

Santa Rosa Junior College

Program Resource Planning Process

Work Experience 2022

1.1a Mission

To connect classroom instruction to the workplace and provide experiential learning activities to strengthen student learning, and reinforce the student's effective work habits, attitudes, and career awareness, thereby enhancing the student's marketable skills.

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 career core competencies 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, HUSV, CUL, FIRE, HR, NRM, PLS, WEOC 99i,), Community Involvement (CI 51, 54), and Apprenticeship training (APED). 250-400 students a semester, nearly 800 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.

Employers are more active and engaged in our on-campus activities, CE Advisory Committees, and internship development than in years past. 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 models.

Specific new initiatives include the partnership with the CTE Foundation and SCOE, allowing new high school graduates to gain work experience, career guidance, and Internship credit at SRJC. Plans for expansion to all high schools in Sonoma County.

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: Student Center, Building 500, hours by appointment.

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 Career Ready Competencies to their workplace. These are established by the National Association of Colleges and Employers (NACE) and include career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, work ethic, teamwork, and technology. Occupational Work Experience and Internship students continue to refine their Career Ready Competencies 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, completed several courses in a certificate or major, and have a position related to their 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 with the 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. This program has expanded greatly, largely due to the leadership of the CI Associate Coordinator.

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 career-ready competencies skills. Working with the CTE advisory committees across the district, Work Experience faculty use feedback from local employers to improve curriculum and stay updated with necessary skill requirements.. Worksites 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. The Cost of software is between \$8k- \$10k./annually, vs. our current cost of \$15k. We are currently planning an alternative option that is being used by SSU and other Community Colleges and it has a much more user-friendly, web-based approach. It will utilize both interns and work experience students for jobs, employer contacts, and the mentoring alumni program.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	01	\$10,000.00	Purchase of a new online job board that is student/alumni/employer-friendly, due to the difficulty of the current system. The subsequent years will be reduced to 10,000/year, significantly cheaper than the current system.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
AAII	40.00	12.00	The AA II provides services for the entire staff of Work Experience and assists with Workforce Development responsibilities. Currently, the position is required to report in two different locations, to multiple services and departments.
	40.00	12.00	

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, three 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 have a need for a new full-time faculty member in South County/Petaluma 80/20 (4 days in Petaluma, 1 day in Santa Rosa) to cover the 10 CE certificates and degrees at the Petaluma Campus, and for the new Construction Management program, with an additional 3 certificates being offered.

Our FT to PT ratio is 18% FT and 82% PT.

Director of Workforce Development: Provides administrative leadership and supervision for all activities related to the planning, development and implementation of the Strong Workforce Programs (SWP) and other Career Education (CE) grants, special projects, and initiatives . The Director functions as the primary contact with all CE related departments, programs, faculty and staff in regard to grant project implementation, administration and management. Trains, supervises and evaluates the performance of assigned staff.

Currently, students are an integral part of the Workforce Development Team as they support all faculty being the front line for students, assisting instructors, administrative staff, and management. With the change in temporary employee hiring policies, the student workers have been heavily relied upon to keep our departments working efficiently. Tracking students, employers, and our 25 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
Work Experience General	Handles all General Work Experience Courses
Work Experience Internship	Handles all Internship Courses

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	18.0000	4.5500	82.0000	FT/PT Ratio is 82% adjunct and 18% full time. Department utilizes 25+ adjunct faculty each semester, and two full-time faculty. 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, FT Faculty coordinate all the instructors as part of their job duties thus not taking a full-time faculty load of individual student assignments.

2.3c Faculty Within Retirement Range

In 21/2022 we had two official retirements of associate instructors in the department.

Approximately 15 of the other adjuncts are of retirement age within five years.

One FT Faculty is within retirement age and may retire within the next five years.

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

Currently 18% of the load is taught by FT faculty (due to Department Chair and Coordinator release time), leaving 82% by adjunct faculty which is not in compliance with the district policy of FT/PT ratio. The one full-time faculty member is responsible for the majority of department chair duties. We have a 50% Associate faculty position solely teaching Community Involvement courses.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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0001	Petaluma	02	01	Work Experience Internship	<p>With the building of the Construction Center at the SRJC Petaluma Campus, combined with the current Career Education Programs offered at the PET campus, there is a need for a new, Work Experience Internship Coordinator for Petaluma/South County. Internship are a critical step toward meeting a students' career goals. Currently the Petaluma Campus offers the following certificates in Career Education:</p> <ul style="list-style-type: none"> • Child Development Associate Teacher Certificate • Computer Studies: Cisco Certification Training • Computer Studies: IT Support Certificate • Digital Media Audio: Certificate • ESL Academic Preparedness and Career Development Certificate • ESL Basic Interpersonal Communication Certificate • Fashion Design Certificate • Fashion Fundamentals Certificate • Fitness, Nutrition and Health Certificate • Hospitality, Event, and Tourism Management Certificate • Veterinary Technician Certificate • Water Distribution Certificate • Wastewater Operator Certificate • Water Treatment Certificate • Wastewater Treatment Operations Certificate • Water Utility Operations Certificate • Yoga 200-hour Teacher Training Certificate <p>The addition of the Construction Certificates will increase the demand for internships and Career Hub Services in South County. This position would be 80% in Petaluma and 20 percent (1 day/week) in Santa Rosa, and would be the primary anchor position for representing the Career Hub Staff for Petaluma. A FT faculty Internship</p>
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Rank	Location	SP	M	Discipline	SLO Assessment Rationale
					<p>Coordinator for the Petaluma Campus is needed to continue to build this program into its full potential and would coordinate with the current internship coordinator.</p> <p>A new Work Experience Internship Coordinator position for the Petaluma Campus is essential to meeting the needs of the new Construction Center Programs and current Career Education Programs. This position is crucial for students as it would help them gain entry into the field and find viable employment upon graduation from SRJC.</p>

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

New technology is required in our shared classroom, room 4875, in order to teach in hyflex modality. This classroom is located on the 3rd floor of Bertolini, East side, and shared with the Disability Resources Department who also use the classroom. Both departments have students who prefer either in-person or online instruction in order to best meet their diverse learning needs, and the hyflex equipment allows for these instructional modalities for state-of-the art teaching.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	00	00	HDMI Auto Track Live Stream Camera	1	\$3,800.00	\$3,800.00	Lauralyn Larsen	3rd Floor Bertolini	Brad Davis
0001	ALL	00	00	E-Image ELM Tripod	0	\$600.00	\$600.00			
0001	ALL	00	00	ARCO Rolling Camcorder Bag	0	\$200.00	\$200.00			
0001	ALL	00	00	Alstate New Warranty	0	\$180.00	\$180.00			

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

Work Experience offices are currently housed on the south side of Bertolini, 3rd floor, and has adequate working space.

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.

3.2 Serve our Diverse Communities

Best practices in supporting the success of diverse students are discussed regularly at core staff and instructor meetings. The department also regularly partakes in diversity professional development training every semester. Faculty have examined their syllabi for accessibility and cultural competency. We also strive

We have worked to create more diversity of our adjuncts and currently, our instructional staff includes fourteen males/twenty-one females, two African Americans, two Latino/as, one faculty of Asian descent.

3.3 Cultivate a Healthy Organization

WE's faculty, staff, and administrator are highly motivated and actively seek out training, 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 completes 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.
- Instructor mileage forms and other forms have been provided as a writeable PDF form via email or website.
- All course documentation is currently online within our Canvas course shells
- 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. 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. including the clusters of Agriculture, Auto, Business, Computer Studies, Environmental Studies, Human Resources, Human Services, Natural Resource Management, to name a few. .

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 career-ready competencies (e.g., career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, work ethic, teamwork, and technology) 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 and permanent positions 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 worksites 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.

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

Work Experience primarily delivers its courses online and does not use classrooms, so class limits are not applicable. Each semester workshops are conducted requiring seating for 25-30 students.

5.2a Enrollment Efficiency

Work Experience learning primarily 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, and Community Involvement/Engagement course, CI 51) have been updated for fall 2022.

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, spring, and summer semesters, including late start courses for fall and spring.

5.9a Curriculum Responsiveness

Both the department's full-time and associate 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 Business, Computer Studies, Culinary, Agriculture, Natural Resource Management, and others.

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

High school student dual-enrollment has increased due to extensive outreach by the Work Experience and Community Involvement instructors.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

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

5.11a Labor Market Demand (Occupational Programs ONLY)

WE prepare students in work-based 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 the high need for employees demonstrating the Career Work Skills/Competencies (also known as "soft skills") integral to WE courses. Utilizing the NACE guidelines, skills include customer service, communication, teamwork, analytical thinking, use of technology, time management, global competency, etc.

5.11b Academic Standards

The Department faculty regularly assesses courses with regard to rigor, student learning, and relevance to students' employment goals discussing at staff meetings on a monthly basis.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
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.
0003	ALL	08	01	To cross collaborate with the top performing certificate programs in the District.	To connect our Job Developer 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 2022/Fall 2022	Classified hours
0006	ALL	01	01	Develop + conduct trainings for Associate Instructors.	Utilizing Canvas, accessing their (new) instructor portals, + recording student + supervisor scores directly into Canvas.	Ongoing	Adjunct hours, ancillary; conducted by Faculty
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, Faculty, and Classified
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				

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	02	01	Hire a FT Faculty Internship Coordinator for the Petaluma Campus	Coordinator will be responsible for implementing the Internships for the 10+ CE Programs on the Petaluma Campus	Hire Spring 2023; fall 23	Faculty hiring including current faculty and Dean.
0002	ALL	02	01	To focus on marketing these courses in order to continue the CCCC0 mission of closing the skills and employment gaps in California, work-based learning is critical.	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.
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
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, \$