

North Far North Pilot Project *Streamlining the Approval Process*

One Methodology

let the journey begin...

The Lean Journey...

- *Structured Approach*
- *Engages All Stakeholders*
 - *Project Team*
 - *Regional Team*
 - *Local Team*
- *Builds Process Capacity*



NFN PROJECT TEAM



Charter

- Clarity
- Contract
- Focus
- Communication



Purpose

BOG Recommendation 8:

To evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process

To ensure a timely, responsive, and streamlined curriculum



Purpose

BOG Recommendation 8:

- To evaluate, revise and resource the local, regional, and statewide curriculum approval process
- To ensure a **RIGOROUS**, timely, responsive, and streamlined curriculum



Scope

IN SCOPE:

Local Curriculum Approval Process
Regional Recommendation Process

OUT OF SCOPE:

Streamlining Workshops
Local Implementation
Portability
State Certification



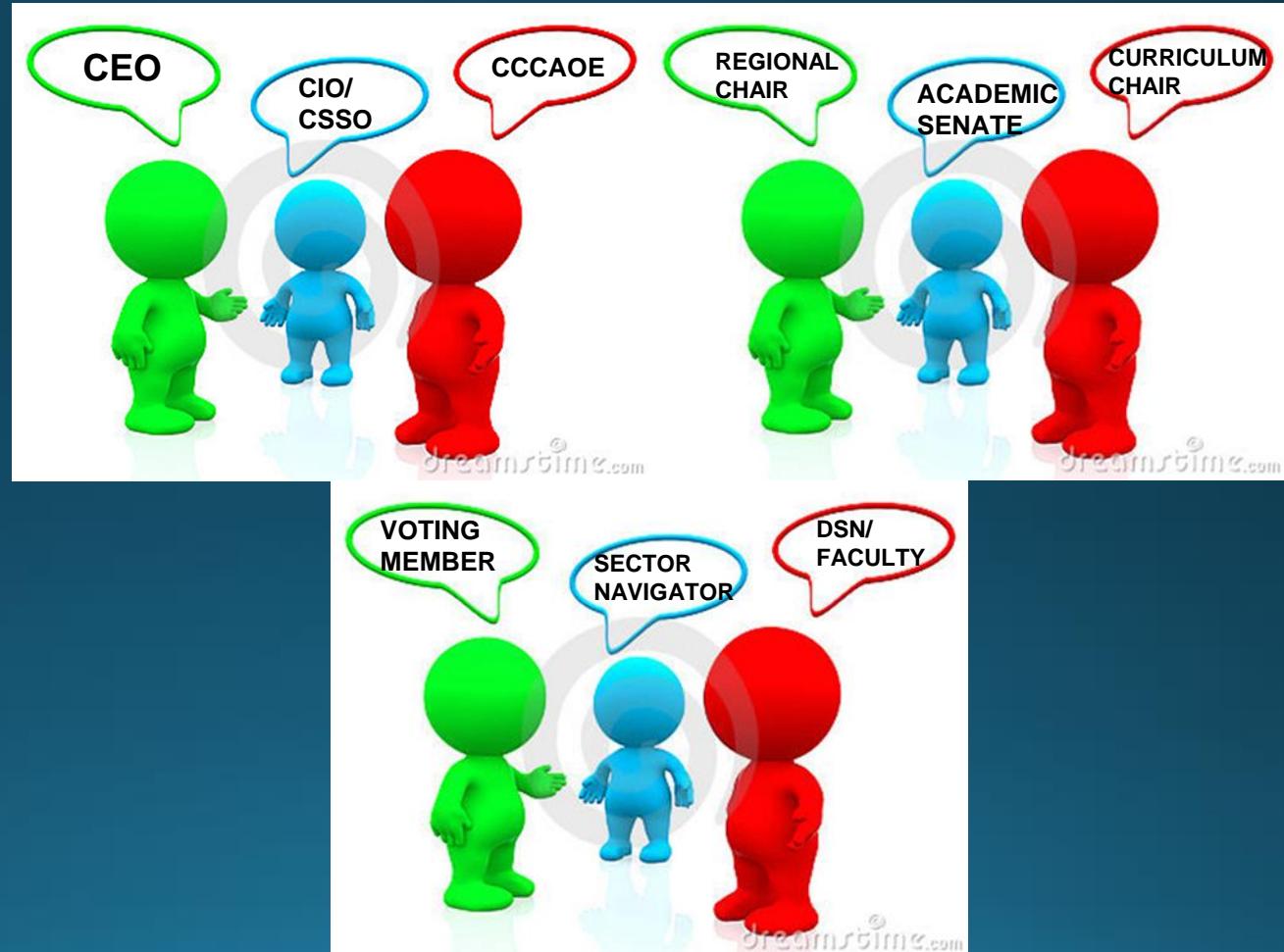
Deliverable

One streamlined approval process (Local and Regional) that enables community colleges to develop a course or program within one academic semester and to offer that course or program the subsequent academic semester.

Stakeholders' Requirements

- Rigorous
- Timely
- Responsive
- Streamlined

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NFN PROJECT TEAM



STATEWIDE REGIONAL RECOMMENDATION TEAM





Program Recommendation Pilot

Labor Market Assessment for Regional Application

North Far North Professional Development Workshop
for Curriculum Chairs
October 14, 2016



About the Centers of Excellence (COE)

California Community Colleges must have continuous access to data and decision support to ensure that curriculum produces workers with the skills that are relevant to California's businesses.

As technical assistance providers, the COE work with colleges, regions and the sector networks to identify opportunities and trends in critical industries and occupations and help regions respond to workforce needs by providing them quality information for decision-making.

Our products and services give colleges a competitive advantage in:



Creating new and relevant programs and curriculum



Pursuing grants that lead to funding

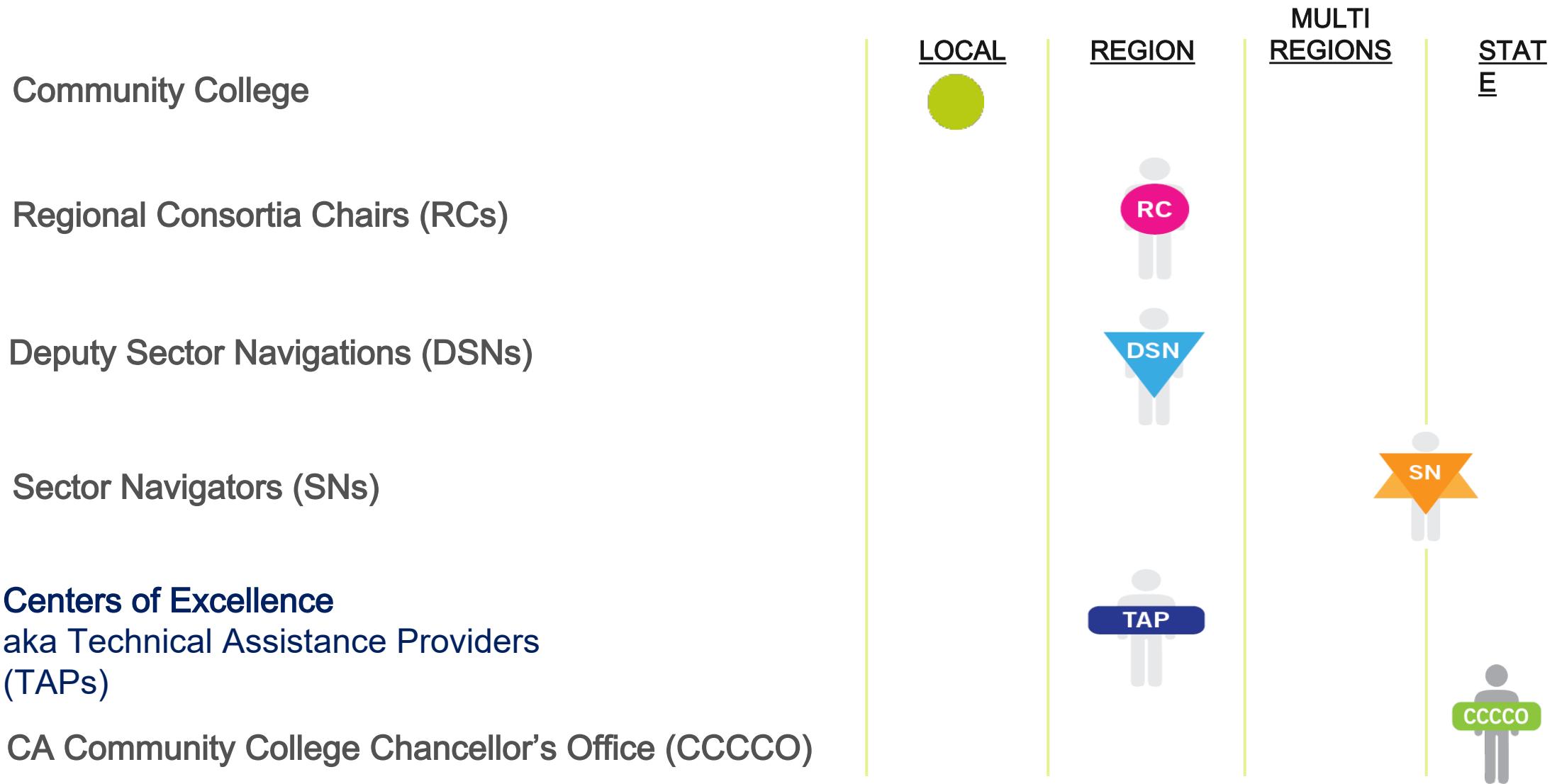


Revising or retiring programs



Accessing workforce data that may be otherwise unavailable to the college

Who are the Centers of Excellence?



Regional COE



Region	Director
North-Far North*	Theresa Milan
Bay Area	John Carrese
South Central Coast	OPEN
Central	Nora Seronello
Los Angeles-Orange	Lori Sanchez
Inland Empire/Desert	Michael Goss
San Diego-Imperial	Zhenya Lindstrom
Statewide*	Laura Coleman

A decorative graphic in the top-left corner consists of a cluster of colorful circles (red, orange, yellow, green, blue) of varying sizes. Interspersed among the circles are various white icons representing data and business concepts, such as bar charts, line graphs, pie charts, a person's head, a grid with a checkmark, and a scatter plot.

Today's Topics

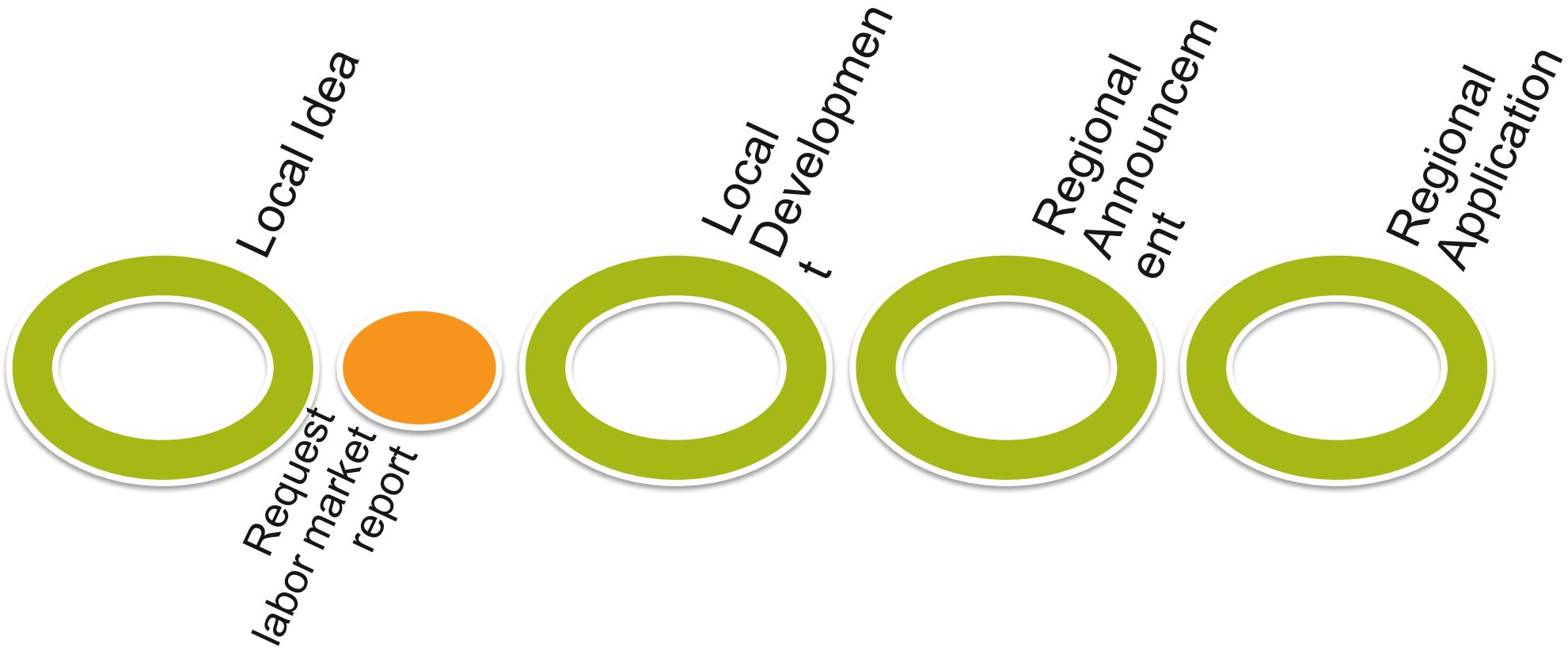
Labor Market Assessment

- Process
- Report Structure

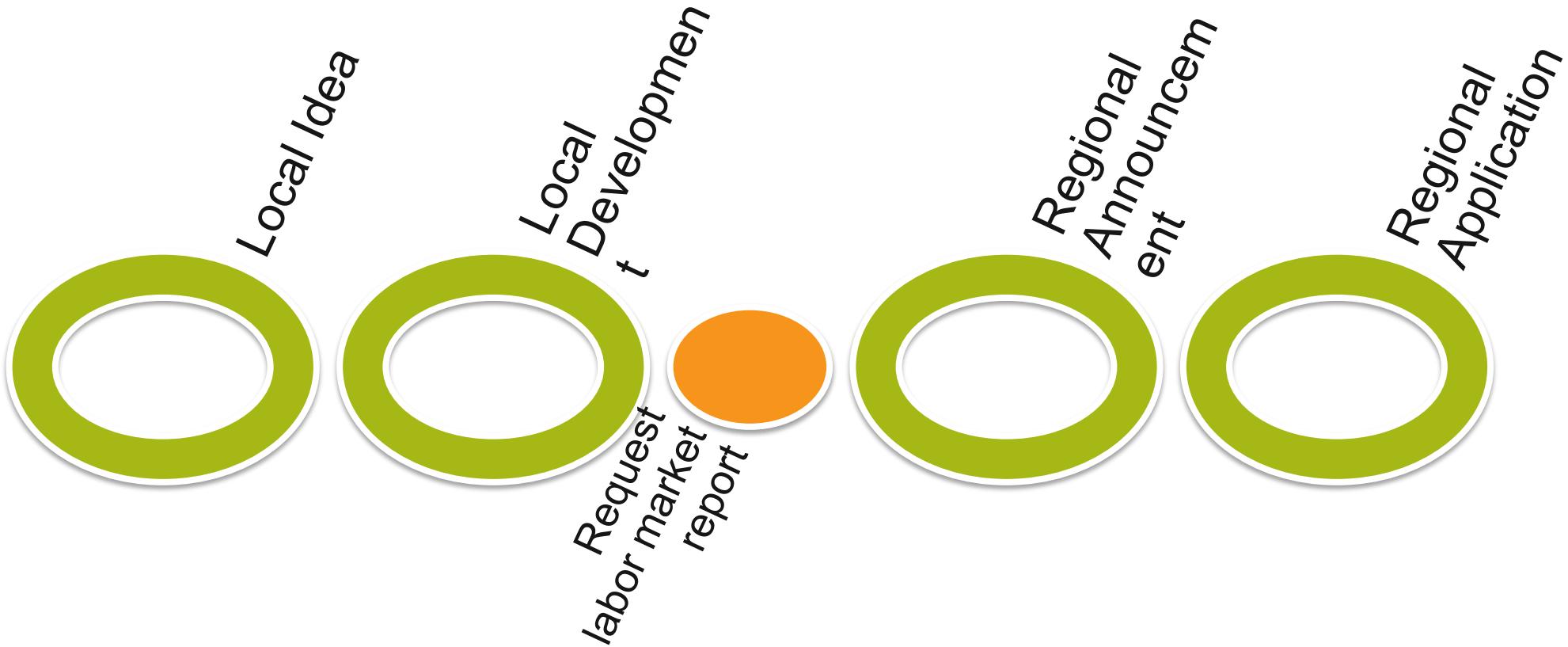
Program Development Process



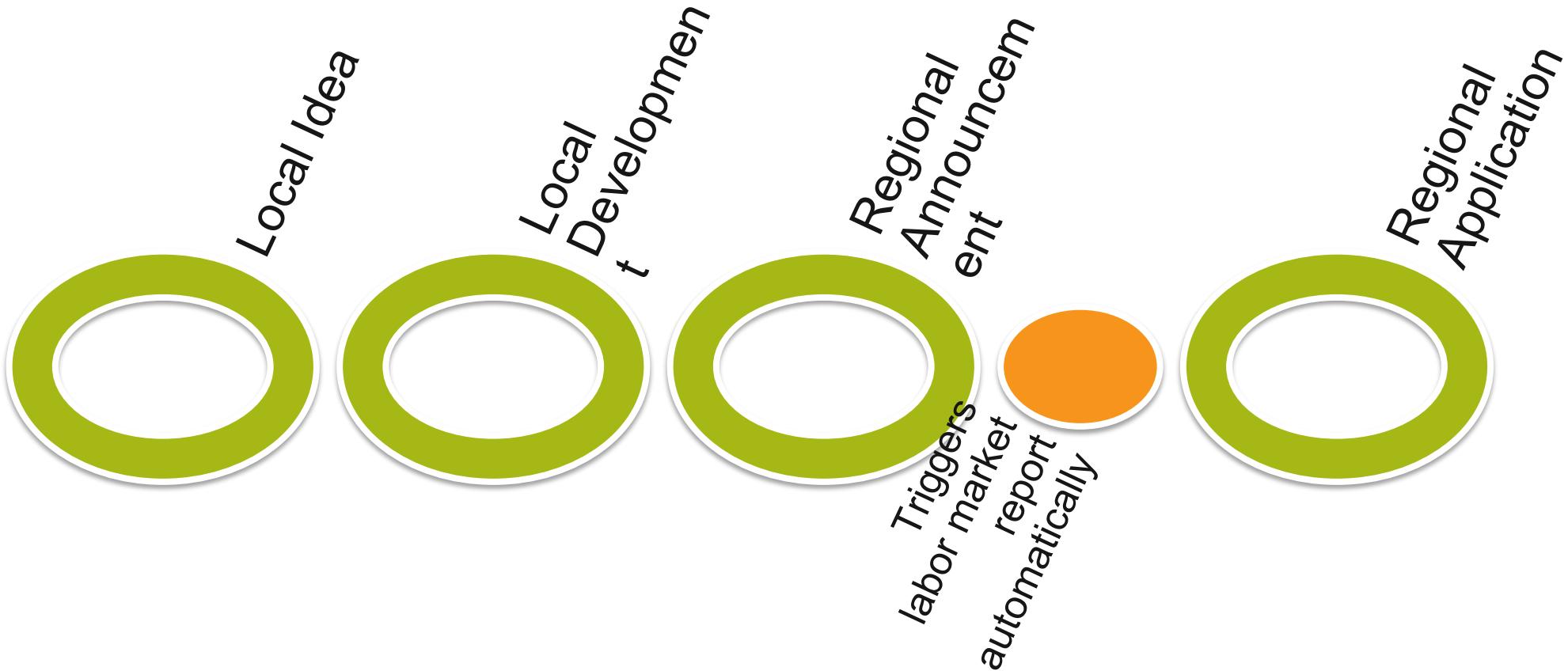
Labor Market Assessment



Labor Market Assessment



Labor Market Assessment



Working with the COE

Requesting a Labor Market Assessment from the COE

- 1) College completes the Online Request Form.
- 2) COE follows up via email or a phone conversation to confirm, clarify and determine timeline.
- 3) College and COE review and finalize report.

Some requests may require additional research and take longer to complete – for example, programs training to emerging or non-standard occupations where data may not be readily available.

Report Elements

- 1) Geography: college identifies in request; should represent the most reasonable labor market area for students to pursue employment upon completion of program.
- 2) Occupational Demand: analysis of employment data for occupations with the highest relevance to the program.
- 3) Industry Concentration: an overview of the industries most likely to employ the target occupations.
- 4) Educational Supply: review of similar/same public and private postsecondary programs in the target area.
- 5) Student Outcomes: if available, any student outcome data from similar/same programs in CCs across the state.
- 6) Recommendation: based solely on the preceding information, the recommendation indicates whether there are more workers than jobs or vice versa.

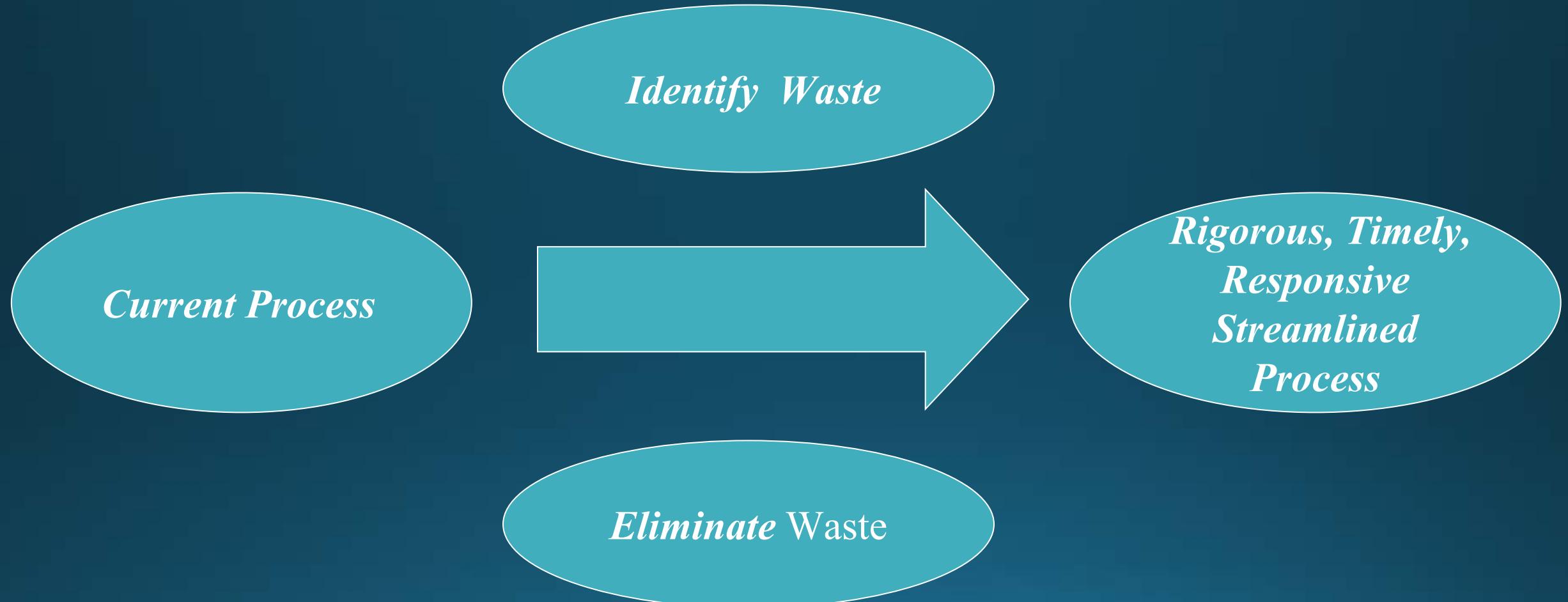


Q&A

Local Curriculum Team

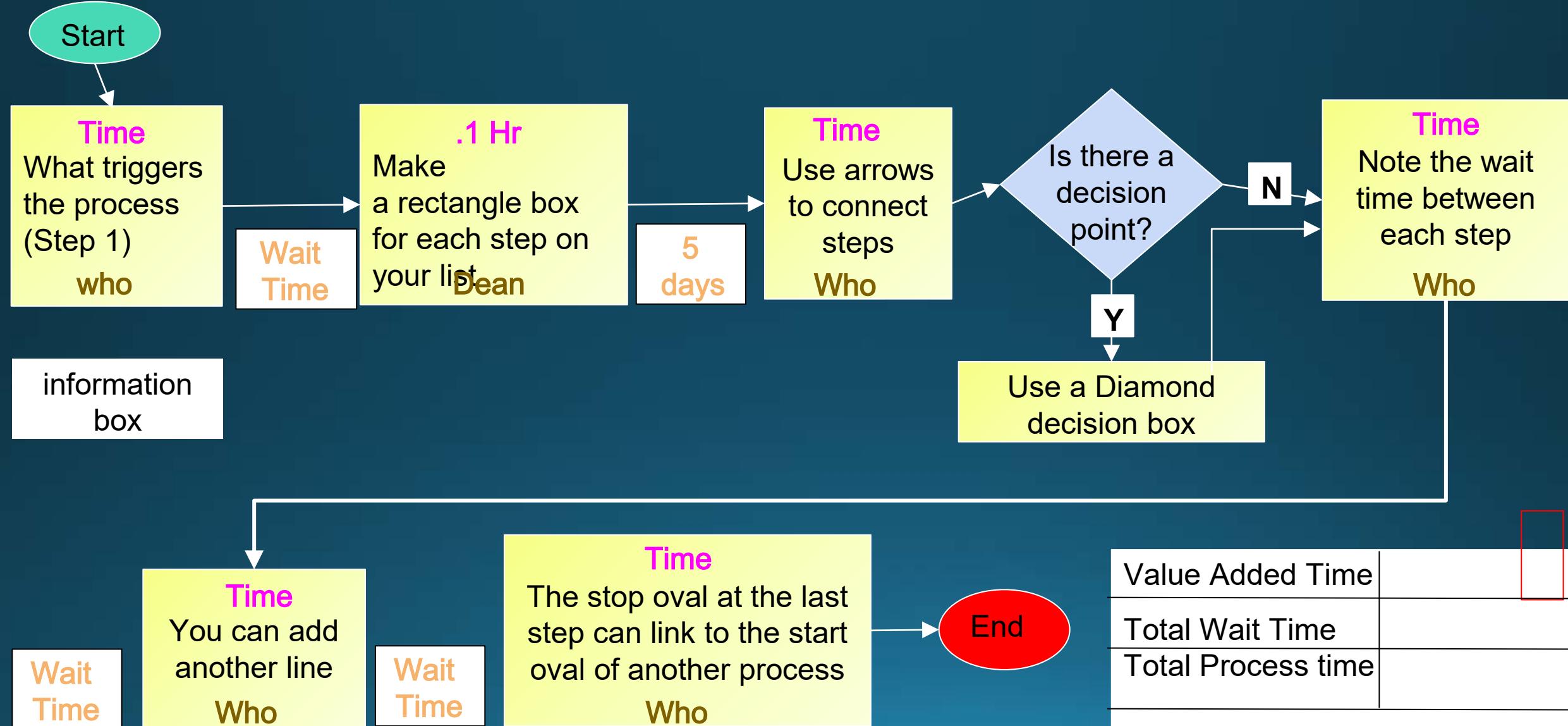


Workhop



Analyzing Current Process

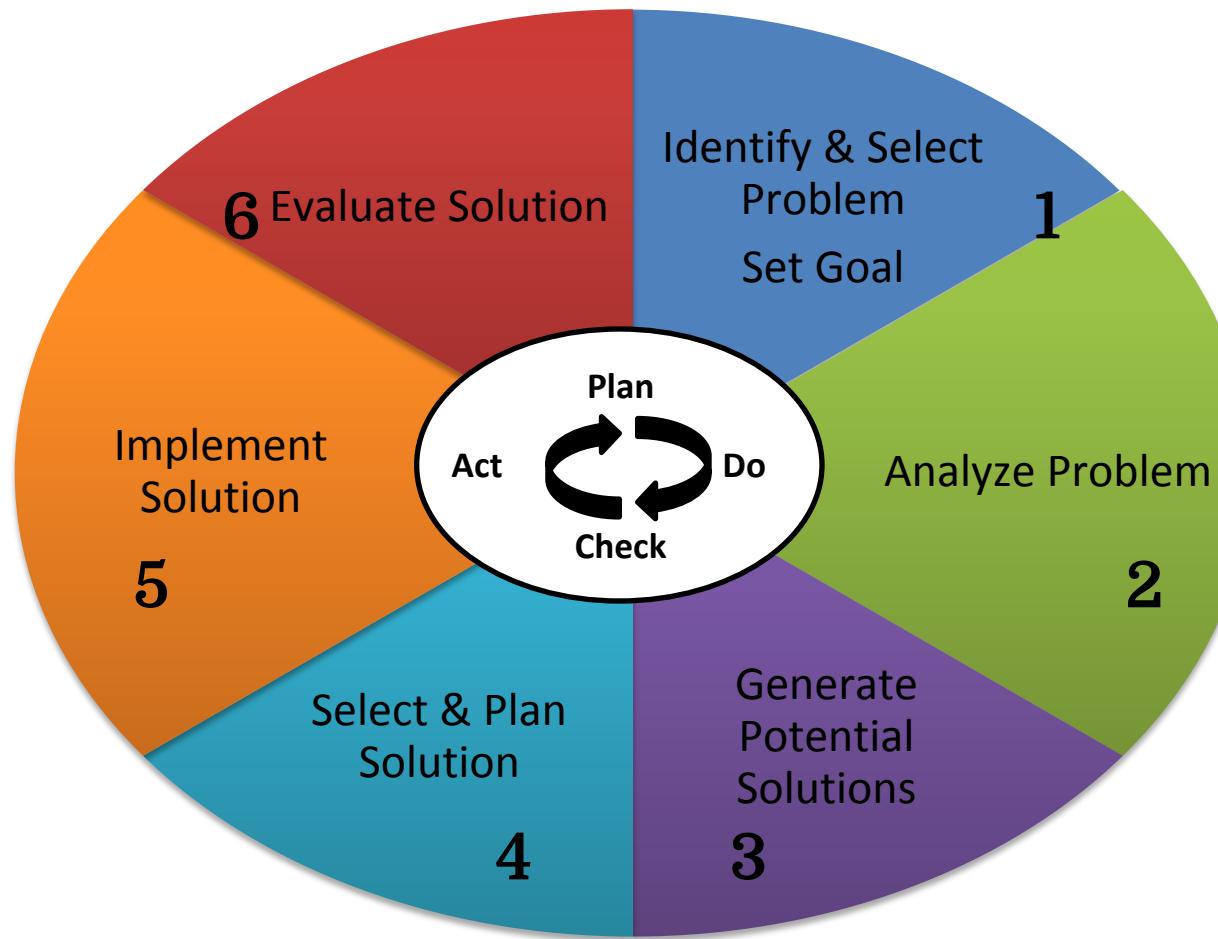
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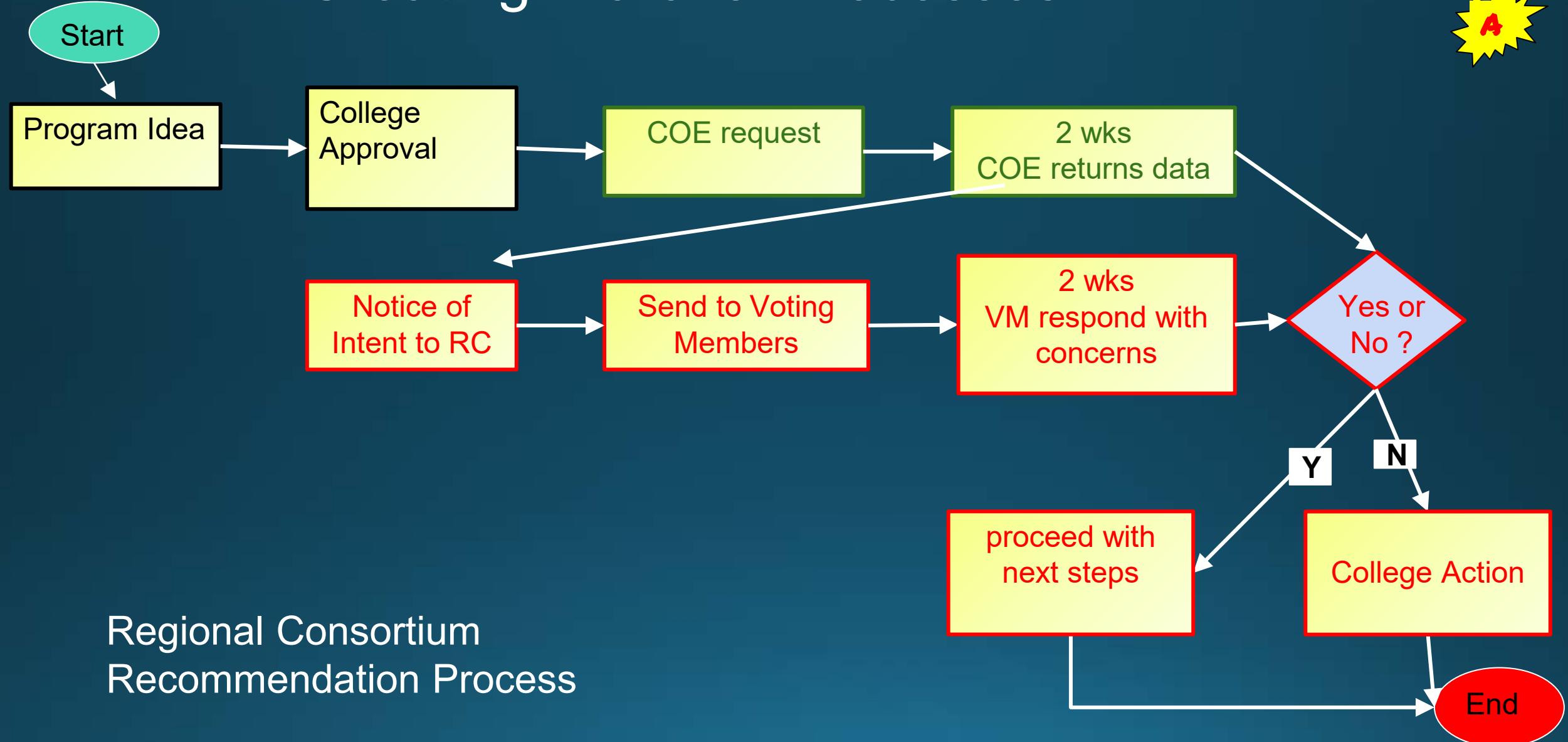
Evaluating for Waste

- *Defects and Inspection*
- *Over Production*
- *Waiting*
- *Non-Utilized People/Knowledge/Technology*
- *Transportation*
- *Inventory*
- *Motion*
- *Excess Processing*



Creating Parallel Processes

A



Regional Consortium
Recommendation Process

Curriculum Process Results

Current Process Average: 6.6 Months

Collaborative Regional Possible Processes: 3.3 Months

Workshop Evaluations: 4.4 on 5.0 Scale

Next Steps

Streamlining Workshops

Implementation

Portability

State Certification