

**Cerro Coso Community College
TAA Grant Activities Sheet
2011-2013**

Dates	Activity Title	Activity Description/Deliverable	Outcome	Staffing
Yr 1 - Oct 11-Dec 12 - Planning Year				
Oct 2011- Dec 2012	Grant Setup	Setup of Grant for College	Staff identified Budget established	CCCC Team
Jan-Mar 2012	Consortium Teams	Development of teams -RED Teams & College Teams In person meetings Phone Meetings	Industry specific teams are formed Team leads are identified	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez
Mar-Apr 2012	College Teams	College teams meet and identify objectives/goals for their programs in alignment with other the other colleges. Strategies identified.	Programs identified Objectives & Stategies Identified	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez
Apri-May 2012	Advisory Committees	Meet with program Advisory Committees and inform them about the strategies and interventions being done to improve student success and integration into the workforce. Get inputs from advisory committee.	Communication and input with all advisory groups	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez
Feb - Dec 2012	Curriculum	Professional experts and adjuncts identified to write curriculum and program proposals. Adjuncts, professional experts and faucly work in discipline teams to write courses and programs.	Program curriculum teams established and courses and programs developed.	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez Adj Faculty

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Feb - Dec 2012	Curriculum	Curriculum Development (Embedding Basic Skills) Certified Medical Assistant Electronics Technology Engineering Technology Licensed Vocational Nursing Welding Technology	Curriculum developed with inputs from basic skills group and the discipline area.	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez Adj Faculty
Feb - Dec 2012	Curriculum Approval Process	Courses and programs reviewed and approved by the Curriculum Instruction Committee, Academic Senate, Region 9 Deans and College Council	Courses/programs taken through the approval process	CCCC Team
Feb - Dec 2012	Curriculum	Advisory Committees - Final review of courses and program materials for each of the program areas.	Advisory Committees input and approval	CCCC Team Advisory Com
Feb - Dec 2012	Curriculum	State Applications Prepared and submitted LVN Program CMA Program/HIT Program	Programs approved at state levels and certification is provided for students.	CCCC Team
Feb - Dec 2012	Scheduling	Programmatic Offerings Discussion (Accelerated) & Pathways developed Certified Medical Assistant Electronics Technology Engineering Technology Licensed Vocational Nursing Welding Technology	Accelerated schedules identified	CCCC Team
Mar-Aug 2012	Equipment	Equipment and Supplies ordered for programs that need to be expanded to provide space for new cohorts of students. New equipment to include: portable welders that can be moved, virtual welding trainers, tooling for area. Other items to be identified with staff.	Classrooms will be ready to receive students and provide equipment.	J. O'Connor H. Foster V. Karnes

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Dates	Activity Title	Activity Description/Deliverable	Outcome	Staffing
Mar-July 2012	Faculty Hire	Interview and hire new faculty in Welding technology. This instructor would teach on weekends, summers and accelerated timelines to provide access.	Provides adequate teaching staff in Welding Technology	J. O'Connor H. Foster V. Karnes
June - Dec 2012	Professional Development	Professional Development of faculty on how to incorporate new practices and embedded basic skills in their classroom. Professional development sessions: June/July 2012 - In time for changes to be made to courses for the Fall 2012 term Oct/Nov 2012 -- Check in with faculty to assist in modifying practices.	Faculty are trained in delivery of curriculum in a different system	CCCC Team
Aug-Dec 2012	Basic Skills-classes	Multiple sections of HCRS C160: Introduction to Health Careers class to be offered to provide students in Health Care interest a course where they will be pre-assessed, post assessed and remediated with basic skills while in the class. This class will provide remediation to students interested in this pathway.	Remediate students interested in health care.	C. Gates A. Hodgins L. Vasquez
Aug-Dec 2012	Basic Skills-classes	Multiple sections of Introduction to Trades will be offered to provide students interested in trades (welding, electronics, engineering technology) a course where they will be pre-assessed, post assessed and remediated with basic skills while in the class. This class will provide remediation to students interested in this pathway	Remediate students interested in trades	J. O'Connor H. Foster L. Vasquez
Aug-Dec 2012	Assessment	Student Assessment with Student Services done	progress of students documented and assistance provided if necessary.	CCCC Team

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Yr 2 -Jan-Dec 2013				
Jan-Mar 2013	Cohorts begin	Cohorts will identified and classes will begin in January with 8 guiding principles embedded into the models. The Basic Skills strategies will be implemented	Students will be identified in cohorts.	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez Adj Faculty
Jan-May 2013	Monitoring	Cohorts will be monitored through the semester and basic skills remediation will be watched and assessed.	Students will be assessed through the process.	CCCC Team
Jan-May 2013	Consortium Teams	Consortium Teams & College Teams to meet (Health Careers & Ag Mfg) In person meetings Phone Meetings	Ongoing planning and assessment being done	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez Adj Faculty
Jan-Dec 2013	Professional Development	Professional Development of faculty (March, July, Oct)	Ongoing faculty training in delivery of curriculum in a different system	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez Adj Faculty
Jan-Dec 2013	Advisory Committees	Advisory Committees Meeting to discuss implementation of new model. Shared assessments. (Health Careers & Ag Mfg)	Advisory Committees input and approval	CCCC Team Advisory Com

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Dates	Activity Title	Activity Description/Deliverable	Outcome	Staffing
Jan-Dec 2013	Assessment	Student Assessment with Student Services done	progress of students documented and assistance provided if necessary.	
Yr 3 -Jan-Dec 2014				
Jan-May 2014	Monitoring	Cohorts will be monitored through the semester and basic skills remediation will be watched and assessed.	Students will be assessed through the process.	CCCC Team
Jan-May 2014	Consortium Teams	Consortium Teams & College Teams to meet (Health Careers & Ag Mfg) In person meetings Phone Meetings	Ongoing planning and assessment being done	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez Adj Faculty
Jan-Dec 2014	Professional Development	Professional Development of faculty (March, July, Oct)	Ongoing faculty training in delivery of curriculum in a different system	C. Gates A. Hodgins V. Karnes J. O'Connor K. O'Connor L. Vasquez Adj Faculty
Jan-Dec 2014	Advisory Committees	Advisory Committees Meeting to discuss implementation of new model. Shared assessments. (Health Careers & Ag Mfg)	Advisory Committees input and approval	CCCC Team Advisory Com
Jan-Dec 2014	Assessment	Student Assessment with Student Services done	progress of students documented and assistance provided if necessary.	
	J. Board	College President		
	C. Marvin	College VP of Academic Affairs		

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Dates	Activity Title	Activity Description/Deliverable	Outcome	Staffing
	V. Karnes	College Lead		
	C. Gates	Faculty Lead		
	A. Hodgins	Faculty		
	K. O'Connor	Faculty		
	J. O'Connor	Faculty		

Cerro Coso Community College

Grant Plan

Summary of Project Concept

CCCC project focuses on the Health Careers and Manufacturing clusters.

The largest focus for CCCC is in Health Careers. Our project will provide our communities with additional access to new and innovative health careers programs including step up program as follows:

- ❖ **Certified Nursing Aide to Licensed Vocational Nursing:** This program will serve a community (Kern River Valley) which has not available. The program will be delivered using new and innovative scheduling and embed basic skills prior to students entering the program to improve student success and completion.
- ❖ **Certified Nursing Aide to Home Health Aide** This pathway will be provided for students as a step up into an additional certification that has a demonstrated employment need as baby boomers retire and age. Basic skills remediation and an accelerated scheduling will provide students with a fast track to a good job.
- ❖ **Certified Medical Assisting/Health Information Technology:** These new areas will provide students with an educational program to develop the skills necessary in these areas.

All the medical programs will be built on cohort models which will embed remediation and alternative schedules to provide for a reduced

The secondary focus for the College is the Manufacturing area. The manufacturing cluster will focus on the redevelopment of the **Engineering Technology** and the **Welding Technology** programs.

- ❖ **Engineering Technology** program will be redesigned to fit the needs of employers and fill the needs of the students. The program will be configured to use the Project Lead the Way courses which will provide the skills needed for the major employer in our area. The current program is focused on engineering drafting and the need for employment is in the area of engineering assistance and engineering technicians. The PLTW curriculum provides for what industry has identified as required. We will teach the college courses in the dual enrollment model at the high school which will feed into the college for students to complete an AS in Engineering Technology and transfer to a 4 year institution and/or be employed.
- ❖ **Welding Technology:** The Welding Technology program will be retooled and redesigned to meet the needs of the students. The barriers in this program were access both to courses, equipment for developing skills and course sequencing. Faculty will redesign the program with the 8 guiding principles to guide students through the program and reduce barriers to completion.

Both the manufacturing programs will implement the basic skill strategies identified by the consortium to serve students. In addition, these two programs will redesign the delivery models (accelerated and alternative schedules) to serve student populations.

The Eight Guiding Principles

1. **An integrated program design** – The college has implemented Career Pathways course sequences for all certificate and degree programs. This provides students with a holistic view of the programs and all the integrated components (classes). Students will be able to clearly identify the requirements and designs of all programs. The college schedules will align with these career pathways to ensure student access to courses to complete programs.
2. **Cohort Enrollment:** Entry level and introductory courses will identify student cohorts. Faculty will work with Student Services on this identification and the college will encourage students to declare a major and a cohort of students that will go through the sequence of courses together.
3. **Block Schedule:** Faculty will work with Student Services to identify specific time schedules for classes each semester to enable students to continue with courses to complete programs. Weekend and/or accelerated schedules will be developed with Student Services and the population of students entering these areas.
4. **Compressed Classroom Instruction:** Alternate and accelerated instruction will be developed for both clusters which may include weekends, summers, once a week or other innovative and identified schedules. Hands-on practice is critical in the development of skills, so part of the classroom instruction module is to identify needed equipment (welders) and provide access to students to machinery. Using virtual and portable equipment in the classroom will provide for more students to be in the classroom and develop skills.
5. **Embedded Remediation:** The Basic Skills faculty are working with the consortium to identify the strategy we will implement into each of the industry cluster.

In addition, the following will be implemented for Health:

- a. Online and Face to Face Tutoring
- b. Remediation tests
- c. Extra labs time targeted to problem areas
- d. Math remediation embedded into the curriculum
- e. Courses broken down into smaller units and/or short courses

The Manufacturing areas may also use the following:

- a. Face to Face Tutoring
 - b. Remediation tests
 - c. Extra labs time targeted to problem areas
 - d. Math remediation embedded into the curriculum
 - e. Courses broken down into smaller or separate lab times.
6. **Increased transparency & relevance:** The College has published career pathways documents for students to review. In addition, gainful employment data reflecting completion, success and placement data have been posted. A new product, Career Coach, also provides students information online for all employment sections. Within this tool, students can see the wage pathway, live postings of jobs, employment sector projections which can guide their selections of majors and/or job areas.

7. **Transformative technology:** The College has been known for our innovation and with this project; we intend to continue to use our online, iTV and hybrid delivery systems to provide students with the best practice in education. In addition, we are pursuing using eBooks and open source materials as well as using the same text for multiple classes to diminish the costs and economic costs for students. In health careers, a coordination of skill labs access for student at our different campuses will provide less traveling and cost for students. In the trades areas, purchasing virtual machinery for skill development will provide students with an equal experience and provide immediate analysis of welding techniques. In addition, using this technology will provide non-traditional (women in welding) participation without the danger and/or the fear of the elements. Portable welders will also provide immediate expansion of skill development. We are also using tablet to video record skill development for remediation and correction.
8. **Innovative Student Support:** Faculty will work closely with Students Services to encourage student attending orientation, student placement exams and declaration of majors to place students in cohort.

An explanation of how your project is or involves:

❖ **Innovative methodology:**

- Our project is utilizing innovation in the methodology we are using to evaluate and reflect on our practices. Instead of working in silos, faculty are working across the curriculum and across the region to open discussions about effective practices.
- Traditionalist approaches are being challenged, questioned and considered. Conversations regarding the “what if” approaches, new scheduling ideas, new configurations and outside the box thinking will take us on a transformational pathway to reinvent what we do and how we do it.
- We are also thinking about our students differently ~we have sometimes approached scheduling and organization in alignment with budget and immediate challenges. We are setting that aside and looking at everything differently.
- We are using technology within our remediation cycle. We are using iPads for students to view and record skills. Using the technology also builds cohort and learning circles and teams as they view and critique each other’s work.Eff

❖ **Uses existing resources in innovative new ways**

- We are looking at the resources we use differently in that we are
- We are looking at virtualizing experiences for students. In Health Careers, we have expanded our simulations in the Skills Lab to provide students with a multitude of clinical scenarios.
- In Manufacturing, we are going to use virtual welders which provides students with real life experiences without the danger, analyzes their skill via a computerized systems and provides immediate feedback for students. This engages the students.

❖ **Involves working with employer partners**

- Ongoing conversations occur with our CTE Advisory partners as the areas meet with them each semester. They will provide the information/suggestions on what areas our students need remediation and/or expansion.
- They will be a great feedback loop as we alter and change our practices.

- ❖ Utilizes open sourceware / courseware
 - Open sourceware/courseware will be researched and evaluated for use in both clusters.

Cost-effectively reproduces to scale

How does your project begin innovation on your campus other than in just the one industry career cluster?

As the two areas move forward and share their practices with other disciplines, successful strategies will be evaluated for consideration for across the college campuses. CTE areas frequently experiment with pilot programs to improve in the skill development of their students. As the success is shared, we have seen the transformation in other CTE areas and/or in the academic disciplines. Examples of this include career pathways, articulation with high schools, dual enrollment models and virtualization of the work environment.