

# El Camino College

## Business Training Center

### Program Review For the Center for Customized Training

2010-2013



**Center for Customized Training**  
**El Camino College Business Training Center**  
***Expert Instruction, Exceptional Results***

**El Camino College – Business Training Center  
Center for Customized Training  
Program Review  
2010-13**

**Table of Contents**

A. Program Description .....	3
1. Program Profile and Objectives .....	3 to 4
2. Demographics for El Camino College's ETP Program (2010 – 2013) .....	4 to 8
3. Company/Student Participation Outcomes and Success.....	8
4. Achievements .....	8 to 9
5. Prior Program Review.....	10 to 12
B. Service Area Outcomes (SAO).....	12
1. Personnel Involvement in Creation, Discussion, and Review .....	12 to 13
2. Program Ensures SAO Consistent Assessment .....	14
3. Assessment Results and Changes Implemented .....	14 to 18
C. Program Improvement .....	18
1. Activities Used to Improve Services to Companies/Students .....	18 to 19
2. Metrics from Past Four Years Used to Improve Services .....	19 to 22
3. Patterns in Student Success, Retention, and Persistence.....	22
D. Program Environment .....	22
1. Staff and Company/Student Involvement and Relationships .....	22 to 26
2. Number and Type of Staff and Faculty .....	26
3. Facilities & Equipment Needs for Next Four Years .....	26 to 27
4. Program Hours .....	27
5. External Factors and How They are Addressed .....	27 to 28
E. Customer Service .....	29
1. Customer Service Survey Major Findings .....	29
2. Addressing Improvements to Services .....	29 to 30
F. Conclusions and Recommendations .....	30
1. Program Opportunity, Strengths, Weaknesses, and Threats .....	30 to 31
2. Prioritized Recommendations .....	31
3. Program Recommendation for Continuing .....	31

## A. Program Description

### 1. Program Profile and Objectives

Contract Education is legally defined by California Education Code, section 78024a, in 1987 as:

*"Contract Education means those situations in which a community college district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college."*

Contract Education is the delivery system used by El Camino College (ECC) to deliver customized training, assessment, and consulting services to employers through the Business Training Center – Center for Customized Training (CCT). The CCT assists employers directly in strengthening their competitive edge, achieving profitable results, maximizing employee performance, and optimizing company productivity by providing job skills training necessary to maintain high-performance work places. The program is performance-based, receiving funding directly from the Employment Training Panel and/or employer, and 98% of the courses are provided at the employer's site. The program serves as an economic development tool, retaining manufacturers that contribute to a healthy California economy.

The CCT addresses the needs of many employers/employees within the region through skills training. Customized courses are broken into six different skill categories. These are Advanced Technology, Business Skills, Computer Skills, Continuous Improvement, Literacy Skills, and Manufacturing Skills. Each course within the six skill areas has their own basic set of customized student learning outcomes. All of the educational opportunities provided by the office of CCT address at least one of the following Program Learning Outcomes:

- Learn soft & hard skills needed to succeed as a productive and engaged worker
- Learn to communicate effectively with peers, managers, and others
- Develop positive relationships with supervisors, co-workers, and customers
- Learn to use technology
- Understand and exercise safety in the workplace
- Understanding the Leadership/Management role and responsibility

El Camino College (CCT & CACT) is one of a few colleges that are authorized by the California Employment Training Panel (ETP) to provide training statewide. The CCT partners with other community colleges and contractors across the state to provide training services to businesses located within their region under our funding contract with the ETP.

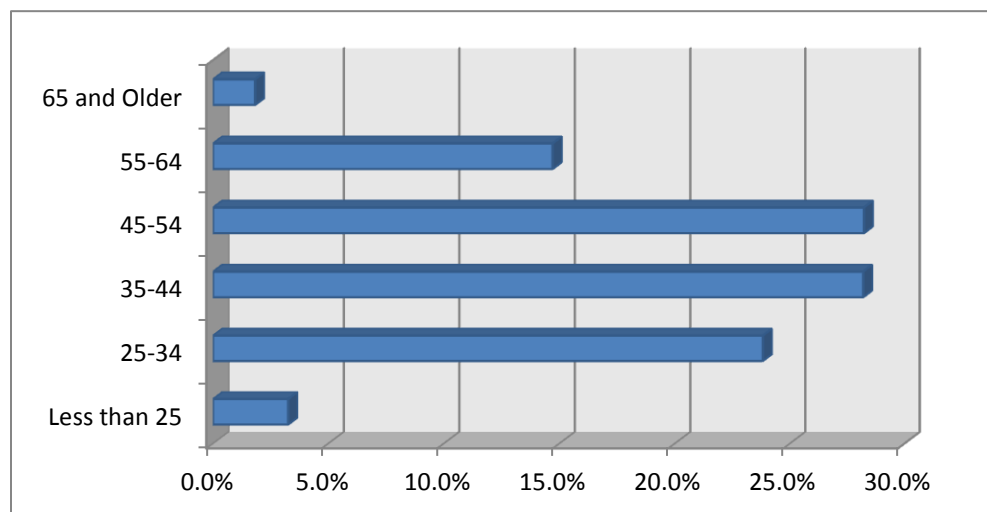
The CCT joins the college in its mission to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community and Strategic Initiative D, to develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

## **2. Demographics for El Camino College's ETP Program (2010 – 2013)**

Demographics play an important role in the growth and quality of the labor force in any region. Thus, CCT feels that it is important to gather as much data as possible to gain an accurate picture of the populations the department serves.

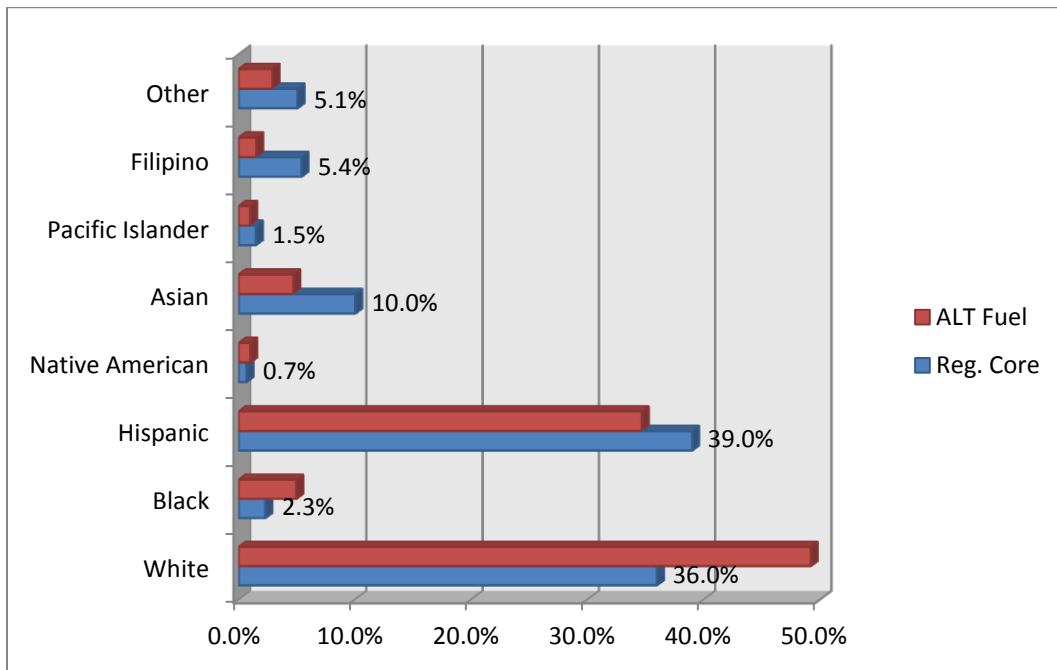
Prior to viewing the data, it is important that the CCT distinguish between Regular Core and Special ETP programs. The Alternative and Renewable Fuel and Vehicle Technology Program (AB118) is a special project funded by ETP and the California Energy Commission (CEC). The program focuses on providing alternative and renewable fuel and vehicle technology training for mechanics, firefighters, and police. The firefighters and police receive First Responder training under the ETP contract. The ETP Regular Core program focuses on manufacturing and aerospace jobs and is funded directly through the California Unemployment Tax (UI) on a two year basis per contract.

***Age Distribution of El Camino College's ETP Program  
ETP Regular Core and Alternative Fuel AB118  
(ETP Contracts: ET110204, 110806, 120143, 130125)***



Almost 95% of El Camino College's ETP program participants are between the ages of 25 and 64. The median age group is the 35 to 44 category. ETP's enrollment/data collection form requests the participant to select their age group versus their actual birthdate.

***Ethnicity***  
***ETP Regular Core and Alternative Fuel AB118***  
***(ETP Contracts: ET110204, 110806, 120143, 130125)***



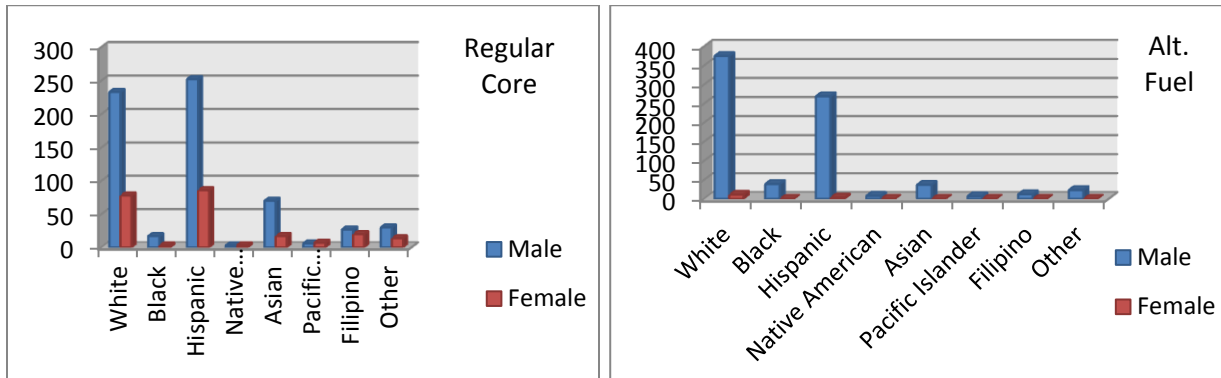
The CCT's ETP program participants are ethnically diverse. In order to acquire an accurate snapshot of ethnicity within CCT's ETP programs, the department separated the Alternative Fuel AB118 population of participants from the ETP Regular Core.

The Hispanics and whites represent 75% of the participants CCT serves under the ETP Regular Core program followed by the Asian population that represent 10% of the participants. The ETP Alternative Fuel Program consists of 49.2% white, 34.7% Hispanic, 5% Black, and 4.7% Asian.

Language ability is a very important aspect of employment. Spanish is the most common language the CCT encounters when working with training participants. To better serve our clients, many of the CCT's instructors are bi-lingual. The CCT offers Vocational English as Second Language (VESL) for manufacturing classes on an annual basis. The program helps students develop basic skills and an understanding of the manufacturing workplace environment while learning English. The curriculum was developed by North Orange County Community College District CACT and Golden Aspen Communications, funded under a grant from the California Community Colleges Economic & Workforce Development.

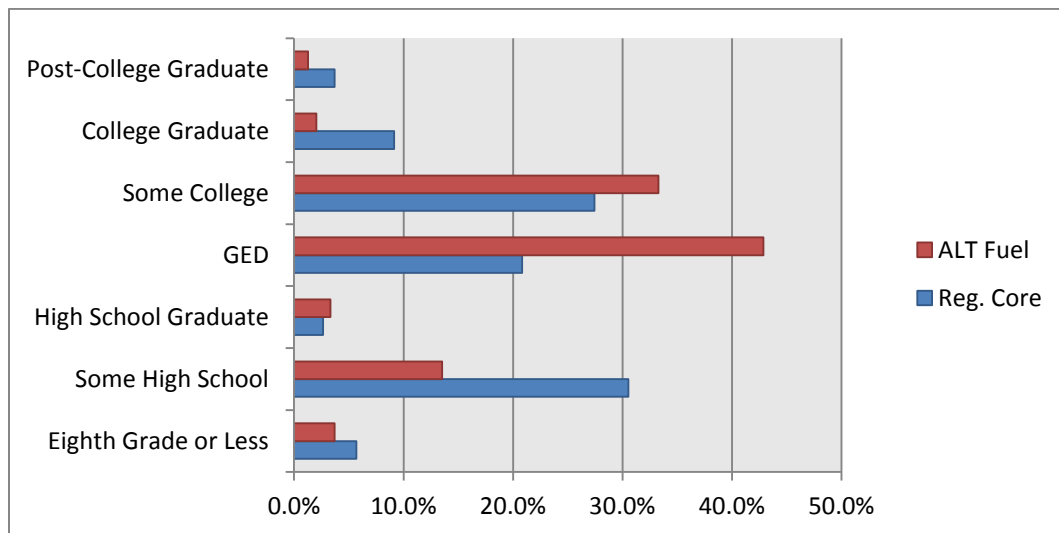


**SEX**  
**ETP Regular Core & Alternative Fuel – AB118**  
**(ETP Contracts: ET110204, 110806, 120143, 130125)**



The typical participant in our ETP Regular Core Program is a male student. The ratio of males to females is 3 to 1. The Filipino group tended to have a more even distribution between males and females versus the other groups. The typical participant in our ETP Alternative Fuel – AB118 Program is predominately white or Hispanic male. Occupations include Police, Firefighters, and Mechanics.

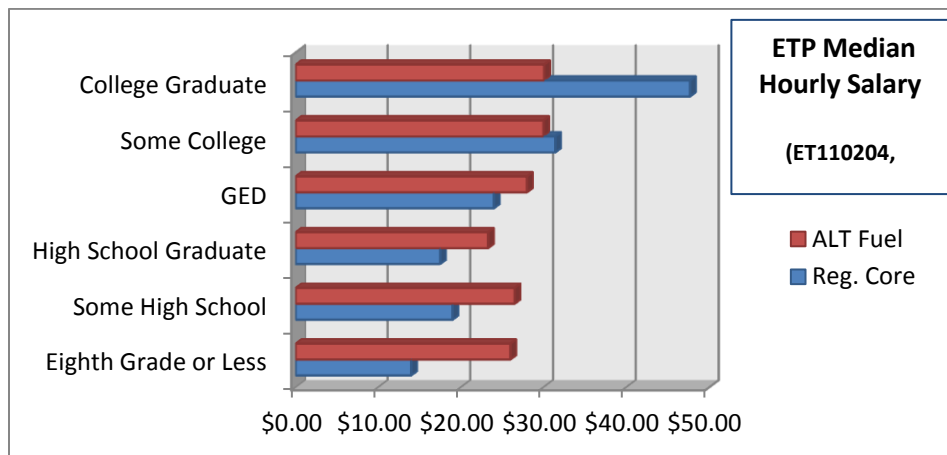
**El Camino College's ETP Program – Participants' Level of Education**  
**(ET110204, 110806, 120143, 130125)**



Approximately 61% of our ETP Regular Core participants have a level of education equal or higher than a high school graduate and 40% have some type of college experience. This reflects the population of participants who are enrolled in our continuous improvement courses.

Participants enrolled in an ETP program with less than a high school education represent 36.2% of our total enrollment. That represents 1 in 3 persons served has less than a high school education. This presents a challenge at times for our instructors since this group is mixed with others who have higher education levels. A significant skills gap exists for this population. Perhaps one service that the CCT can offer to the employer is a combination of Work Keys testing and Key Train in an effort to build their basic skills. Although basic skills are not eligible for ETP funding, perhaps the department can explore new avenues to provide this service to employers at a low cost offset by grants. To assist with other soft skills, the CCT provides a number of courses in the areas of listening, team work, communications, grammar, and writing.

***El Camino College's ETP Program – Median Hourly Salary by Education Level  
(ET110204, 110806, 120143, 130125)***



Participants with college degrees earn the highest salaries in manufacturing and aerospace jobs under our ETP Regular Core contract. Firefighters and police focus heavily on skills obtainment, testing, and advancement. Degrees allow for advancement into management ranks under our Alternative Fuel – AB118 contract.

It is particularly interesting to note that a person with a GED or one with some high school earned more per hour than a High School Graduate. Perhaps there are two explanations for this. First, it is theorized that a person seeking a GED has to be very motivated and disciplined to succeed in the program. A person with less than a High School Diploma must work harder to demonstrate their value to the company. Perhaps the industry sees these traits and rewards accordingly.

The second possible reason may be the “Baby Boomer” effect. CCT knows that many of the participants in the department’s classes have been with their company 20 or more years. Forty three (43%) of the participants CCT serves is above the age of 45, hired during a time that education levels and technical skill requirements were not as high as they are today. It is theorized that the older worker earned more through a series of

raises over the years versus their younger counterparts. As Baby Boomers retire, CCT suspects this anomaly will disappear.

Manufacturers today are facing stiff competition from overseas and out-of-state. The introduction of new technologies and manufacturing practices require that workers have a higher level of education and skills. 43.7% of the CCT participants have college degrees or at least some type of college level education. Many are enrolled in Continuous Improvement courses.

### **3. Company/Student Participation Outcomes and Success**

The assessment of the Student & Program Participation Outcomes is determined by the use of course evaluation forms to assess the satisfaction of the student's educational experience and the employer's expectations. Please refer to the information in section B-3.

### **4. Achievements**

The CCT considers its greatest achievement in developing and expanding partnerships with community colleges, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community. This is in perfect alignment with El Camino College's Strategic Initiative D:

“Strategic Initiative D, to develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.”

Within the past three years, the CCT expanded its training partnerships with other Community Colleges by providing them ETP funding to serve the industries located within their service areas. Through this partnership, colleges receive funding through El Camino College's Employment Training Panel (ETP) contracts. Although the CCT is authorized to provide training statewide under the ETP program, the department finds that partnering is more effective. The benefits gained through partnerships are as follows:

- Ability to share instructors and expertise.
- Ability to respond faster to industries located outside our service area.
- Ability to effectively spend down our ETP contracts quickly.
- Sets the stage for future regional grants requiring the establishment of multiple community college partnerships.
- Allows smaller colleges to participate in ETP programs without having to establish expensive administrative structures to support their program.



Since 2010, the CCT established direct training partnerships through our ETP programs with the following community colleges:

- **ETP Regular Core Funding:**  
Cerritos College, Long Beach City College, Barstow Community College, Riverside Community College District, and El Camino College's Industry & Technology Division.
- **Alternative and Renewable Fuel and Vehicle Technology Program (AB118):**  
Cerritos College, Long Beach City College, Rio Hondo College, College of the Desert, College of the Canyons, Barstow Community College, Kern Community College District, Riverside Community College, City College of San Francisco, San Diego Community College – Miramar College, and El Camino College's Industry & Technology Division – Fire Academy.

In addition, the CCT established partnerships with a number of business and community based organizations within the past three years. These include:

- **Pacific Gateway Workforce Investment Board:** In this relationship, Pacific Gateway assists CCT in providing leads to manufacturers in their service area who need direct assistance with achieving profitable results, maximizing employee performance, and/or optimizing company productivity through skills training.
- **Southern California Regional Transit Training Consortium (SCRTTC):** The SCRTTC is a leading provider of training for the public transit industry. Their mission is to provide a training resource network comprised of public and private organizations focused on the development and employment of a transit industry workforce that is proficient at the highest standards, practices, and procedures for the industry. The CCT works directly with the consortium to serve their industry under our Alternative and Renewable Fuel (AB118) ETP contract.

The Employment Training Panel (ETP) contacted the CCT in July 2013. They asked that our department expand community college partnerships to include state-wide Centers for Applied Competitive Technologies (CACT). This request came after CCT successfully demonstrated the establishment of community college partnerships involving the state-wide Advanced Transportation & Renewable Energy Centers under our Alternative and Renewable Fuel (AB 118) program.

## 5. Prior Program Review

In 2010, the CCT developed its first Annual Program Plan that addressed a number of strategic initiatives to improve program quality, services, technology, data systems, and marketing. Significant progress has been made since the 2008-2009 Program Review. The CCT department feels that all three recommendations listed within the report have been met. The CCT is excited to share achievements the department has made in meeting these recommendations.

The CCT hired a consultant in 2010 to assist in the creation of a new database and SharePoint system with the following objectives in mind:

- Eliminate double entry and reduce errors
- Ability to upload CCT's participant data base records directly into the State ETP system.
- Allow for electronic and on-line participant registration
- Allow for filtering data and producing a variety of management reports
- Manage and track enrollment
- Allow for multiple viewing of data through an on-line system.

All objectives were met and the new database system went into effect in July 2011. The new data and SharePoint system proved very effective and helpful in implementing CCT's Alternative and Renewable Fuel (AB118) ETP contract. Multiple colleges were able to log on to the CCT's SharePoint system, view enrollments for their classes, download/upload student rosters, and have access to a variety of forms. The CCT staff was able to upload critical ETP data effortlessly into the State's system eliminating double entry while reducing input errors.

Beginning in 2012, the CCT focused on creating a new marketing strategy for the department. The plan included creating a department name, branding & message, marketing materials, website, and outreach efforts. Marketing Action Consulting was hired to assist the CCT with its efforts and the staff was fully engaged in the process. The following are the results:

- Name Change: Through a series of group meetings with the staff and Marketing Action Consulting, it was agreed that the Contract and Community Ed department's name was experiencing an identity problem with industry.

Community Education is a separate department that focuses primarily on providing short-term programs designed for personal development. The majority of courses are offered at El Camino College main campus. Contract Education assists employers directly in strengthening their competitive edge,

achieving profitable results, maximizing employee performance, and optimizing company productivity by providing job skills training necessary to maintain high-performance work places.

Contract Education was not seen as a separate and unique department within the Business Training Center (BTC) as were other departments within the BTC (i.e. Workplace Learning Resource Center (WpLRC), Center for Applied Competitive Technologies (CACT), Center for International Trade and Development (CITD), and Small Business Development Center (SBDC). Publications within the BTC reflected this point.

Thus; the group focused on creating a new identity to reflect El Camino College's Mission, Strategic Initiatives, and Contract Education's Program Objectives. Through a series of focused discussions, a new department name emerged, the Center for Advanced Customized Training Solutions (CACTS). However, this name conflicted with the Center of Applied Competitive Technologies (CACT) acronym. Thus, the official name was changed to the Center for Customized Training (CCT) in 2013. A new marketing plan was created to reflect the name change resulting in a new brand message, marketing materials, and website.

- New Marketing Materials: The CCT developed a new brand message and color scheme to utilize in all its marketing materials. The message focuses on providing industry with advanced customized training solutions by assisting them in achieving profitable results, maximizing employee performance, and optimizing company productivity. New marketing materials can be viewed below:

Ctrl + Click to View Program Brochure



Ctrl + Click to View Course Catalog



Ctrl + Click to View Course Catalog



Pocket Folder



- Program Outreach: The CCT expanded its Employment Training Panel (ETP) outreach area by forming training partnerships with community colleges primarily within Southern California. Other outreach efforts include forming partnerships with the Pacific Gateway Workforce Investment Board, Southern California Regional Transit Training Consortium (SCRTTC), and the National Alternative Fuels Training Consortium (NAFTC).

The CCT participates in the Professionals in Human Resources Associate (PIHRA) Conference annually in Anaheim, CA to recruit businesses for the ETP program. A number of new manufacturers have been recruited to receive ETP training through this event.

- Direct Mail, E-mail, and Telemarketing: Upon development of the new marketing materials, the CCT sent a direct mailer to each manufacturer in a 50 mile radius of the college in 2012. A new electronic flier was developed in June, 2013. The objective is to create e-mail blasts to notify manufacturers of upcoming Center Based Courses at the BTC. A Statewide database of manufacturers was purchased in September 2013 that will allow the CCT to send e-mail blasts to all manufacturers. The new data base system should be in place by November 2013 for course advertisements to begin in January 2014. It is the goal of the CCT to establish a telemarketing component to attract new businesses in 2014. CCT is reviewing multiple options to establish this component and will be included in the 2014/15 Plan Builder.

## **B. Service Area Outcomes (SAO)**

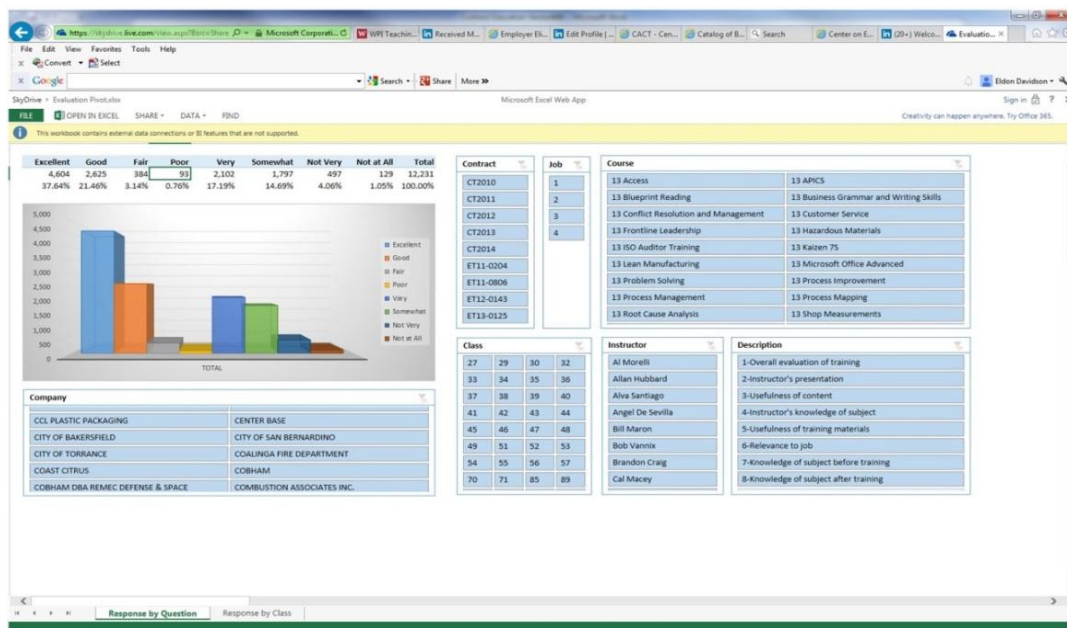
### **1. Personnel Involvement in Creation, Discussion, and Review**

Each staff member of CCT is involved with the creation, discussion, and review of Service Area Outcomes. The CCT department created two SAOs in 2013. These are listed as follows:

- ✓ **Incumbent Worker Professional Development:** Students will obtain valuable information to enhance their professional development after attending a Customized Contract Education class. The Standards for Success selected: 75% of the respondents will indicate that learning outcomes were met, training was relevant to their jobs, and that the participants were able to apply their knowledge to the job leading to work performance increases.

- ✓ **Providing Customized Training Solutions for Manufacturers and Industry to Maintain High Performance Workplaces:** Manufacturers and industry will obtain valuable information and customized on-site training solutions for their incumbent workforce that are focused on maintaining high-performance workplaces by optimizing company productivity, maximizing employee performance, and achieving profitable results. The Standard for Success selected: 75% of the respondents will indicate that learning outcomes were met, training was relevant to their needs, training was effective in improving performance, and that their employees were able to apply their new knowledge to the job leading to work performance increases.

Both SAOs require an evaluation of training questionnaire to be completed by the training participant and employer. Course evaluations are conducted on the last day of class. The forms are collected, tabulated, and entered into our new data system. In June 2013, a new component was added to the database system to capture course evaluation data. This component allows the CCT department to track program outcomes by ETP contract, course, instructor, and time period. In addition, this new process allows the CCT department to analyze data with ease in identifying trends, recommending course improvements and/or deletions, improving the quality of course materials and instruction, and tracking SAO performance consistently (see below).



All outcomes are reviewed and discussed by the CCT staff during staff meetings. Suggestions and recommendations are made, reviewed, and decisions are made regarding implementation. All of the data charts within this Program Review are products of this new system for tracking performance.

The SAO, Providing Customized Training Solutions for Manufacturers and Industry to Maintain High Performance Workplaces, is scheduled for implementation in May, 2014. This new SAO will provide the CCT with the employer's view of training. A new evaluation instrument is in development that will allow the department to effectively measure the performance outcomes. All data will be entered into CCT's data system and a dashboard will be created to provide quick access and review of the data.

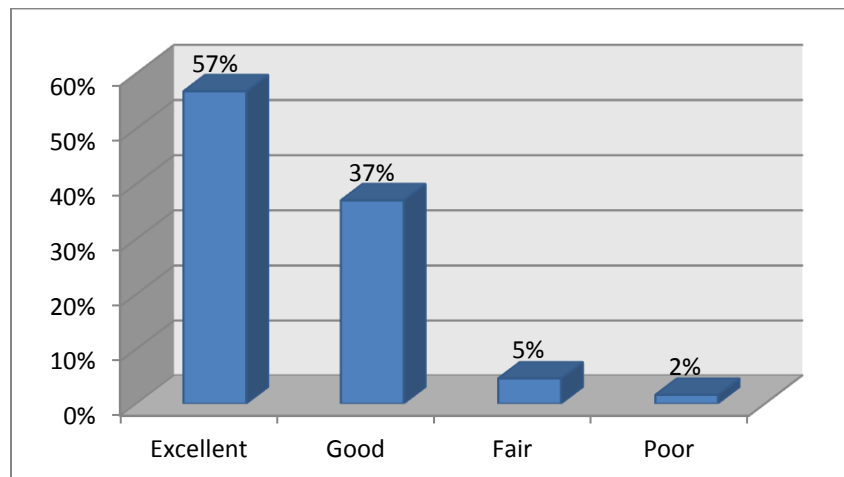
## **2. Program Ensures SAO Consistent Assessment**

With CCT's new data system in place along with the Course Evaluation Dashboard, the department assures consistent and continuous review and assessment of the SAOs. This new system allows the CCT department to track program outcomes by ETP contract, course, instructor, and time period at the click of a mouse button.

## **3. Assessment Results and Changes Implemented**

Overall assessments that pertain to CCT's SAO, Incumbent Worker Professional Development, are listed below. The Standards for Success identified in CCT's SAO state that 75% of the respondents will indicate that learning outcomes were met, training was relevant to their jobs, and that the participants were able to apply their new knowledge to the job leading to work performance increases.

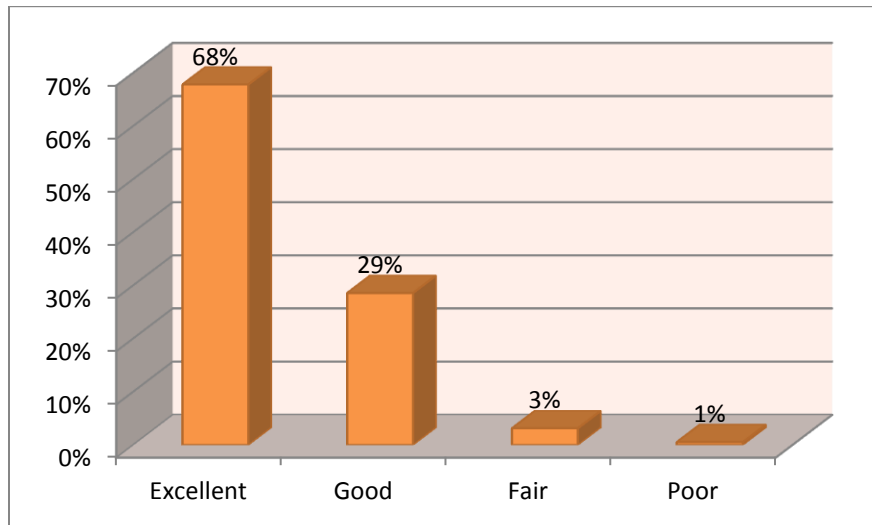
***Overall Evaluation of Training  
(Contracts: ETP 110204, 110806 120143, 130125, Contract Education)***



An overwhelming majority of participants, 94%, indicate that their overall evaluation of training was good to excellent.

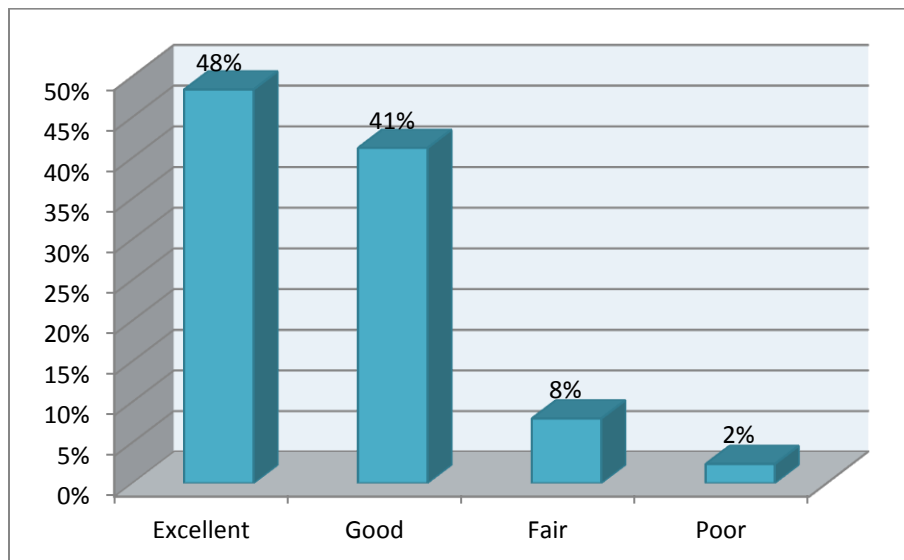


***Instructor's Presentation***  
***(Contracts: ETP 110204, 110806 120143, 130125, Contract Education)***



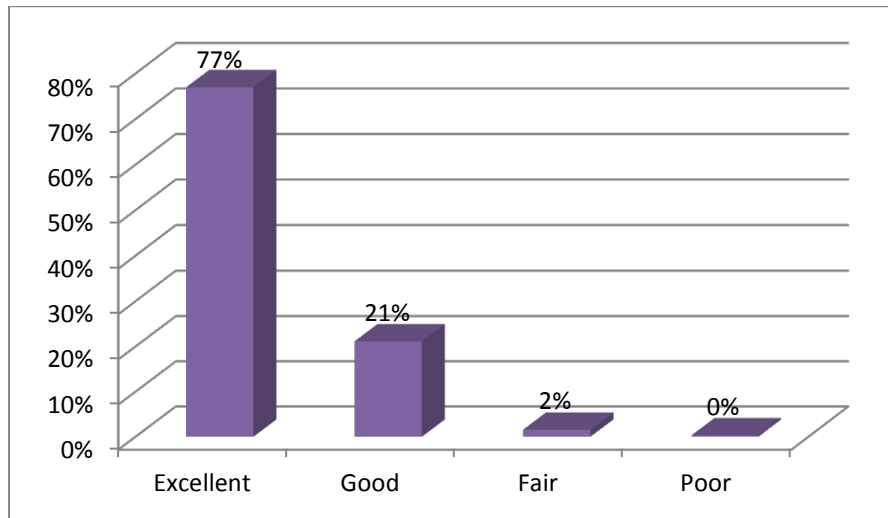
The vast majority of participants, 97%, indicate that the instructor's presentation was good to excellent.

***Usefulness of Content***  
***(Contracts: ETP 110204, 110806 120143, 130125, Contract Education)***



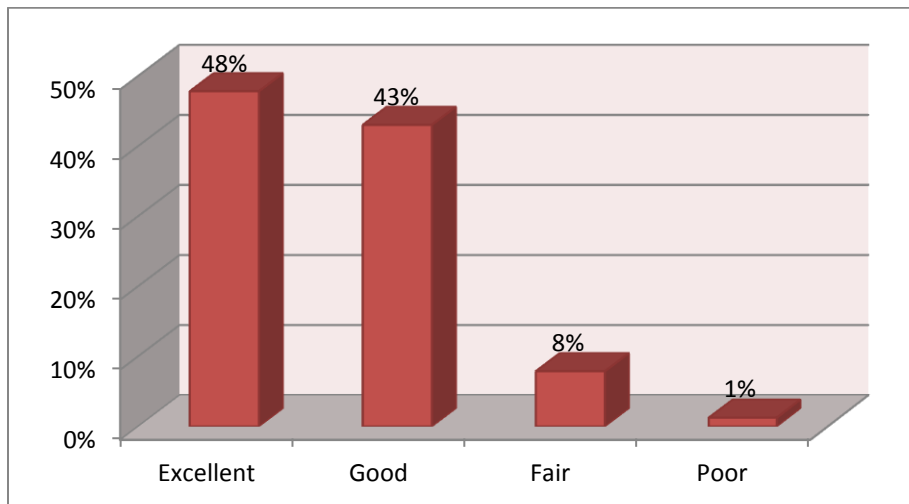
This measure indicates that 89% of the participants believed the instructional content was useful in their jobs. All courses are customized to meet the employer's needs.

***Instructor's Knowledge of Subject***  
***(Contracts: ETP 110204, 110806 120143, 130125, Contract Education)***



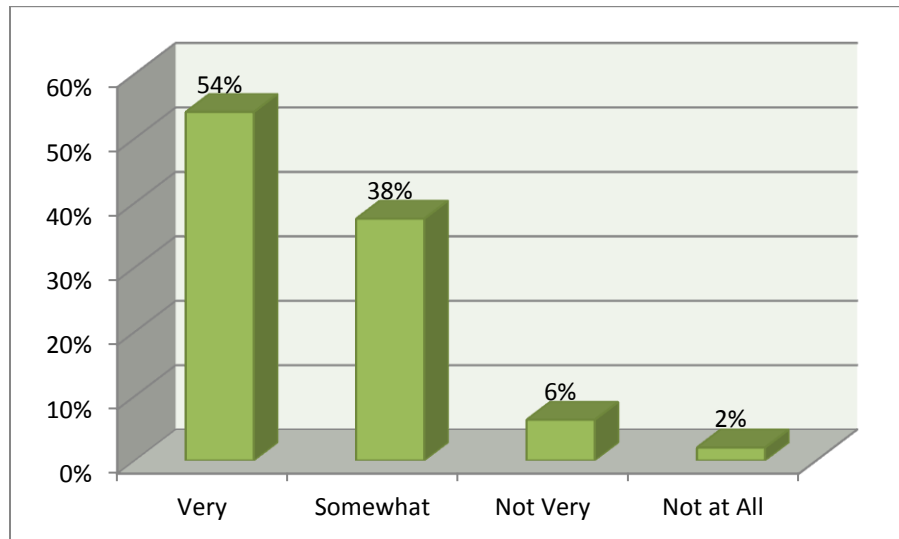
CCT's trainers have: Years of industry experience, unparalleled reputations, outstanding industry credentials and certifications, excellent client recommendations, and demonstrated ability to teach adult learners. The vast majority of participants, 98%, agree with this statement.

***Usefulness of Training Materials***  
***(Contracts: ETP 110204, 110806 120143, 130125, Contract Education)***



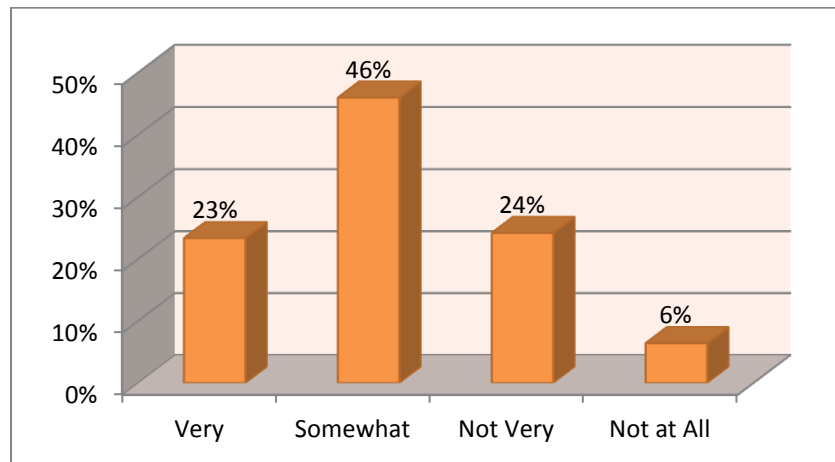
The CCT assists instructor/trainers in obtaining up-to-date training materials and videos on a continuous basis. Results indicate that 91% of the participants find their training materials useful.

**Relevance to Job**  
**(Contracts: ETP 110204, 110806 120143, 130125, Contract Education)**



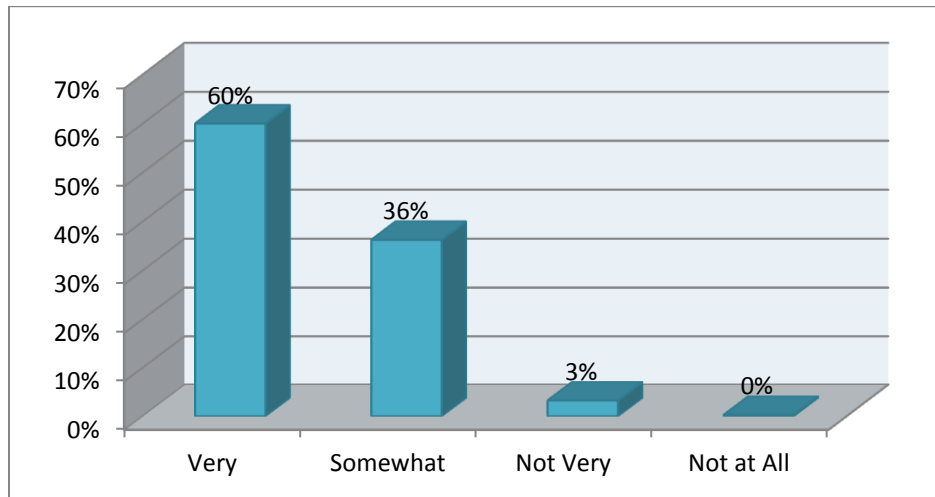
Relevance to the job is an important measure for the CCT. It is an excellent indicator that all course work is customized to meet the employer's needs. The majority of participants, 92%, indicate the training received was relevant to their jobs.

**Knowledge of Subject before Training**  
**(Contracts: ETP 110204, 110806 120143, 130125, Contract Education)**



This is an interesting graph indicating that 30% of the group had little or no knowledge of the subject prior to taking the course and that 69% had some knowledge or an abundant level of knowledge prior to taking the course. After taking the course, 96% of the participants indicates they are very to somewhat knowledgeable, a 27% gain (see next graph below). The gain came directly from the "Not Very" and "Not at All" groups. This indicates that the instruction was valuable.

**Knowledge of Subject after Training**  
**(Contracts: ETP 110204, 110806 120143, 130125, Contract Education)**



### **C. Program Improvement**

The assessment of the Student & Program Learning Outcomes is determined by the use of course evaluation forms to assess the satisfaction of the student's educational experience and the employer's expectations.

#### **1. Activities Used to Improve Services to Companies/Students**

The CCT department conducted meetings with community college training partners soliciting ways to improve our enrollment service. In addition, CCT staff spoke with participating companies asking for their input how to make their jobs easier in regards to completing and submitting paperwork and enrolling their employees into classes.

Through these discussions, the CCT created multiple ways a company can enroll their employees for classes and/or students can enroll directly. These are as follows:

- ✓ Electronically – The department created an on-line electronic form that applicants complete. The form is automatically sent to our office and uploaded into CCT's database system.
- ✓ By Mail – CCT created an electronic fillable PDF form that participants complete, print, and mail.

- ✓ In Class Registration -- Employers had the option to call CCT directly or its college partner's office to sign up for classes. Students were allowed to complete registration papers on the first day of class.

In addition, CCT created a SharePoint System allowing our college partners to log-in and review their enrollments. This is just one example of many activities CCT used to improve services. Other examples of improving our services can be located in Section E-1 below.

## 2. Metrics from Past Four Years Used to Improve Services

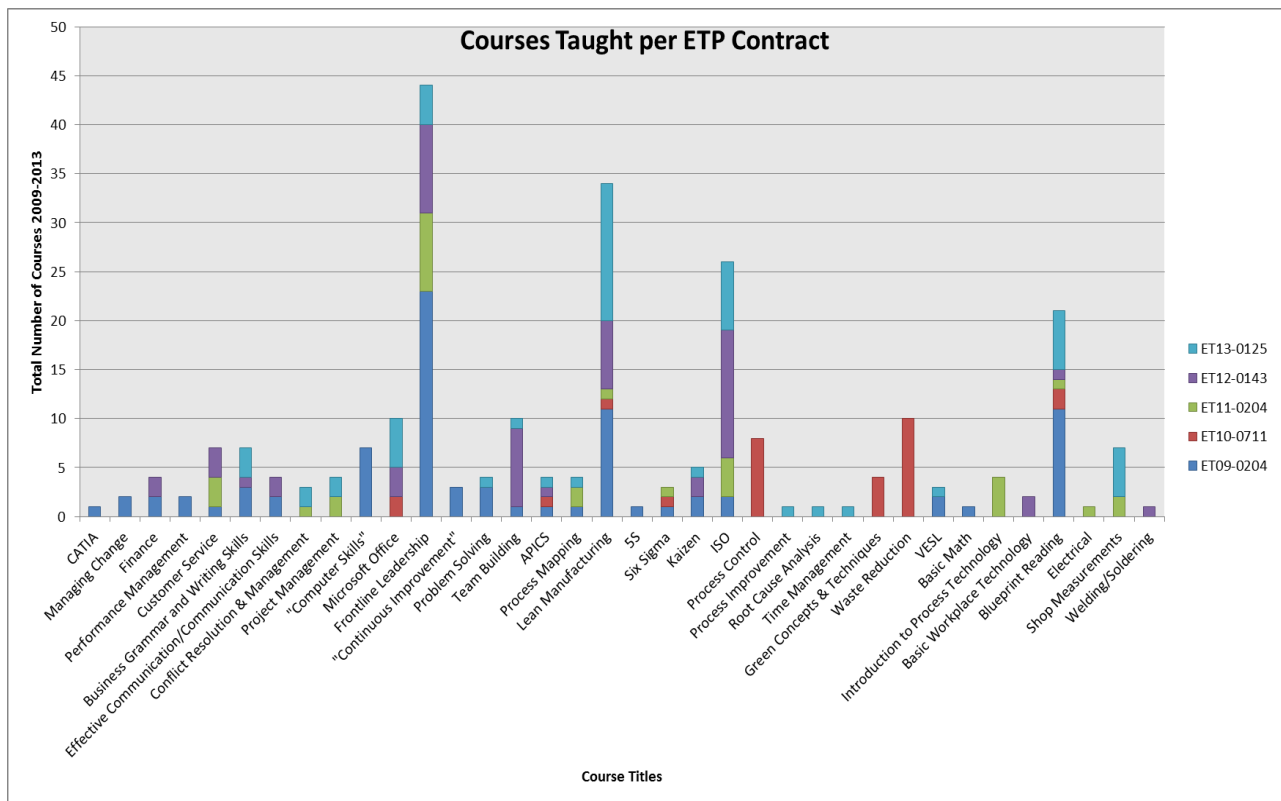
ETP Regular Core Contract	Enrolled	Dropped	Completers	Retention Rate (%)
ET10-0711	372	20	252	94.6%
ET11-0204	414	28	386	93.2%
ET12-0143	995	142	853	85.7%
ET13-0125	<u>827</u>	<u>4</u>	<u>823</u>	<u>99.5%</u>
<b>Totals</b>	<b>2,608</b>	<b>194</b>	<b>2,414</b>	<b>92.6%</b>

ETP Alternative Fuel Contract	Enrolled	Dropped	Completers	Retention Rate (%)
<b>ET11-0806</b>	<b>874</b>	<b>90</b>	<b>784</b>	<b>89.7%</b>

CCT served a total of 3,482 participants from 2010 – 2013 fiscal years. The number of students dropped was based upon the following reasons:

- ✓ Quit or Laid Off
- ✓ Did not Meet ETP's Wage Requirement
- ✓ Did not Meet ETP's Minimum Hour Completion or 100% Attendance
- ✓ Dropped and Later Re-enrolled to Correct ETP Record Systems

As one can see, the reasons for participant drops are based upon ETP rules and not the traditional reasons normally found in regular academic programs. Thus, the CCT has few options to assist in controlling participant drops. CCT's best option is to educate the employer and participants on ETP expectations and requirements. The Director of CCT spends a sizeable amount of time educating the employers about ETP rules and regulations. Information Guides were developed for each contract that emphasize the program rules and is distributed to the employers. In addition, attendance records are sent to the employer and instructor to provide communication regarding class attendance. As a result, CCT has seen an increase in the retention rate for our ET13-0125 Regular Core contract which stands at 99.5%. The overall retention rate for all contracts listed above is 91.8%.



The CCT further analyzed the type of courses that ETP participants were enrolled in as requested by their employers from the 2010 – 2013 fiscal years. Frontline Leadership is the highest requested course from the manufacturers followed by Lean Manufacturing, ISO, and Blueprint Reading.

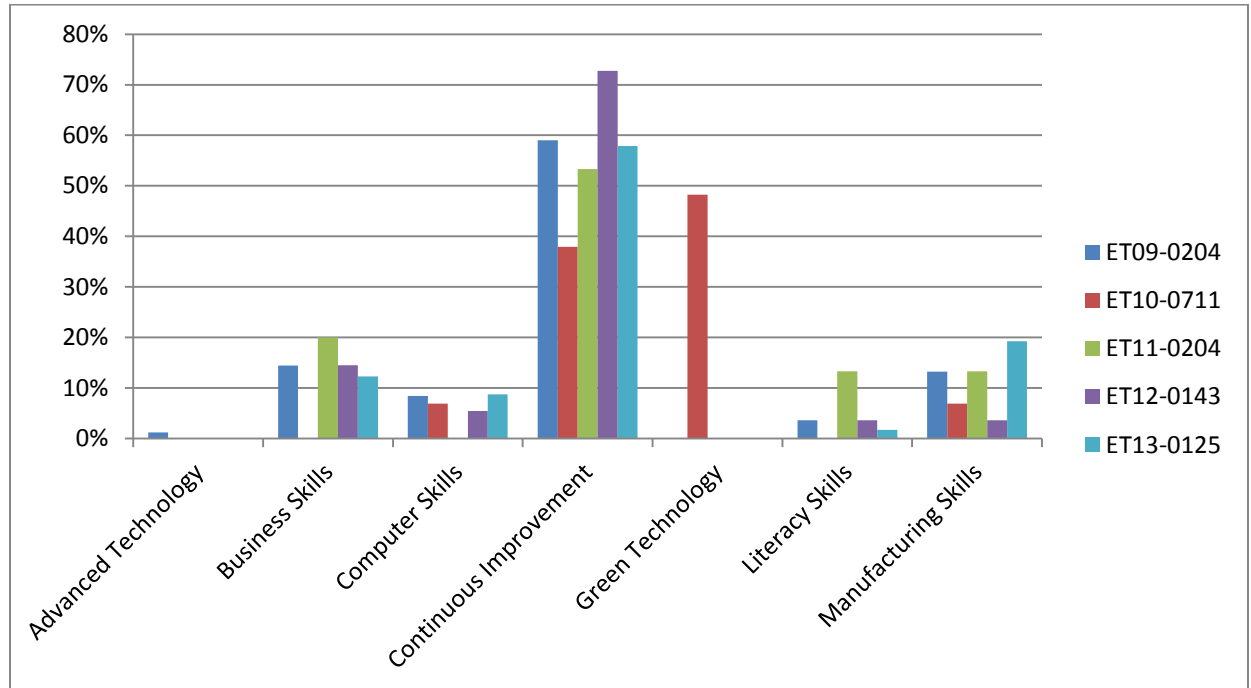
Soft Skills such as work ethic, positive attitude, communication skills, time management, problem solving, acting as a team player, ability to accept criticism, flexibility & adaptability, and working under pressure are taught in a variety of courses. These courses are as follows: Effective Communication/Communication Skills, Conflict Resolution & Management, Problem Solving, Team Building, and Time Management.

Today, employers are requesting that CCT assist them in building the basic & literacy skills of their work force to enable them to compete globally and statewide. Through our data, the department found that 36.2% of CCT's students have an education below the 12<sup>th</sup> grade. Many of these students are mixed with others in courses that have a higher level of education. Through this Program Review, CCT has learned that an opportunity exists to expand our services by focusing attention on this group of students to ensure that they are successful in remaining employed. The ETP does not pay for many of these courses; thus, the CCT will be required to fill the skill gaps through grants and partnerships. CCT can partner with the Workplace Learning Resource Center



to investigate the use of Work Keys and Key Train to the employers in order to assist this population of students.

**Courses by**  
**(Contracts: ETP 09-0204, 10-0711, 110204, 120143, 130125)**



As explained earlier, 61% of our participants have a level of education equal or higher than a high school graduate and 40% have some type of college experience. Many of these participants are enrolled in CCT's Continuous Improvement courses. Continuous Improvement courses include:

Automation	Blueprint Reading	CAD/CAM	CPIM	CNC
Coordinate Measuring Machine	Design Software for Manufacturing	Electronics	Geometric Dimensioning and Tolerance	Hydraulics
Lean Manufacturing	Kaizen and 7 S	Machining	Materials Management	Material Requirements Planning
Motor Controls, Switching, Panel	Pneumatics	Process Improvement	Programmable Logistics Control	Project Management
Prototyping	Quality Improvement	Quality Management Systems	Robotics	Root Cause and Corrective Action
Sheet Metal Design & Fabrication	Shop Measurements	Statistical Process Control	8 Discipline Problem Solving	Six Sigma
Supply Chain Management	Total Quality Management	Welding/Soldering		

In 2013, CCT added 18 new courses based upon industry requests and suggestions by instructor/trainers. The following are the new course offerings: OSHA 10, OSHA 30, Hazwoper 40, Hazwoper 24, Hazwoper 8 Hour Refresher, First Aid/CPR, 8 Discipline

Problem Solving, SQL, Computer Skills for Production & Inventory, Business Analytical Reporting & Presentation, SharePoint in Manufacturing Settings, Analyzing and Interpreting Data, Manufacturing & Assembly, Production Manufacturing & Operating Skills, Manufacturing & Assembly, Business Fundamentals, Presentation, and Cost Control. Responding to industry quickly is the greatest asset CCT can offer.

### **3. Patterns in Student Success, Retention, and Persistence**

Many of these elements are automatically built into CCT's ETP classes. The ETP requires that all participants maintain a 100% attendance record for their classes, employers must pay the participant's wages while in training as an indirect match, and that participants remain employed a minimum of 90 days after the conclusion of training. Retention is addressed in Section C-2 above.

## **D. Program Environment**

### **1. Staff and Company/Student Involvement and Relationships**

The CCT promotes an atmosphere of collaboration, teamwork, customer service, creative thinking, goal setting, planning, and performance among its staff and contract instructors. Regular meetings are conducted with the CCT staff to discuss upcoming/ending classes, new ETP contracts, contract compliance, attendance reports, review of class training evaluations, equipment needs, and more.

The contract instructors/trainers are consulted on a regular basis concerning business trends, training needs, curriculum development, performance, equipment needs, marketing, program improvement, assessment, training materials, etc. Although it is the responsibility for the contract instructor/trainer to remain current in their field, the CCT offers training opportunities for them to expand their knowledge, skills and services. Three recent examples include:

- The CCT provided seven instructor/trainers the opportunity to become certified Development Dimensions International (DDI) training facilitators. Since 1970, DDI has been helping hundreds of corporations around the world close the gap between where their business needs to go and the talent they must have to take them there—in both good and tough economic times. Once certified as a DDI Facilitator, the instructor/trainer will have the ability to deliver nearly 60 leadership courses in DDI's Learning Systems. These courses are categorized into clusters of similar themes:

✓ Interaction Management: Exceptional Leaders . . . Extraordinary Results

- ✓ Interaction Management: Tactics for Effective Leadership
  - ✓ Interaction Management: Strategies for Effective Leadership
  - ✓ Target Management: Components of Effective Leadership
  - ✓ Techniques for a high-Performance Workforce
  - ✓ Service Plus – Build Skills for Exceptional Customer Service
- The CCT provided our contract instructor/trainers the opportunity to expand their knowledge about e-learning. Participants received training in the use of Elluminate Live, California Community College Confer (CCCConfer.org) web conferencing technology, and how to produce higher student outcomes.
  - The CCT sponsored and trained 19 instructor/trainers to be authorized to teach the Clean Cities and National Alternative Fuels Training Consortium First Responder Training Program. Once authorized, the instructors were allowed to instruct firefighters, police, and emergency personnel on how to respond to emergencies involving alternative fuel vehicles. Instructors from Kern Community College, Cerritos College, El Camino College, and Barstow College participated in the training program.

In order to serve manufacturers and businesses throughout our region, it requires the close support and collaboration with a number of training partners. These training partners include:

**a) El Camino College**

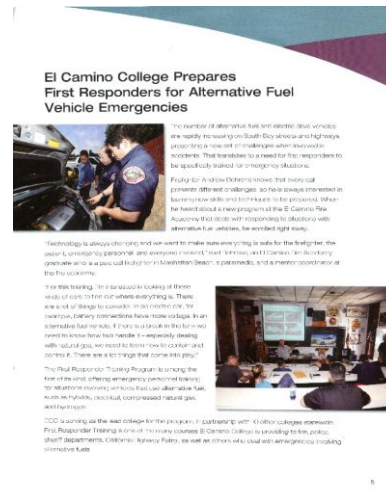
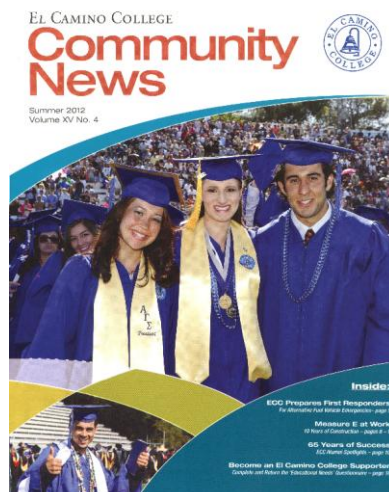
- Center for Applied Competitive Technologies (CACT)  
The CACTs work through the California Community Colleges Economic and Workforce Development (CCCEWD) initiative. They are dedicated to serving California's advanced technology companies with innovative solutions that are unique and customized. The CACT is staffed with experts dedicated to assisting manufacturers with operational improvement and technology solutions designed to increase productivity and improve quality. The CACT advisors provide assistance in numerous operational and technical areas ranging from basic math or blueprint reading to advanced robotics and automation. The CACT can aid in the research phase of the product development process to the ramp-up phase of production manufacturing. The CACT trains technicians to learn new skills, adopt new technologies, increase productivity, and improve teamwork/collaboration

- Workplace Learning Resource Center (WpLRC)

The Workplace Learning Resource Center (WpLRC) provides comprehensive programs of education and training designed for success in the workplace including basic skills, business skills, and computer skills. In order to meet the ever-growing need for fundamental skills, the WpLRC's focus is on providing employees with basic skills education in reading, writing and math, and English as a Second Language (ESL). In addition, the department offers the Career Readiness Certificate, a skills assessment program for potential employees and participating employers at no charge.

- Industry and Technology Division (IT)

The CCT partners with the IT Division through our ETP programs. One such example is through CCT's Alternative and Renewable Fuel and Vehicle Technology Program. The CCT solicited the assistance of the Fire Academy program to teach First Responder Training for 170+ firefighters and 70+ police in Southern California. In exchange, the El Camino College Fire Academy was provided critical funding to purchase fire equipment for their program and expand their visibility in the community. Their department was featured on area news stations and El Camino College's summer 2012 Community News for their First Responder Training Course for firefighters and police in Southern California.



As a courtesy, First Responder Training was provided free to all El Camino College and Compton Center Police Officers. In addition, the CCT department worked closely with the Automotive Technology Program and

sponsored membership with the National Alternative Fuels Training Consortium. This consortium allows additional faculty development opportunities for the Automotive Technology Program in alternative and renewable fuel and vehicle technologies.

**b) Collaboration with Other Community Colleges**

Within the past three years, the CCT expanded training partnerships with other community colleges providing them ETP funding to serve industries within their own regional areas. This is an excellent partnership allowing colleges to earn funding for their operations. Since 2010, CCT expanded its training partnerships to include: Cerritos College, Long Beach City College, Barstow Community College, Rio Hondo College, College of the Desert, College of the Canyons, Riverside Community College District, City College of San Francisco, San Diego Community College – Miramar College, and El Camino College’s Industry & Technology Division.

**c) Outside Training Contractors (For Profit)**

Outside training contractors have been very important to the CCT in the past to assist in selling large ETP contracts. One tenth of one percent of the California Unemployment Tax is placed into a training fund. The training funds are used to provide assistance to priority industries within the State of California in order to keep them healthy and remain in California. One of the best ways to assist priority industries to remain highly competitive is to ensure they have a well trained workforce. Thus, funding is provided to assist them with their training needs. When the unemployment rates are high, less revenue comes into the state. When the rates are low, then the State has large amounts of funding to dedicate to training. CCT relies on these outside contractors to assist in serving industry. Each outside training contractor recruits their own business customers; thus, assisting the CCT in reaching out to businesses. The following is a list of outside contractors that CCT utilizes within the ETP program:

Quest Consulting	Custom Corporate Communications (C3)	The Training Source
Workforce Computer Training	Pivot Management Consultants	Osterling Consulting Inc.
Corporate Training Institute - APICS		

**d) Pacific Gateway Workforce Investment Board:** In this relationship, Pacific Gateway assists the CCT in providing leads of manufacturers that need assistance under our Regular Core ETP program.

- e) **Southern California Regional Transit Training Consortium (SCRTTC):** The SCRTTC is a leading provider of training for the public transit industry. Their mission is to provide a training resource network comprised of public and private organizations focused on the development and employment of a transit industry workforce that is proficient at the highest standards, practices, and procedures for the industry. The CCT works directly with the consortium to serve their industry under our Alternative and Renewable Fuel and Vehicle Technology Program (AB118) ETP contract.

## **2. Number and Type of Staff and Faculty**

The CCT has a total of 2 full-time employees, 1 casual worker, 1 student worker, and 21 contract instructors/trainers. The following is a list of staff & faculty:

### **a. Staff**

- Eldon Davidson, Director of CCT, full-time status
- Maricela Vital, Administrative Assistant, full-time status
- Diane Palmer, Projects Coordinator, casual part-time status
- Student worker, 20 – 25 hours per week, when available

### **b. Contract Instructors/Trainers**

Akhilesh Gulati	Alva Santiago	Chuck Jones	Desiree Saddler
Dr. Barbara Sweet	Edwin Ruiz	Ernest Jewell	Brad Hulbert
Hank Rogers	Jason Eaves	Jennifer Buck	Joe DeSimone
Judy Shane	Leo Shortle	Mark Wilde	Mike Osterling
Servando Gereau	William Melendez	Rick Hughes	Roberto Pandolfi

The CCT staff works closely with the instructor/trainers to ensure that curriculum is developed, instructional materials are printed and bound, training materials are delivered to the training site, attendance rosters are submitted, and that course evaluations are conducted and received. The Director of CCT conducts on-site classroom visits and spends time communicating with the participants and key company personnel.

## **3. Facilities & Equipment Needs for Next Four Years**

Approximately 98% of all CCT classes are taught at the company's business site. This works well with larger companies who can afford to allow 10 or more of their employees to attend a 4-hour session per week. Unfortunately, a number of smaller



manufacturers cannot afford to release their employees for training without experiencing a serious loss of production. Thus, there exists a real need to provide “Center Based Training” for these smaller companies at the Business Training Center. The classrooms within the Business Training Center are very basic in nature. Each is equipped with a whiteboard and multimedia projector and one room is equipped with a SmartBoard. In order for the CCT to expand Center Based Courses at the BTC, the following items need to be addressed:

- ✓ The rooms are in need of painting and modernization.
- ✓ Internet speeds are too slow for instructional purposes.
- ✓ Lack of distance delivery capabilities
- ✓ General purpose rooms do not exist for lab based courses.
- ✓ Lack of adequate parking for participants.
- ✓ Competing interest for classrooms make it difficult to schedule classes for any length of time.
- ✓ A computer lab and/or mobile lab do not exist limiting the possibility to offer IT related classes.
- ✓ Audio equipment is limited to one room and the roll around video cart is seriously out-of-date. With the exception of one room, classrooms are not equipped with SmartBoards or overhead technology.

The CCT is in need of updating its computer equipment approximately every four years. The processing of thousands of records to the Employment Training Panel (ETP) requires the latest in computer technology. In 2014-15, CCT will need to replace 4 computers within the department. In addition, the department is in need of a higher capacity color laser printer for producing instructional materials on demand for classes that are taught at the business site.

#### **4. Program Hours**

The CCT’s offices are open from 7:30 am to 5:00 pm, M – F. Our training course hours vary depending on the business client’s needs. Many of CCT manufacturers operate 2-3 shifts per day; thus; classes are scheduled for mornings, afternoons, nights, and weekends. The class schedule is custom built around the customer’s needs.

#### **5. External Factors and How They are Addressed**

The Employment Training Panel (ETP) represents the majority of CCT’s funding annually. As stated earlier, 1/10<sup>th</sup> of 1% of the California Unemployment Tax (UI) collected is placed in a training fund. The fund is managed by the ETP which in turn prioritizes and selects targeted industry sectors to receive training assistance. In particular, these are

industries that face stiff out-of-state competition and provide substantial employment within the state.

When unemployment rates are low, the ETP distributes large sums of money for training. This is due to the fact that a large amount of the population is employed contributing to the fund. During strong economic times, it is not unusual for CCT to receive one to two million dollar contracts. When unemployment rates are high as they were in 2010 & 2011, then less people are contributing to the unemployment system resulting in lower contract amounts provided by the ETP. Thus, it is very possible to experience one to two million dollar contracts one year and only \$400,000 the next. Thus, the CCT has the opportunity to expand its operations by finding new avenues of funding while limiting its dependence on ETP funding.

In an effort to diversify, the CCT has concentrated on rebuilding its Contract Education and grant components. Contract Education is instruction & services provided to industry on a direct pay basis. This includes funds collected through Center Based Courses whereby the students pay 100% of the fees. In 2013 & 2014, the CCT began increasing its Contract Education courses. Much of the growth is contributed to adding workplace safety courses such as OSHA & Hazwoper and through adding a series of IT courses. Further growth can be added to the CCT through effective marketing. A new manufacturing database will be installed in November 2013 which will allow CCT to conduct e-mail blasts to industry. In addition, CCT hopes to develop some form of telemarketing to assist in building the program.

#### **Fee Based Contract Education**

<b>Fiscal Year</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>1<sup>st</sup> Qtr. 2014</b>
<b>Enrollment</b>	311	276	111	317	227
<b>Hours</b>	4992	5520	2220	2513	2005

CCT can diversify further through the addition of grants. After analyzing the demographics of our ETP students, it is apparent that a skills gap exists for 36.2% of the participants who possess less than a high school education.

## **E. Customer Service**

### **1. Customer Service Survey Major Findings**

The CCT is in the process of developing an evaluation instrument for measuring the employer's satisfaction with the training services received by our department. This will allow CCT to further formalize the system of measuring satisfaction among employers. It is anticipated that CCT will begin collecting data beginning May, 2014. More information concerning participants can be found in section C-2 above.

Until then, the CCT measures customer service satisfaction by the number of repeat employers who over the years continue to receive services through multiple ETP contracts, word of mouth, testimonial letters, results of monitoring visits, and number of new ETP contracts received. All ETP contracts are performance based. The ETP conducts monitoring visits for each contract on a semi-annual and/or annual basis. Classes and employers are randomly selected to be visited by the ETP. The level of satisfaction by the training participants and employers are measured and incorporated in the ETP monitoring reports. In addition, the ETP requests testimonial letters to be collected from employers at the conclusion of each contract. The letters provide ETP information about the benefits received from training provided by the CCT. Many of the letters have been shared with the ETP Panel and excerpts included in CCT's marketing materials. All are excellent with no suggestions for modifications to the overall CCT program. The ETP program is a highly monitored and audited program. Future success in obtaining funding contracts is based upon past performance and monitoring visit reports. El Camino College maintains an excellent relationship with the ETP.

### **2. Addressing Improvements to Services**

The CCT monitors its programs closely and listens to feedback provided by students, employers, and training partners. The following is a list of service improvements made based upon the feedback the department received:

- ✓ The CCT improved communications with its training partners through the creation of the department's SharePoint system. Partnering colleges were provided log-in and passwords to view enrollment data for each of their classes. In addition, colleges had access to rosters and forms that could easily be downloaded.
- ✓ The CCT created multiple modes of enrollment for employers and participants enrolled in the department's Alternative and Renewable Fuel (AB 118) contract.
- ✓ Information Guides for each ETP contract were developed and circulated to educate businesses and training partners on ETP Guidelines.

- ✓ Contractors and employers are provided class attendance reports on demand. This assists the contractors in submitting their invoices to the CCT and informs employers of the participant's attendance.
- ✓ The CCT marketing materials and catalog are easily accessible through the web and other electronic forms. This assists the department's instructors, training partners, and contractors in recruiting new businesses.

## **F. Conclusions and Recommendations**

### **1. Program Opportunities, Strengths, Weaknesses, and Threats**

After careful review, the CCT programs identified its opportunities, strengths, weaknesses, and threats as follows:

#### **OPPORTUNITIES**

- a. The CCT has the opportunity to be a leader in offering distance delivery courses to businesses and industry utilizing ETP funding. This is a great opportunity to serve small manufacturers and larger companies with multiple plants by connecting them into one virtual classroom. This is all possible with technology upgrades to the BTC.
- b. The CCT has an excellent opportunity to address the skill gaps that exist for the 36.2% of the participants who possess less than a high school level education, either through partnerships, grants, or through adding additional course work.
- c. The CCT has the opportunity to expand operations by diversifying its funding while lessening dependence upon ETP funding.

#### **STRENGTHS**

- a) Outstanding trainers who have years of industry experience, unparalleled reputations, outstanding industry credentials and certifications, excellent client recommendations, and demonstrated ability to teach adult learners.
- b) Quality customized Instruction.
- c) On demand service.
- d) High level of customer service.
- e) Ability to move quickly in meeting the client's needs.
- f) Flexibility.

### **WEAKNESSES**

- a) Lack of a sales force
- b) Facilities – Lack of multipurpose rooms to be utilized as labs, poor internet speed, lack of modern classroom technology, and lack of distance education delivery equipment, small classrooms, no computer lab, and appearance.
- c) Parking – Parking is seriously limited. One filled classroom out of four creates a serious parking concern. Additional parking is needed to expand courses.

### **THREATS**

- a) Competition from the private for profits, community colleges, and training associations.

## **2. Prioritized Recommendations**

All three weaknesses are important and success of one depends upon the success of obtaining the other. After careful discussion, the weaknesses listed are already in priority order with a) being the highest priority and c) being the lowest.

## **3. Program Recommendation for Continuing**

Continue