

Santa Rosa Junior College

Program Resource Planning Process

Work Experience 2021

1.1a Mission

To connect classroom instruction to the workplace through experiential and hands on learning while developing work content skills and 21st Century work skills needed to be successful in the modern workforce.

1.1b Mission Alignment

Work Experience has a direct connection to the District's mission in supporting Career Education (CE) by helping students prepare for success in the workforce equipped with the 21st Century work skills and internships in demand by local employers.

1.1c Description

Work Experience courses offer work-based learning for students. These academic courses include General (WRKEX 97) and Occupational Work Experience (WEOC 99), Internship (AGRI, AJ, BOT, CS, COUN/HUSV, CUL, FIRE, HR, NRM, PLS, WEOC 99i,), Community Involvement (CI 51, 54), and Apprenticeship training (APED). 400-500 students a semester, nearly 1,200 students a year, participate in our classes, excluding APED. Students meet with faculty one-on-one, attend groups and seminars, and receive one-on-one needed support to transition into work-based learning opportunities ranging from volunteer work, part-time employment and paid internships. We also assist graduates, alumni and international students with their employment options.

We are in a brand new era with COVID-19 pandemic, and unemployment is skyrocketing while shelter-in-place is currently mandatory for California (Spring 2020 and continuing). Employers are more active and engaged in our on-campus activities, CE Advisory Committees, and with

internship development than in years past, largely attributed to two new Job Developer positions. With so many unknowns, Work Experience is adapting to the new remote learning environment having been well prepared by rewriting all courses into hybrid/online model e last two years.

Specific new initiatives include the partnership with the CTE Foundation on the new Gap Year Project, allowing new high school graduates to stop-out for a year while gaining work experience, career guidance and Internship credit at SRJC. Plans for the Gap Year are to expand to all high schools in Sonoma County as an alternative to going straight to college. The Sonoma Corp is another recent initiative with the development of the Construction Corp, helping to prepare high school students for the field of construction through classroom training and SRJC work experience credit. This program, still in pilot stages, is enrolling over 80 students/semester.

1.1d Hours of Office Operation and Service by Location

Santa Rosa: 3rd floor East, Bertolini Hall, 8 am – 5 pm, Monday – Thursday and Fridays 8 am to noon. Staffed by faculty, classified, AAll, and student employees.

Petaluma: 214 Kathleen Doyle Hall, limited hours.

1.2 Program/Unit Context and Environmental Scan

The core instructional focus of Work Experience--both General and Occupational--is to provide students with the knowledge and skills to transfer their classroom learning to the worksite. General Work Experience students learn and apply 21st Century work skills--communication, customer service, time management, interpersonal skills, teamwork, analytical skills, etc.--to their workplace. Occupational Work Experience and Internship students continue to refine their 21st Century Work Skills while also applying discipline-specific occupational skills learned in the classroom to their jobs.

Before enrolling in an Internship course, students must have declared a major and completed several courses in a certificate or major. Equipped with career technical skills, interns demonstrate those skills to their employers by completing projects or worksite improvements that add value to the employer's business and provide the students needed experience in their chosen career.

Community Involvement students volunteer in non-profit agencies, schools, or government offices, to explore possible careers or to support local efforts to improve communities.

Apprentices must apply to and be accepted in order to study a trade, such as electrical or plumbing, while simultaneously working in the field. Upon completion of their training, apprentices possess the career technical skills that are in demand in the north bay.

Because of the close connection between all WE courses and industry, the Work Experience Department adjusts its instructional approach on an ongoing basis to reflect changes in technology or those skill sets in demand by local employers. Employer data show that all companies, local as well as international, have a continuing need for workers who can demonstrate 21st Century work skills. Working with the CTE advisory committees across the district, Work Experience faculty use feedback from local employers to improve curriculum and is constantly integrating new 21st Century work skills. Work sites are dynamic and intense, requiring workers to demonstrate technical knowledge, analytical skills, flexibility, and tenacity. WE courses prepare students for success in the modern workplace.

2.1a Budget Needs

- We have a job board that has not met the students/department/district needs. Costs of software is between \$8k-\$10k./annually. We are currently exploring an alternative option that is being used by SSU and other Community Colleges and it has a much more user friendly, web approach. It will utilize both interns and work experience students for jobs, employer contacts, and the mentoring alumni program. the cost for the first year is \$20K, then an annual budget of 10K, significantly less than our current system.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	01	\$15,000.00	Purchase of a new online job board that is student/alumni/employer friendly, due to difficulty of current system. The subsequent years will be reduced to 10,000/year, significantly cheaper than current system. Also, the new company is giving us the first year free if we sign on with a three year contract.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
AAII	40.00	12.00	The AA II provides services to the entire staff of Work Experience courses primarily, and assists with Workforce Development responsibilities as assigned.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean, Workforce Development	40.00	12.00	Oversees all operations of Workforce Development including Work Experience

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Workers	60.00	12.00	Currently four students support Work Experience through Federal Work Student (FWS) and District Funds. These positions support the front desk, answer phones, assist instructors and administrative staff on daily tasks.

2.2d Adequacy and Effectiveness of Staffing

Please note: Work Experience does not provide traditional classroom based instruction. Instructional assignments are on an individual student/faculty basis. District efficiency and productivity ratios are not a relevant indicator of Work Experience department performance and cost effectiveness. With the effects of COVID-19, the need for Work Experience and workforce development services is critical.

We do not have a need for a new full-time faculty member given we just hired our second faculty member. However, we do have a need to increase the hours of adjunct hourly office support.

That said, it is a productive instructional department. Its costs are less than the FTES funding Work Experience brings to the District:

Our FT to PT ratio is: 40% FT and 60% PT which falls close to compliance with the district guidelines.

In spring of 2018 we moved Work Experience to online courses, which increased workload and technology needs and training for our entire staff (FT, PT, administrative, and students). As of Spring 2020, we are also moving all of our services online, requiring full engagement of students, in new, remote ways. It is also requiring a new marketing and outreach plan, as our traditional methods of outreach at student events, and going into faculty classrooms for presentations is taking a new form requiring extensive training on new technologies. These activities require use of adjunct office/hourly work.

Currently students are an integral part of the Workforce Development Team as they support all faculty by being the front line for students, assisting instructors, administrative staff, and management. With the change in STNC hiring policies, the student workers have been heavily relied upon to keep our departments working efficiently. Tracking students, employers and our 32 adjunct instructors through a complex matching system incorporating location, type of work, student major, and adjunct expertise requires tracking and checks. Our student employees provide this crucial and time consuming service.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
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2.3a Current Contract Faculty Positions

Position	Description

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Work Experience, Internships, Community Engagement	2.0000	100.0000	4.5000	66.0000	FT/PT Ratio is 66% adjunct and 34% full time. Department utilizes 32+ adjunct faculty each semester. Note: All WE courses are repeatable for up to 16 units with the exception of Community Engagement. This provides opportunity to expand student enrollments = FTES in the District. Because of Work Experience's organization, FTES/FTEF ratios in data-mining are not relevant.

2.3c Faculty Within Retirement Range

In 19/2020 we had four official retirements of adjunct instructors in the department. August 2020, an additional most senior adjunct will be retiring and is a primary support to the Work Experience and Community Engagement courses. We hired 6 new Adjunct faculty this spring.

Approximately 27 of other adjuncts are of retirement age within three years.

One FT Faculty is within retirement age and does not plan to retire within the next five years.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Currently 30% of the load is taught by FT faculty, leaving 70% by adjunct faculty which is not in compliance with the district policy of FT/PT ratio. Additionally, the two full-time faculty member are responsible for the majority of department chair duties without any department chair release time. In the past we had a 50% faculty position solely teaching Community Involvement courses. This position was eliminated and absorbed by the FT faculty due to budget cuts and a retirement. We continually update our instructional modality to include Canvas and other current technologies.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Currently the AAI does not have an ergonomically correct desk and need to replace the older desk.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	02	01	Laptop	1	\$2,500.00	\$2,500.00	Lauralyn Larsen	Career Hub Office	Brad Davis

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	02	01	Laptop for AAI	1	\$3,000.00	\$3,000.00	Lauralyn Larsen	Career Hub	Brad Davis
0001	ALL	00	06	New Faculty Laptop	1	\$3,000.00	\$3,000.00	Lauralyn Larsen		
0002	ALL	04	07	New Stand up Desk for new Faculty	1	\$1,000.00	\$1,000.00	Lauralyn Larsen	Career Hub	Brad Davis

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	02	06	Articulate 360 Software (1 year group sub.)	1	\$1,299.00	\$1,299.00	Lauralyn Larsen		Brad Davis

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	07	Urgent	Proposed:Bertolini CalWorks location +	Unknown at this time	\$150,000.00	Currently the Career Hub is located on the 3rd floor of Bertolini Hall, East. We are literally surrounded by the Disability Resources Dept., and it is not ideal or conducive to our services. Signage is poor, students have a hard time finding us. DRD has at many times expressed their desire to move into our space as well. DRD students have "moved in" to the shared space and doesn't create a welcome environment for students needing our services since all they see are DRD staff, students, and check-in counters. This population frequently has learning/social disabilities which causes issues with professional boundaries of our work areas. We have been promised 2 locations so far which have both fell through, creating morale issues for our department staff. We are lacking space and have had to physically split up staff/services because of this issue.

2.5b Analysis of Existing Facilities

Work Experience offices are currently housed on the south side of Bertolini, 3rd floor, in a shared space with Student Employment, Career Development Services, Job Development, DRD, which includes specialists, interpreters, a computer lab, and the classroom occupied primarily by DRD. Due to the impact of DRD staff and students, Career Hub is being squeezed out of the 3rd floor. It is inadequate working space.

Our supervising administrator is using a non-private open space when he is working here. Two of our 50% faculty and two Career Counselors that use their office space are having to share offices. We are seeking a new job board to meet the students/department/district needs. Costs of software is between \$20k-\$25k./annually, with a 25k start up cost. This is utilized by both interns and work experience students for jobs, employer contacts, and the mentoring alumni program. Multiple adjunct faculty are in need of space to meet with their students, and are often sent to the library or Bertolini Student Center for non-private space to meet.

As mentioned in Facilities Requests, the Career Hub which includes Student Employment, Job Development and Work Experience under one roof, is reporting to the Dean of Workforce Development. Ideally the Career Hub had hopes to move to the vacant CalWorks Office on the other end of the same floor. (CalWorks has merged with EOPS on the second floor).

3.1 Develop Financial Resources

The Work Experience Department is unique in that we teach credit courses up to 8 units per semester--the FTEF cost does not increase with FTES. In other words, students can enroll in any unit Work Experience course and the FTEF cost is the same across the board. This is one excellent way to increase FTES without increasing costs.

With the pending Online Course Exchange sign-on (we hope) this could increase enrollments drastically. SRJC's Work Experience courses are offered in 100% online format--we are the only Community College in the state that offers that. This means that potentially 115 other college's students may want to take these courses because they are online.

3.2 Serve our Diverse Communities

Best practices in supporting the success of diverse students is discussed regularly at core staff and instructor meetings. The department also regularly partakes in diversity professional development trainings.

Work Experience's new online orientation video is provided open-captioned to accommodate hearing impaired students. All

Recruited and attracted diverse applicant pool for adjunct positions in Spring 2020.

We have worked to create more diversity of our adjuncts and currently our instructional staff includes fourteen males/twenty one females, one African American, two Latino/as, two faculty of Asian decent, and four faculty under 35 year old.

3.3 Cultivate a Healthy Organization

WE's faculty, staff, and administrator are highly motivated and actively seek out trainings, workshops, and other opportunities to grow professionally and learn best practices for instruction and supporting student success. Both adjunct and full-time faculty participate in Career Education forums convened each semester. CTEA funds were accessed to support the participation of the core faculty team at the annual conference for California Internships & Work Experience Educators Association (CIWEA) and other state-wide conferences.

3.4 Safety and Emergency Preparedness

Faculty and staff attend safety and emergency preparedness trainings such as: responding to active shooter and assisting disabled students via the chair lift. The supervising administrator completed a 3-hour district safety training.

3.5 Establish a Culture of Sustainability

The department has adopted several sustainable practices:

- Adapting to fully online teaching.
- Students access the online orientation. This reduces costs and preserves resources.
- Student handbook has been discontinued as all coursework and forms are online.
- Instructor mileage forms and other forms have been provided as a writeable PDF form via email or website.
- All paper products are recycled, a large green recycle bin is located in the office area, with individual bins in each office.
- Printing, although limited, is always in gray-scale + on two-sided paper.

4.1a Course Student Learning Outcomes Assessment

All Department courses have established SLOs. Instructors are currently working together to evaluate current SLOs in place. New assessment techniques, such as the standardized Skills Survey, is piloted this year, with the results used in SLO's.

Department has no programs or certificates but many of our courses are requirements for other certificate programs across disciplines on the campus.

4.1b Program Student Learning Outcomes Assessment

We do not have any Work Experience specific certificate programs - however - many of our courses are requirements for current on-campus certificates in a variety of disciplines.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	CI 51	Spring 2011	Fall 2011	Spring 2012
Course	CI 54	Spring 2015	Fall 2015	Spring 2016
Course	CS 53	Spring 2011	Fall 2011	Fall 2014
Course	WEOC 99	Spring 2014	Fall 2014	Spring 2015
Course	WEOC 99I	Fall 2014	Spring 2015	Fall 2015
Course	WRKEX 97	Spring 2015	Fall 2015	Spring 2016

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
CI 51, 53, 54		X	X	X	X	X	X	X	X	X	X		X	X		X
WEOC 99		X	X	X	X	X	X	X	X	X	X		X	X		X
WEOC 99I		X	X	X	X	X	X	X	X	X	X		X	X		X
WRKEX 97		X	X	X	X		X	X	X	X	X	X	X	X		X

4.2b Narrative (Optional)

WE courses assist students in developing 21st Century skills (e.g., time management, communication, teamwork, customer service, et al) that support their college, career, and personal success. Work based learning is a best practice and provides a bridge to employment and career success. It is not unusual for students to report that they have received promotions while enrolled in these courses.

Six Year Assessment Cycle

This department intends to follow the six year assessment cycle and the goal is to do it every four years to stay ahead of the requirements.

5.0 Performance Measures

Please Note:

Work Experience connects classroom learning to the workplace. Student learning occurs at work sites throughout the District and in the North Bay region. Students review course requirements online or via a face-to-face orientation.

WE enrollments are limited only by the funding available for instructors, not by class size. Learning is integrated into the students' work-based learning objectives, which are tailored to each student's skills and interests and tied to job requirements at the workplace.

Enrollments have increased for Spring '19 over Spring '18 by 15% and this trend seems to be growing. When other credit courses are canceled we find that Work Experience courses see more enrollments due to that fact.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Work Experience does not use classrooms, so class limits are not applicable. Each semester many seminars are conducted requiring seating for 30 - 45 students.

5.2a Enrollment Efficiency

Work Experience learning takes place at the workplace. The Department does not use classrooms or have limits based on the number of seats in a room, so this measure is not applicable to our analysis.

Note: funding generated through FTES exceeds funding expended to provide instruction.

5.2b Average Class Size

N/A

5.3 Instructional Productivity

The FTES/FTEF ratio is not a relevant tool to assess Work Experience productivity.

5.4 Curriculum Currency

(25) Work Experience courses (WRKEX 97, WEOC 99, 99I) are due to be updated in 2021, as are all three Community Involvement courses (CI 51, 53, 54).

5.5 Successful Program Completion

N/A. Work Experience is not a Program.

5.6 Student Success

5.7 Student Access

Incomplete data in datamine

5.8 Curriculum Offered Within Reasonable Time Frame

WE department consistently offers all courses each fall and spring semester. In summer semester some discipline specific internships are not offered, e.g., Community Involvement.

5.9a Curriculum Responsiveness

Both the department's full-time and adjunct faculty members are in regular contact with employers in the North Bay. Each semester, faculty visit hundreds of businesses to facilitate on-the-job learning. The instructors guide students in their development of work-based learning objectives that emphasize new skill development, mastery of technology, and product knowledge.

The Department partners with many CE disciplines to provide students an opportunity to combine Work Experience with career education. Courses in Occupational Work Experience, Internships, and Community Involvement often relate directly to other CE disciplines such as Health Sciences, Business, Computer Studies, Culinary, Agriculture, Natural Resource Management and others.

5.9b Alignment with High Schools (Tech-Prep ONLY)

High school students may enroll in Work Experience or Community Involvement courses. Outreach is being conducted and high school concurrent enrollment in WE courses is increasing, especially through the two pilot programs: Construction Corp and Gap Year.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

California State Universities and some private schools accept Work Experience, Intern, and Community Involvement for elective transfer credit.

5.11a Labor Market Demand (Occupational Programs ONLY)

WE prepares students in workbased learning in a number of degrees and certificates in the District, many of which are in high labor market demand. Consistently, at CE advisories and other business forums, employers express high need for employees demonstrating the 21st Century Work Skills (also known as "soft skills") integral to WE courses, such as customer

service, communication, teamwork, analytical thinking, use of technology, time management, etc.

5.11b Academic Standards

The Department faculty regularly assesses courses with regard to rigor, student learning, and relevance to students' employment goals.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	02	To continuously improve the working dynamics of Work Experience, Career Services, and Student Employment Services into one central service area, under the direction of current Dean, Workforce Development Brad Davis.	To centralize and better assist the students in a more fluid and symbiotic service center with the common goals of increasing student employment skill development, increase enrollment in all programs, and providing a higher level of services to students.	Summer 2019	All areas of the Career Hub have been centralized under one service desk. During the COVID-19 pandemic where all services moved remotely, we were able to pivot and offer a way for students to continue to receive services remotely. This required students, classified, and faculty cooperation to achieve.
0002	ALL	02	01	To focus on marketing this program as an online option. We are the only community college in the state of California that offers online work experience. This can be used as a tool to increase enrollment as students from other community colleges can enroll in our program.	To increase FTES in our program and provide additional opportunities for working students that may no be able to attend the traditional style of classes.	Ongoing	<p>FT Faculty is conducting coursework design and curriculum rollout. Online course offerings began in spring 2018 with General Work Experience and Internships, and hope to expand to Community Engagement.</p> <p>As of 2019/2020/2021, the Work Experience department has seen a large decline due to the global pandemic and the shuttering of jobs in the area. As of summer 2021 - many of these jobs are returning to the area and we hope to return to pre-pandmic numbers in the coming fall and/or spring semesters.</p>
0003	ALL	08	01	To cross collaborate with the top performing certificate programs in the District.	To connect our Job Developers to students and programs and industry to coordinate efforts in finding jobs and placing students based on skillsets, and to create additional internship opportunities.	Spring 2019/Fall 2019	Developing relationships was challenging beginning in March of 2020 when the pandemic hit SRJC and we were unable to continue meeting in person. This will continue at a deeper level once we return campus life.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0004	ALL	04	02	Move Work Experience, Career Services, and Student Employment Services into one central building on campus (Garcia Hall). There will be a service counter that will serve all needs (i.e. job searching, skill development, etc) to every student who enters the building.	One stop for all career service needs for students.	Fall 2019	<p>Renovation of Garcia Hall to modernize and adjust floor plan to accommodate a computer lab, classroom space, offices, and a large front counter to serve the students' needs.</p> <p>In Spring of 2020 we were informed that Garcia Hall was no longer an option for us to occupy, despite the time and effort spent by a robust committee of individuals from all components of the Career Hub, the Capital Projects department, and going to the state for approval.</p> <p>The Career Hub was then promised a relocation to the newly emptied CalWorks space on the third floor of Bertolini, which was then promised to Student Health Services instead.</p> <p>As of the writing of this update in Spring./Summer 2021 - the Career Hub will be moving into the currently occupied MESA location on the third floor of Bertolini, as MESA will be moving to the Lindley STEM center upon completion.</p>
0005	ALL	08	06	To hire a FT faculty member to expand on our Work Experience offerings and potential.	To increase enrollment and expand services to other district areas. Also looking into service based learning offerings through CE.	Spring 2020	In fall of 2019, the incumbent Work Experience Instructor resigned leaving a vacancy in the department. In Spring of 2021, during Faculty Staffing, the position was approved to be filled for Fall of 2021.
0006	ALL	01	01	Develop + conduct trainings for adjuncts.	Utilizing Canvas, accessing their (new) instructor portals, + recording student + supervisor scores directly into Canvas.	Ongoing	Program updates continue to be shared via workshop style meetings every semester.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0006	ALL	01	01	To incorporate digital badging into the curriculum for all students enrolled in Work Experience and Internship courses.	To connect industry with skillsets that the student can utilize in a professional environment.	Ongoing	This proved to be a challenge incorporating this program in a way that added benefits to the students in their professional portfolios as many industry partners were not in the know about digital badging
0006	ALL	00	00				

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	To continuously improve the working dynamics of Work Experience, Career Services, and Student Employment Services into one central service area, under the direction of current Dean, Workforce Development Brad Davis.	To centralize and better assist the students in a more fluid and symbiotic service center with the common goals of increasing student employment skill development, increase enrollment in all programs, and providing a higher level of services to students.	Summer 2019	Administrative, Faculty, Classified, and Students
0002	ALL	02	01	To focus on marketing this program as an online option. We are the only community college in the state of California that offers online work experience. This can be used as a tool to increase enrollment as students from other community colleges can enroll in our program.	To increase FTES in our program and provide additional opportunities for working students that may not be able to attend the traditional style of classes.	Ongoing	FT Faculty is conducting coursework design and curriculum rollout. Online course offerings began in spring 2018 with General Work Experience and Internships, and hope to expand to Community Engagement.
0003	ALL	08	01	To cross collaborate with the top performing certificate programs in the District.	To connect our Job Developers to students and programs and industry to coordinate efforts in finding jobs and placing students based on skillsets, and to create additional internship opportunities.	Spring 2019/Fall 2019	Classified hours
0004	ALL	04	02	Move Work Experience, Career Services, and Student Employment Services into one central building on campus (Garcia Hall). There will be a service counter that will serve all needs (i.e. job searching, skill development, etc) to every student who enters the building.	One stop for all career service needs for students.	Fall 2019	Renovation of Garcia Hall to modernize and adjust floor plan to accommodate a computer lab, classroom space, offices, and a large front counter to serve the students' needs.
0005	ALL	08	06	To hire a FT faculty member to expand on our Work Experience offerings and potential.	To increase enrollment and expand services to other district areas. Also looking into service based learning offerings through CE.	Spring 2020	FT Faculty Salary
0006	ALL	01	01	Develop + conduct trainings for adjuncts.	Utilizing Canvas, accessing their (new) instructor portals, + recording student + supervisor scores directly into Canvas.	Ongoing	Adjunct hours, ancillary
0006	ALL	02	01	To hold a Workforce Development retreat where we will brainstorm new ideas on how to improve on our existing program.	To increase communication, partnerships, collaboration, and working cohesively with the entire Workforce Development team.	Ongoing	Adjunct hours, Administrative, and Classified

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0006	ALL	01	01	To incorporate digital badging into the curriculum for all students enrolled in Work Experience and Internship courses.	To connect industry with skillsets that the student can utilize in a professional environment.	Ongoing	FT Faculty hours
0006	ALL	01	01	To increase the training of all Workforce Development students to be effective team players and offer exceptional customer service to students, faculty, and the administrative team.	Create a unified team of well trained and productive student employees by creating a training manual as well as a series of training modules.	Ongoing	Classified and student hours, \$
0006	ALL	00	00				