

# **Santa Rosa Junior College**

## **Program Resource Planning Process**

### ***Work Experience 2024***

#### **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 Education (WEE) 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. For the 2023-28 Strategic Plan, the WEE department strongly supports Strategy 2, Student Success and Support, and Strategy 3, Responsiveness to our Community.

#### **1.1c Description**

Work Experience courses offer work-based learning for students. These academic courses include Work Experience Education (WEE 97) , Internship (AGRI, AJ, BOT, CS, HUSV, CUL, FIRE, HR, NRM, PLS, WEE 99i, ), Volunteer Service (WEE 95), 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 career workshops, and receive one-on-one needed support to transition into work-based learning opportunities ranging from volunteer work, part-time, full-time employment, and unpaid/paid internships. We also assist graduates, alumni, and international students with their employment options.

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 Education courses are 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. The 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.

Volunteer Service 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 Volunteer 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 WEE 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. WEE courses prepare students for success in the modern workplace.

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## **2.1a Budget Needs**

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	03	02	\$8,500.00	Continue financing the online job board that is student/alumni/employer-friendly.

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II	32.00	12.00	

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean, Workforce Development	10.00	12.00	Oversees all operations of Workforce Development including Work Experience and Business Department

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Workers	20.00	12.00	Currently, one student support Work Experience through Federal Work Student (FWS) and District Funds. This position supports the front desk, answer phones, assist instructors and administrative staff on daily tasks.
STNC	5.00	9.00	Create marketing materials and student promotion of services and courses.

## 2.2d Adequacy and Effectiveness of Staffing

The revised Title V regulations (implementation, fall 2024) addressing Work Experience Education introduce new regulations aimed at expanding work-based learning opportunities for students. These regulations promote the importance of work-based learning and provide a holistic approach to work experience, ensuring regulatory compliance and alignment.

These expanded regulations demonstrate the urgency of a new Work Experience faculty member for the 2025-2026 academic year to develop new employer contacts, expand current opportunities, and meet the expanding student enrollments. This position will work with faculty coordinators across campuses to support guided pathways and help with employment opportunities for their students.

The new regulations provide clear guidelines and expand eligibility criteria, including offering work experience and internships in the non-credit arena. To complement all of the new non-credit work training opportunities at SRJC, Title V regulations allow for Work Experience to be offered for the first time as non-credit, in addition to credit expansion. Additionally, the position is needed for credit WEE faculty representation on the Petaluma campus and other campuses to expand program and campus growth.

It's important to note that Work Experience does not provide traditional classroom-based instruction, and instructional assignments are on an individual student/faculty basis. Faculty hold office hours to meet with students one-on-one. Thus, district efficiency and productivity ratios are not relevant indicators of the Work Experience department's performance and cost-effectiveness. That said, the SRJC WEE department has one of the largest student enrollments on a statewide basis. The demand from students and certificate and degree programs to develop and maintain employer relationships is growing exponentially, meeting enrollment growth.

To support the expansion of credit work experiences and internships, SRJC recognizes the need for a new full-time faculty member who will expand and build on various initiatives, including: adding non-credit internship courses, expanding SEM enrollment goals, expanding credit internships, recruiting additional dual-enrolled students, expanding community involvement, and supporting students enrolled in certificate programs across all campuses. This position will also implement impactful regulatory changes and provide generalist support across various departments.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0002	Santa Rosa	01	03	STNC	STNC	Classified

## 2.3a Current Contract Faculty Positions

Position	Description
Work Experience General	Teach all courses in Work Experience
Work Experience Internship	Teach 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% associate and 18% full time. Department utilizes 15+ adjunct faculty each semester, and two full-time faculty. Note: All WE courses are repeatable. 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

- **One FT Faculty is within retirement age and may retire in a year.**
- One FT Faculty is within retirement age and may retire within the next four years.
- 12 Associate faculty are at retirement age.
- 4 additional Associate faculty are of retirement age within five years.

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

**The need for an additional full-time Work Experience (WE) Generalist faculty position arises from several key factors within our institution and the broader community:**

- **Meeting Enrollment Growth Goals:** The Work Experience department aims for a 3% growth in Strategic Enrollment over four years. To achieve this, we need more staff. A full-time WE Generalist faculty member can significantly contribute to this goal by facilitating internships, coordinating work experience opportunities, and fostering community engagement.
- **Expanding Dual Enrollment Programs:** Expanding dual enrollment programs with local high schools is vital for student success. Having a dedicated faculty member to build and maintain these partnerships ensures a smooth transition for high school students into college-level work experience programs.
- **Expanding Programs & Campus Growth:** With the growth of the Construction program and other certificates at the Petaluma Campus, there's a need for more faculty support to guide students in their work experience endeavors.



- **Generalist Support:** WE Generalist faculty will benefit the entire District. Their expertise and support can enhance work experience programs across all campuses.
- **Holistic Approach to Work Experience:** The new faculty member will expand all areas of work experience, including internships, general work experience, and community engagement. This ensures students have diverse opportunities, enriching their educational experience.

**In addition, this position will:**

- **Support Guided Pathways:** Integrating work experience into guided pathways helps students achieve their academic and career goals.
- **Ensure Regulatory Compliance and Alignment:** The faculty member will ensure work experience programs comply with regulations, including those from the Federal Fair Labor Standards Act and the Chancellor's Office, promoting equity and accessibility.
- **Implement Impactful Regulatory Changes:** Recent updated Title V regulations have expanded work experience opportunities, making it available across all programs and allowing for more flexibility and repeat options. The faculty member will facilitate these changes, ensuring students benefit.
- **Promote Importance of Work-Based Learning:** Work-based learning is crucial for student preparation and engagement. The faculty member will work with various committees to ensure students have ample opportunities.

**In conclusion, adding a full-time WE Generalist faculty position supports program expansion, enrollment goals, community engagement, and student success while complying with new regulations and enhance work experience opportunities.**

**2.3e Faculty Staffing Requests**

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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0001	ALL	02	01	Work Experience Instructor	<p>The revised Title V regulations (implementation, fall 2024) addressing Work Experience Education introduce new regulations aimed at expanding work-based learning opportunities for students. These regulations promote the importance of work-based learning and provide a holistic approach to work experience, ensuring regulatory compliance and alignment.</p> <p>Adding another full-time Work Experience Faculty position across all campuses (Public Safety, Roseland, Petaluma, and Santa Rosa) is imperative to effectively support students in securing internships and launching their careers across a wide range of disciplines. With the diverse array of Career Education certificates offered at Santa Rosa Junior College (SRJC), including but not limited to Animal Science, Environmental Horticulture, Business, Computer Studies, Culinary Arts, Health Sciences, Industrial &amp; Trade Technology, Kinesiology, Athletics, &amp; Dance, Music, Public Safety, and Theatre Arts &amp; Fashion, there's a pressing need for dedicated support in facilitating internship placements.</p> <p>These expanded regulations demonstrate the urgency of a new Work Experience faculty member for the 2025-2026 academic year to develop new employer contacts, expand current opportunities, and meet the expanding student enrollments. This position will work with faculty coordinators across campuses to support guided pathways and help with employment opportunities for their students.</p> <p>The new regulations provide clear guidelines and expand eligibility criteria, including offering work experience and internships in the non-credit arena. To complement all of the new non-credit work training opportunities at SRJC, Title V regulations allow for Work Experience to be offered for the first time as non-credit, in addition to credit expansion. Additionally, the position is needed for credit WEE faculty representation on the Petaluma campus and other campuses to expand program and campus growth.</p> <p>The proposed position will play a pivotal role in coordinating internship opportunities for students enrolled in various certificate programs. By actively participating in all advisory committees and engaging with employers across industries, the coordinator will ensure that internship placements align with students' career aspirations and provide valuable hands-on experience. This involvement will also enable the faculty to stay abreast of industry trends and evolving skill requirements, thus enhancing the relevance and effectiveness of internship programs.</p> <p>It's important to note that Work Experience does not provide traditional classroom-based instruction, and instructional assignments are on an individual student/faculty basis. Faculty hold office hours to meet with students one-on-one. Thus, district efficiency and productivity ratios are not relevant indicators of the Work Experience department's performance and cost-effectiveness. That said, the SRJC WEE department has one of the largest student enrollments on a statewide basis. The demand from students and certificate and degree programs to develop and maintain employer relationships is growing exponentially, meeting enrollment growth.</p>
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Rank	Location	SP	M	Discipline	SLO Assessment Rationale
					<p>Additionally, the faculty's presence across all campuses will facilitate seamless coordination and communication between students, faculty, employers, and the Career Hub staff. By attending advisory committees and actively interacting with industry partners, the coordinator will foster mutually beneficial relationships that promote internship opportunities and career development initiatives.</p> <p>Furthermore, the faculty's support will extend beyond internship placement to encompass comprehensive career guidance, including resume building, interview preparation, and professional networking. This holistic approach will empower students to navigate the transition from academia to the workforce with confidence and competence.</p> <p>To support the expansion of credit work experiences and internships, SRJC recognizes the need for a new full-time faculty member who will expand and build on various initiatives, including adding non-credit internship courses, expanding SEM enrollment goals, expanding credit internships, recruiting additional dual-enrolled students, expanding community involvement, and supporting students enrolled in certificate programs across all campuses. This position will also implement impactful regulatory changes and provide generalist support across various departments.</p> <p>In summary, the creation of a Work Experience Internship Faculty position for all campuses of SRJC is essential to meet the diverse needs of students across various certificate programs. By facilitating internship placements, providing career guidance, and fostering industry connections, the faculty will play a vital role in equipping students with the skills and experience necessary for success in their chosen fields.</p>

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

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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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
0001	ALL	00	00	Urgent	3rd floor Bertolini	Career Hub	\$50,000.00	To create a secure and enclosed space which will house Career Services, Student Employment and the Work Experience Department.

## **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 Academic Quality**

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 Student Success and Support**

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 and update each semester.

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

The new inclusion of guided pathways has a direct correlation with the Work Experience courses. The integration of work experience into guided pathways can enhance students' educational experience by connecting their academic learning with real-world application. It can include internships, cooperative education programs, apprenticeships, or service-learning opportunities.

Overall, combining guided pathways with work experience can provide students with a more comprehensive and practical education, increasing their chances of success in their chosen careers.

## **3.3 Responsiveness to Our Community**

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 associate 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.

WE faculty participates in activities with CTE (Career Technical Education) Foundation, local high school career centers, CHOPS, EDD, Sonoma County Joblink.

### **3.4 Campus Climate and Culture**

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		X	X	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	X	X
WRKEX 97		X	X	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.

### Four-Year Assessment Cycle

This department intends to follow the four-year assessment cycle and the goal is to do it every two 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 complete coursework online in Canvas LMS and meet with their assigned Work Experience Instructor in person twice during the semester, the final meeting is at the student's job site and includes the job site supervisor.

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**

The Work Experience Courses (CI 51, WRKEX 97 and WEOC 99I and all 99I courses have been updated for fall 2024).

Unpaid Volunteer/Paid Work: 52.5 hours = 1 unit

WEE 95 - Volunteer Service (CI 51 - WEE 95)

WEE 97 - Work Experience Education (WRKEX 97 - WEE 97)

WEE 99i - Internship (WEOC 99i - WEE 99i)

## **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 Engagement 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
0001	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 no be able to attend the traditional style of classes.	Ongoing	FT Faculty is conducting coursework design and curriculum rollout.
0002	ALL	01	01	Develop + conduct trainings for associates.	Utilizing Canvas, accessing their (new) instructor portals, + recording student + supervisor scores directly into Canvas.	Ongoing	Adjunct hours, ancillary
0003	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
0004	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, \$



## 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 WE Faculty Generalist	Adding another full time Work Experience Faculty position across all campuses (Public Safety, Roseland, Petaluma, and Santa Rosa) is imperative to effectively support students in securing internships and launching their careers across a wide range of disciplines. With the diverse array of Career Education certificates offered at Santa Rosa Junior College (SRJC), including but not limited to Animal Science, Environmental Horticulture, Business, Computer Studies, Culinary Arts, Health Sciences, Industrial & Trade Technology, Kinesiology, Athletics, & Dance, Music, Public Safety, and Theatre Arts & Fashion, there's a pressing need for dedicated support in facilitating internship placements	Hire Fall 2025	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 no be able to attend the traditional style of classes.	Ongoing	FT Faculty is conducting coursework design and curriculum rollout.
0003	ALL	01	01	Develop + conduct trainings for associates.	Utilizing Canvas, accessing their (new) instructor portals, + recording student + supervisor scores directly into Canvas.	Ongoing	Adjunct hours, ancillary
0004	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
0005	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, \$

