>
<td>?</td>
</tr>
</tbody>
</table>

*N=New, R=Replacement

Submitted By:                                     Approved By:

[Signature]                                        [Signature]
Budget Center Manager                              President/Vice President

April 2006
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: 4401    Activity: 600000

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>55211 Conferences and Seminars</td>
<td>$3000.00</td>
<td>No office budget to cover these three budget areas.</td>
</tr>
<tr>
<td>54510 Office Supplies</td>
<td>$500.00</td>
<td>Up to now funds taken from grants, which may not be an appropriate use of grant funds.</td>
</tr>
<tr>
<td>55212 Travel</td>
<td>$300.00</td>
<td></td>
</tr>
<tr>
<td>54540 Printing</td>
<td>$2000.00</td>
<td>Printing occupational Pamphlets</td>
</tr>
</tbody>
</table>

Submitted By:                
Budget Center Manager

Approved By:                
President/Vice President

April 2006
PROGRAM SPECIFIC EQUIPMENT REQUEST

Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. List in priority order.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: [Signature]  
Budget Center Manager

Approved By: [Signature]  
President/Vice President

April 2006
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

Upgrade Copy machine. Cost unknown since copier is leased by the college. The machine is out of warranty and is having problems.

Both office computers need to be replaced as per IT's recommendation. Estimated cost per computer is $2000.

Cost estimates will be provided for priority projects only.

Submitted By:  
Budget Center Manager

Approved By:  
President/Vice President

April 2006
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

If the bond does not pass, the Occupational Education/Technical Division office space will have to be addressed. We will need access to conference room. At present there is no room for expansion for any new positions or to even store occupational education materials and supplies.

Cost estimates will be provided for priority projects only.

Submitted By: ______________________________
Budget Center Manager

Approved By: ______________________________
President/Vice President

April 2006
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?

At this time the grants noted in the program review are able to fund our staff development needs. Since we have no departmental budget, lose of the grant funds to create a serious problem.

2. What pedagogical training needs have been identified in your program review?

N/A

3. What types of technology does your program use? What technology training needs have you identified?

Our office uses computers, printers, fax machine. No training is needed.

4. What are the leading publications specific to your discipline and/or program?

N/A

Submitted By:  

Budget Center Manager

Approved By:  

President/Vice President

April 2006