

Santa Rosa Junior College

Program Resource Planning Process

Work Experience 2014

1.1a Mission

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

1.1b Mission Alignment

Mission Alignment: Work Experience has a direct connection to the District's mission in supporting Career and Technical Education (CTE) by helping students prepare for success in the workforce equipped with the 21st Century work skills 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 (APGR 99i, et al), Community Involvement (CI 51, 53, 54), and Apprenticeship training (APED).

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, AAll, and student employees

Petaluma: 116 Jacobs Hall, limited hours staffed by adjunct faculty.

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 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 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

The Work Experience budget has not been allocated sufficient funds to cover current nor expected increased adjunct compensation adopted in the AFA contract for 2014-15. Under this new contract, adjuncts no longer receive travel time based upon established employer locations (zones). They receive instead, a flat 4.9 hours (.08 load) per student assignment. This represents a significant increase over the current 2.16667 hours plus travel time. The approximate net increase in adjunct compensation could be as much as a 34%.

Additional funding is needed for student employees, specifically, federal work study (FWS) funding to support student workers who serve key roles as office assistants during peak periods.

In fall 2013, WE changed the delivery of its student handbook, formerly paid for by student fees, and turned it into a textbook sold through the bookstores. This change saves the district money directly and indirectly through the following labor saving measures:

- Generates approximately \$3,000 in revenues during the fiscal year
- Simplified distribution that had taken place at several sites (library, writing centers), in the WE offices, and involved staff from other areas who were assisting with the distribution.
- Saves costs in production, staff time to collect and recycle DVDs, and repackage them for the next semester. Handbooks no longer includes DVD, students now access the orientation video online.
- Saves faculty and AA II time proofing each book for accuracy.
- Eliminates involvement of Purchasing department - no longer have to collect bids, process orders, or follow up on vendors.
- Eliminates involvement of Accounting department - no longer has to audit the student fee account and return excess fees charged.
- Reduces workload of AA II --no longer has to submit forms for changing or auditing of student fees every time the handbook printing costs change.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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0002	ALL	00	00	\$88,000.00	Increased funding for adjuncts (at least by 34%= \$88k) to meet with tentative AFA contract terms for adjunct compensation.
0003	Santa Rosa	05	07	\$10,000.00	Increased Federal Work Study (FWS) funding \$10,000 for student workers

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
AAII	40.00	12.00	A single AA II oversees all administrative assistant tasks related to Work Experience; supervises student employees; provides information and assistance directly to Work Experience students; supports full-time and adjunct faculty; cooperates with other departments to improve department's delivery of services and instruction to students. AA II retired in November 2013 and a replacement hired 4/23/2014.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Manager, School Initiatives and Career Pathways	20.00	12.00	Manager, School Initiatives and Career Pathways at .50 FTE serves as the supervising administrator and chair for the department.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative assistance, STNC	20.00	10.00	Currently no STNCs

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.

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
One F/T Faculty	One faculty, primarily responsible for Internship courses and for Work Experience instruction. All other positions are adjunct faculty. A second faculty member retired in 2013 and was not selected for replacement.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Work Experience, Internships, Community Involvement	1.0000	100.0000	6.6400	664.0000	Department utilizes 40+ adjunct faculty each semester. The one full-time faculty position is insufficient to support growing enrollments. Note: All WE courses are repeatable for up to 16 units with the exception of Community Involvement. This provides opportunity to expand student enrollments = FTES in the District. Because of Work Experience's organization, FTES/FTEF ratios in datamining are not relevant.

2.3c Faculty Within Retirement Range

The one full-time instructor is planning to retire in May 2015. This sole contract faculty member has the responsibility of all adjunct evaluations, as well as a student load, assessment of student learning outcomes, and coordination of 100+ internships each semester.

Work Experience has expanded and continues to diversify its adjunct pool. This is increasing capacity to provide instruction for growing enrollments, to cover student assignments as adjunct loads increase to .08 per student under the AFA contract for 2014-15, and to prepare for and cover duties in the event that no full time faculty positions are approved for year 2015-16.

Adjunct faculty providing exclusive instruction in Community Involvement may retire in May of 2016.

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

Work Experience provides internship instruction, a requirement for CTE disciplines as part of certificate/degree completion, as well as students working in a variety of fields as a part of career development. These courses are a requirement for 70+ certificates across a variety of CTE disciplines. Work based learning is a best practice and internships are recognized as a high impact experience that increases students' successful transition into their careers and work places.

It is critical that we are authorized to hire a full time faculty member to oversee internships. Coordinating with CTE discipline faculty, employers, and students to establish high quality internships requires the attention of a full time faculty to maintain these key relationships and resolve any problems that may arise. This position is key to reaching out to employers to establish more internship opportunities for SRJC students. This position also meets with students 1:1 providing instruction on work based learning skills and assessing the student's readiness for an internship. It is a key position supporting the success of SRJC interns.

The 21st century or "soft skills" that are taught in Work Experience is the most highly demanded skill set by local employers. It is in higher demand than technical, English, or Math skills, per a recent report presented by Ben Stone, Director, Sonoma County Economic Development Board.

Work Experience is one of the few departments providing customized sets of courses that are specifically designed to provide instruction on structured workplace skills for students who are working or volunteering; WE enrolls students attending SRJC courses and who are working across the region: Sonoma, Mendocino, Lake, Napa, Marin, and beyond. Students enroll in WE from all disciplines— ESL, Basic Skills, DRD, CalWorks, CTE, AA/AS, and transfer students.

State regulations are being updated (at the CCC's department of finance as of 9/25/14) to reflect that all Work Experience courses are repeatable up to a total of 16 units. Eighty-five percent of SRJC work while attending classes. This assurance means that many working students will continue to benefit from the opportunity to improve their work place skills while at

the same time helping them maintain the minimum 12 unit enrollment required to sustain their eligibility for financial aid.

Currently, all general and occupational Work Experience students are receiving instruction from adjuncts. With the 2014-15 increase in adjunct compensation (= increased load) in Work Experience, current adjuncts are not able to provide instruction to as many students as they had in the past. Despite (8) recent adjunct hires, the department will need to continue to expand its adjunct pool in order to serve students. Note: many in our adjunct pool hold full-time jobs in industry, so they are limited with how many students they are able to serve.

The loss of the full time faculty member in May 2013 has shifted a significant workload to the remaining faculty member, who will be retiring in May 2015. For example, this remaining FT faculty must conduct 5 adjunct evaluations in fall 2014 and 16 adjunct evaluations in spring 2015. A DTREC pilot through spring 2015 provided a shortened method of evaluation, however, there is no guarantee that will be extended beyond that semester. The full time faculty is overseeing the assessment of all SLOs for the department. It was necessary to identify and request approval of a full time Ag/NRM faculty member to evaluate this remaining faculty member, as we have no full time peer in the Work Experience department to do so.

Work Experience will need the leadership of full time faculty for its department, curriculum review, SLO assessments, adjunct evaluations, the 40+ adjunct faculty, and college service requirements.

Work Experience remains a "profitable" department, in that the FTES funding it generates is greater than its costs. The department will not be able to continue to expand its enrollments, nor partnerships like those with FIELD, without full time faculty members providing instruction and leadership.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	02	01	Internships	
0002	ALL	02	01	Work Experience	

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

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	00	00	None	0	\$0.00	\$0.00			

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	00	00	None	0	\$0.00	\$0.00			

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0000	ALL	00	00	Urgent			\$0.00	

2.5b Analysis of Existing Facilities

Analysis of Existing Facilities: Department was relocated within Bertolini in summer of 2013. The move reduced WE office space by four offices: 1 full-time faculty; 1 adjunct; 1 administrator; 1 workforce training coordinator. A semi-private cubicle is being provided for the administrator's use. When fully staffed (2 FT faculty) there will be a need for one additional office. Work Experience is a small department and requires offices located together in order to meet student needs and work effectively as a team. Once fully staffed, two key adjunct instructors will have to give up their shared office to a newly hired full-time faculty. The current office arrangement will become awkward and is would not be supportive of a positive student nor personnel experience.

3.1 Develop Financial Resources

FIELD Instructional Service Agreement (ISA):

The Work Experience department is taking the lead on behalf of the district in contracting with the Fieldworkers Institute for Education and Leadership Development (FIELD) to deliver SRJC Work Experience instruction in Kern and Riverside counties. The current contracted rate provides the district with 60% of FTES funding for these course sections. FIELD student enrollment in late starting spring 2014 courses generated \$2,781.60 (1 FTES = \$4,636 x 60%) More FIELD enrollments are currently taking place for summer and planned for fall 2014. As this enrollment expands, it will bring additional very low cost FTES to the district.

3.2 Serve our Diverse Communities

Best practices in supporting the success of diverse students is discussed regularly at core staff and instructor meetings. Work Experience's online orientation is provided open-captioned to accommodate hearing impaired students.

The department conducted outreach and actively recruited diverse applicants for the WE adjunct pool. This strategy will continue through 2014-15 in identifying applicants for two full-time replacement faculty positions.

The director completed cultural competency training in spring 2014.

3.3 Cultivate a Healthy Organization

WE's faculty, staff, and administrator are highly motivated and actively seek out classes, workshops, and other opportunities to grow professionally and learn best practices for instruction and supporting student success. Faculty completed a safety course on chair assisting the disabled for an evacuation. The administrator completed HR's cultural competency and monitor training in spring 2014. Faculty and staff have enrolled in Drupal training in June 2014, which will help them update and improve the department's web site. Both adjunct and full-time faculty participate in CTE forums convened each semester. 3 adjuncts, 1 FT faculty, and the supervising administrator participated in the California Internship and Work Experience

Educators Association (CIWEA) conference in spring 2014, which expanded knowledge of best practices.

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.

3.5 Establish a Culture of Sustainability

The department has adopted several sustainable practices:

- The course required DVD has been replaced with an online orientation. This saves costs and resources (800 DVD's a semester).
- Student handbook process changed in fall 2013. New vendor responds to exact need preventing overruns of 15 to 50 each semester.
- Extra/out-of-date flyers and forms are sent to the tutorial center to be re-purposed as scratch paper.
- Course forms are available online.
- Instructor mileage forms will be provide in an Excel template via email.
- In fall 2013, all student contact will be focused on using student portals, discontinuing the letters sent to 750 students a semester, saving on postage as well as paper, printing.
- All paper products are recycled, a large green recycle bin is located in the office area.

4.1a Course Student Learning Outcomes Assessment

All Department courses have established SLOs. Department has no programs or certificates

4.1b Program Student Learning Outcomes Assessment

Please refer to the narrative 4.2b.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	CI 51	Spring 2011	Fall 2011	N/A
Course	CS 53	Spring 2011	Fall 2011	N/A
Course	WEOC 99I	Spring 2011	Fall 2011	Fall 2011
Course	WRKEX 97	Spring 2009	Spring 2009	Fall 2010

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

WEOC 99			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
WRKEX 97			X	X	X	X		X	X	X	X		X	X	X	X

4.2b Narrative (Optional)

WE courses are bridges to employment, and therefore, support student success.

This chart depicts the department's 6 year cycle of student learning outcomes assessment.

Course name	Course #	SLOs #s	# assessed	%	dates assessed	analyzed	not chgd	eval course	status
Wk Exper General	WRKEX 97	1, 2	2	100%	2nd S09	S09			do S15
Wk Exper General	WRKEX 97	1, 2	2	100%	1st F07	S08			data submitted 2/2010
Wk Exper Occupational	WEOC 99	1, 2, 3	3						do F14
Internship:	WEOC 99i, et al*	1, 3	2						do F17
Internship:	WEOC 99i, et al*	1, 3	2	66%	1st S11	F11	F11	S2017	data entered F
Paralegal	PLS 99I	1, 2, 3	3						do S15
*all other	99i	1, 2, 3	3		F14				do F14
Community Involvement: General	CI 51	1, 2	2	100%	S11	F11			do S17
Community Involvement: Environment	CI 53	1,2	2	100%	S11	F11			do S17
Community Involvement: Health Careers	CI 54	1,2	2		F14				do F14

*including: AGRI 99i, AJ 99i; BAD 99i, BOT 99.1i; BOT 99.2i; BOT 99.3i; BOT 99.4i
 CEST 99i; COUN 99i; CS 99i; CUL 99i; FIRE 99i; INDE 99i; NRM 99i;

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.

Because Work Experience classes are not organized into sections with students meeting in a classroom, it is not relevant to financially analyze of Work Experience using FTES and FTEF ratios. 162.52 FTES for Summer 2013 through Spring 2014 at \$4,636/FTES = \$753,430 in state reimbursement funding less the 2013-14 WE expenditures of \$554,547

= \$198,883 net profit to the district.

Commencing 2013-14 Apprenticeship funding is no longer flexible, that is, unspent funds at year's end, above the 18% portion which is allocated to the institution, may no longer be "swept" by the district.

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.

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 2015, 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

Retention: 80.4 (District, approximately 75)

Success: 75.2 (District, approximately 72)

GPA: 3.24 (District, approximately 2.83)

5.7 Student Access

Incomplete data in datamine

5.8 Curriculum Offered Within Reasonable Time Frame

Yes. WE department consistently offers all courses each fall and spring semester. In summer semester some discipline specific internships are not offered, e.g., Paralegal (PLS 99i) in summer 2014.

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 CTE 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 CTE disciplines such as Health Sciences, Business, Computer Studies, Culinary, Agriculture, Natural Resource Management.

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.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

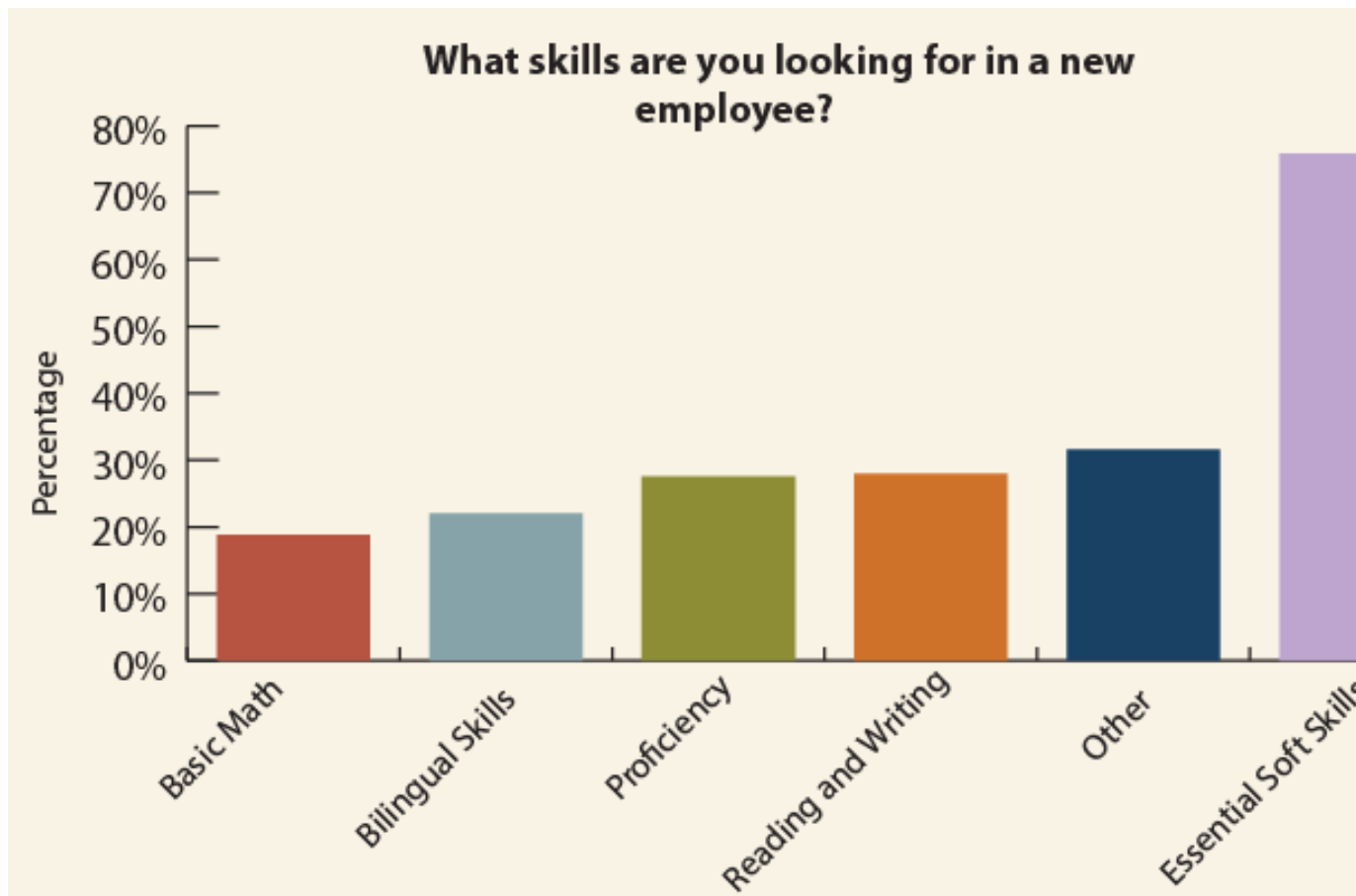
California State Universities accept Work Experience, Intern, and Community Involvement for elective transfer credit.

5.11a Labor Market Demand (Occupational Programs ONLY)

Yes. Consistently, at CTE 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. See the survey below from the Sonoma County Economic Development Board.

2014 Workforce Development Survey

This survey was designed to provide local education and training organizations a **comprehensive assessment** of employer needs.



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	06	03	Developed positive department climate; reversed low morale; reinvigorated collaboration and supportive team; success is now celebrated; faculty and staff report feeling valued, motivated, energized members of a productive team.		2013-14	
0002	ALL	02	03	Lead adjunct faculty assumed all full-time faculty duties after other faculty member retired and was not selected for replacement by the district. Bev Henningsen was recognized as Unsung Hero by Academic Senate awards committee.		2013-14	
0003	ALL	01	06	Newly hired adjunct instructor has been housed at Petaluma campus, replacing an adjunct retirement and establishing a WE presence at that campus. The WE instructor collaborated with Student Employment, Career Services, and Student Affairs to conduct a Volunteer Fair in the fall and a Career Fair in the spring.		2013-14	
0004	ALL	06	07	Hired highly skilled and effective administrative assistant 4/23/14 replacing position vacated November 2013		2013-14	
0005	ALL	03	03	Expanded and diversified adjunct pool, hiring five in spring 2014		2013-14	
0006	ALL	01	01	Increased enrollment by 10% from the prior year		2013-14	
0007	ALL	05	07	Successfully merged office space with Career Development and Student Employment; ; reduced use of space, filing cabinets/paperwork			
0008	ALL	01	01	Developed and implemented high school outreach plan, increasing concurrent enrollment in WE courses. Developed first special high school student and parent orientation for concurrently enrolled WE students held 6/11/14		2013-14	
0009	ALL	07	03	Partnered with statewide FIELD organization and developed Instructional Service Agreement (ISA) to expand enrollment in southern California		spring 2014	
0010	ALL	07	07	Handbook sales now contribute approximately \$3,000/year in new funding, which offsets adjunct costs incurred in updating the handbook each semester.		2013-14	

0011	ALL	01	01	Adjunct faculty developed a new, engaging online orientation being launched 6/17/14 for summer WE students.		spring 2014	
0012	ALL	01	04	Key faculty participated in the California Internship and Work Experience Association (CIWEA) in April, networking, identifying best practices, and collaborating to improve instruction.		spring 2014	

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Despite numerous challenges, WE has achieved much in 2013-14. Priority #1: Authorization to hire two full-time faculty members to sustain vitality of WE/internship courses and growing enrollments

6.2b PRPP Editor Feedback - Optional

Supervising administrator of apprenticeships will engage partners under formal contract and will seek opportunities to expand RSI as appropriate and streamline invoicing processes. State funding for RSI is being restored to 2008-2009 levels (before significant cuts applied during recession) for 2014-15. The administrator will work with the faculty liaison to apprenticeship and program directors to review all APED courses and develop a six year plan for SLOs assessment.

The new online WRKEX 97/WEOC 99 student orientation developed and launched 6/16/2014 will be reviewed and updated as appropriate. This replaces a dated video that was not engaging students. The video orientation for interns will be revised during summer 2014 and finalized for fall 2014 or spring 2015.

The department has embraced the notion of continuous improvement and will continue to seek out and incorporate best practices in instruction and supporting student success.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	07	Advocate effectively before the faculty hiring committee approval for (2) new full-time faculty hires for fall 2015.		2014-15	
0002	ALL	08	07	Work Experience faculty and staff will begin documenting the knowledge of lead faculty, who is scheduled to retire in May 2015. Information areas include: instructor evaluation procedures and best practices in work-based learning and internships. The objective is to be able to share information/practices with new, full-time faculty hires in fall 2015. Documenting such information and practices is critical, as there will be no experienced faculty available to mentor the new hires. A lead adjunct instructor will be identified to be mentored and assume some duties of full-time faculty during 2014-15. Full-time faculty from other departments, who serve as an adjunct for WE, may be asked to assist with evaluations.			
0003	ALL	05	07	In 2009 a DTREC approved and piloted a process that has substantially streamlined instructor evaluations. This pilot expires in spring 2015. It is critical that the lead faculty and supervising administrator advocate successfully for the continuance or extension of this model for evaluations in fall 2014. With several new adjunct hires (and more expected in summer 2014), it would be an undue burden for new full-time faculty hires in tenure to have to revert back to the former, time-consuming evaluation process commencing in fall 2014.		2014-2015	
0004	ALL	07	00	Director, faculty, and staff will support FIELD organization and its efforts to expand WE instruction in southern California via new instructional service agreements (ISA).		2014-15	
0005	ALL	02	01	Lead adjunct faculty, supported by director, will review and update curriculum as appropriate. All intern courses will need to be revised into "paid" and "unpaid" courses, as different work hours are required for each.		2014-15	
0006	ALL	02	01	Complete assessment of SLOs 1, 2, & 3 for WEOC 99 and evaluate: fall 2014. Complete		2014-15	

				assessment of SLO #2 for Intern 99I and evaluate in spring 2015			
0007	ALL	02	01	Update (25) WE courses; (3) Community Involvement courses by spring 2015; all 99I courses so that paid and unpaid internship courses have different COR reflective of the different work hours required for each.		2014-15	
0008	ALL	05	03	Lead adjunct Community Involvement faculty will document practices and procedures, as well as mentor newly hired adjunct faculty.		2014-15	
0009	ALL	03	03	The department's effort to expand and diversify faculty will continue through 2014-2015.		2014-15	
0010	ALL	08	07	The director will work with IT staff to update WE's online adjunct compensation tools to meet the new requirements under the tentative AFA contract for year 2014-15. Funding will be sought to compensate IT staff to help make the handbook available online, at no cost to students. This will increase access to both SRJC and high school concurrently enrolled students. Department will seek funding to upgrade and expand SIS functions supporting WE in an effort to streamline processes, save staff time, and reduce use of paper and need for filing cabinets.		2014-15	
0011	ALL	02	06	Review all APED courses and develop a plan for 6 year SLOs assessments.	Work with liaison to apprenticeship directors to review all curriculum.		adjunct funding