

Santa Rosa Junior College

Program Resource Planning Process

Work Experience 2015

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

2.1a Budget Needs: The Work Experience budget has not been allocated sufficient funds to cover increased adjunct compensation costs per the AFA contract that became effective for 2014-15. Under this contract adjuncts no longer receive travel time based upon established employer locations (zones). Instead, they receive a flat 4.9 hours (.08 load) per student assignment plus mileage. This represents a significant increase over the previous 2.16667 hours plus travel time. Given that WE will have hired and in place two full-time faculty, an increase of \$100,000 to the adjunct allocation should be sufficient. Note: even with the new increased adjunct expense in Fall 2014 and spring 2015, Work Experience continues to bring in more funding than it expends, a net \$120k above its costs.

| | | |
|--------------------|--------------------|---------------|
| X14,F14,S15 | total FTES: | 186.98 |
| FTES funding | \$4,676 | \$874,335.31 |
| WE budget | total: | \$588,644.00 |
| WE budget | overspent | \$165,606.64 |
| net profit: | | \$120,084.67 |

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.

2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|------------|----|----|--------------|---|
| 0002 | ALL | 00 | 00 | \$100,000.00 | Increased funding for adjuncts (at least by \$100k) 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. |

2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---------------------------------|-------|-------|---|
| Director, Workforce Development | 20.00 | 12.00 | Director, Workforce Development .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 |
|-----------------|-------|-------|--|
| Student Workers | 35.00 | 10.00 | currently 2 - 3 part-time student worker positions provide essential office and student service support. |

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.

That said, its costs are less than the FTES funding Work Experience brings to the District:

| | | |
|--------------------|--------------------|---------------|
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2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|----------|----|---|---------------|----------------|------|
|------|----------|----|---|---------------|----------------|------|

2.3a Current Contract Faculty Positions

| Position | Description |
|-----------------------|---|
| (1) full-time faculty | One faculty, primarily responsible for Internship courses and for Work Experience instruction. All other positions are adjunct faculty. |

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. Two new full-time faculty positions have been hired and will commence instruction in fall 2015. 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 current Internship coordinator is planning to retire December 2015.

Adjunct faculty providing exclusive instruction in Community Involvement may retire in May, 2016. Approximately 35 of all other adjunct are of retirement age.

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

Work Experience received approval to hire two new faculty for the 2015/16 AY. Both positions have been filled and will begin their assignments in the Fall 2015 semester.

2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----------|----|---|------------|--------------------------|
|------|----------|----|---|------------|--------------------------|

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

Department was relocated within Bertolini in summer of 2013. The move reduced WE office space by four offices: (1) full-time faculty; (1) adjunct; and (2) administrator's, and (1) meeting room. A semi-private cubicle has been constructed and provided for the department's supervising administrator's use. When fully staffed (2 FT faculty) in fall 2015, there will be a need for one additional office. Work Experience is a small department and requires offices located together in order for the faculty and staff 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 50% 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%) As this enrollment expands, it will bring additional very low cost FTES to the district.

| Semester | FTES | rate/FTE | net 50-50 split |
|----------|------|------------|-----------------|
| X2014 | 1.7 | \$1,854.40 | \$3,152.48 |
| F2014 | 7.6 | \$2,338.00 | \$17,768.80 |
| S2015 | 6.2 | \$2,338.00 | \$14,495.60 |
| | | | |
| | | Total: | \$35,416.88 |
| | | | |

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 new online orientation video is provided open-captioned to accommodate hearing impaired students.

Recruited and attracted diverse applicant pool for full-time faculty position to commence instruction in fall 2015.

Hired two males (underrepresented in our adjunct pool) and the first African American adjunct instructor in fall 2014.

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 CTE 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).

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 5/8/15.

3.5 Establish a Culture of Sustainability

The department has adopted several sustainable practices:

- Only (1) Work Experience orientation is provided F2F. Most students access the online orientation. This reduces costs and preserves resources.
- Student handbook process changed in fall 2013. New vendor responds to exact need preventing overruns of 15 to 50 each semester + providing \$3k funding to department.
- Increased the number of course forms available online.
- Instructor mileage forms have been provided as a writeable PDF form via email.
- All paper products are recycled, a large green recycle bin is located in the office area.
- 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. 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 | Fall 2014 |
| Course | CI 54 | Spring 2015 | N/A | N/A |
| Course | CS 53 | Spring 2011 | Fall 2011 | Fall 2014 |
| Course | WEOC 99 | Spring 2014 | Fall 2014 | N/A |
| Course | WEOC 99I | Spring 2011 | Fall 2011 | Fall 2011 |
| Course | WRKEX 97 | Spring 2015 | N/A | N/A |

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.

WEOC 99i includes:

*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.

| | | |
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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.

| | | |
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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

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)

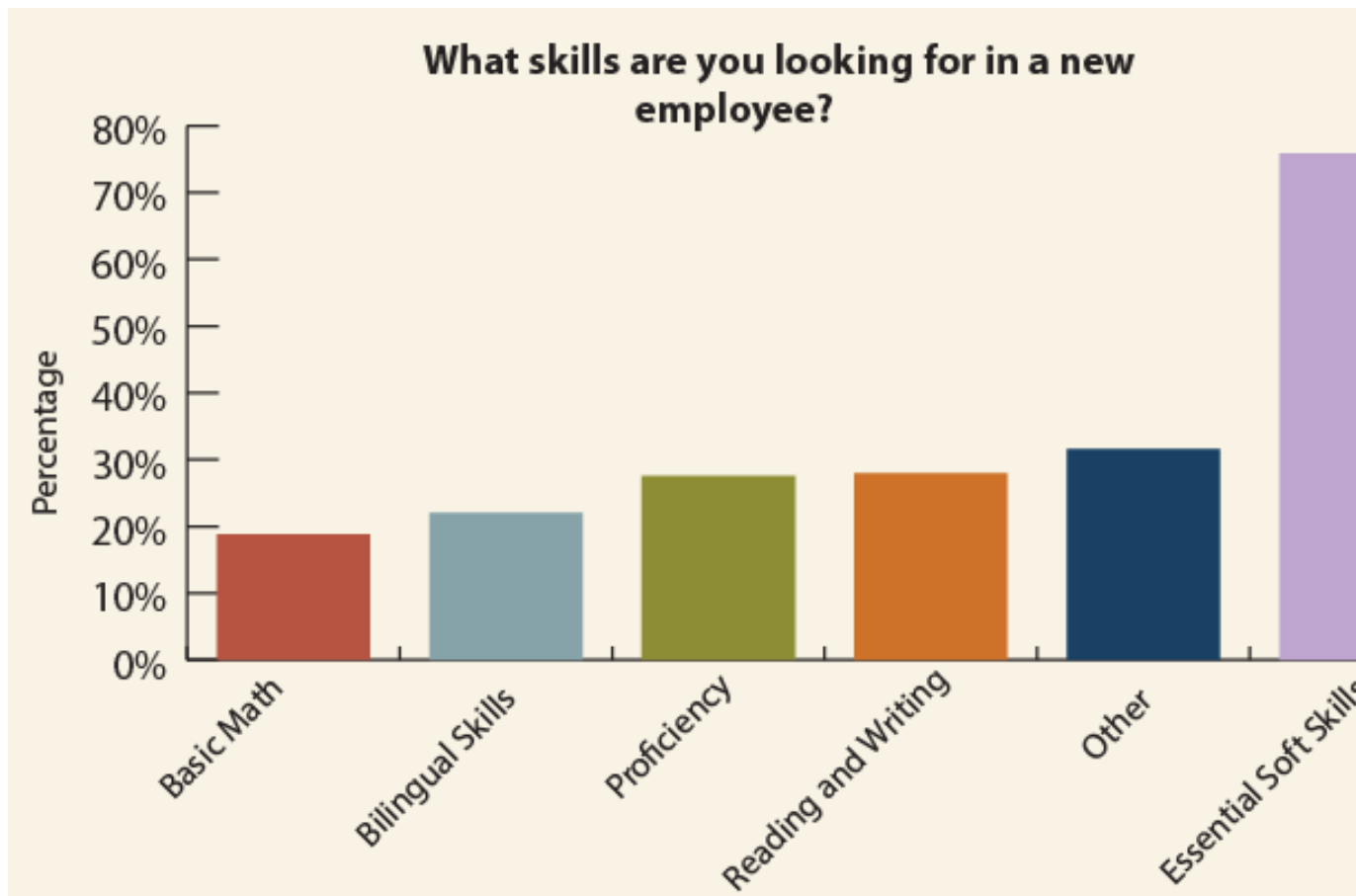
California State Universities accept Work Experience, Intern, and Community Involvement for elective transfer credit.

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 | 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. | | | completed documentation of SLO assessment techniques. other areas: ongoing |
| 0002 | 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 | SUCCESS! two year extension |
| 0003 | 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 | successful, but ongoing |
| 0004 | 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 | not successful; new full-time internship coordinator will collaborate with Curriculum dean to resolve in 2015-16 |
| 0005 | ALL | 02 | 01 | Complete assessment of SLOs 1, 2, & 3 for WEOC 99 and evaluate: fall 2014. Complete assessment of SLO #2 for Intern 99I and evaluate in spring 2015 | | 2014-15 | SUCCESS! |
| 0006 | ALL | 02 | 01 | Update (25) WE courses; (3) Community Involvement courses by spring 2015; | | 2014-15 | SUCCESS! |

| | | | | | | | |
|------|-----|----|----|--|--|---------|--|
| 0007 | ALL | 05 | 03 | Lead adjunct Community Involvement faculty will document practices and procedures, as well as mentor newly hired adjunct faculty. | | 2014-15 | ongoing |
| 0008 | ALL | 03 | 03 | The department's effort to expand and diversify faculty will continue through 2014-2015. | | 2014-15 | limited success; hired two Latino instructors, but both had to resign when they were awarded other full-time positions; hired (1) African American adjunct instructor and (2) male instructors |
| 0009 | 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 | |

6.2a Program/Unit Conclusions

| Location | Program/Unit Conclusions |
|----------|--|
| ALL | <p>Two newly hired full-time faculty will commence instruction in fall 2015. Their leadership will help sustain the vitality of WE/internship courses and will help grow enrollments.</p> <p>The new Work Experience instructor will be co-located at Petaluma + SR campuses.</p> <p>The DTREC streamlined procedure for adjunct evaluations was extended again. This is fortunate as (17) will need to be evaluated in fall 2015.</p> |

6.2b PRPP Editor Feedback - Optional

6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|---|---|------------|--------------------|
| 0000 | ALL | 02 | 03 | Identify faculty outside of the Work Experience department to participate on the tenure committees for the (2) new faculty commencing in fall 2015. | | | |
| 0002 | ALL | 08 | 07 | Work Experience faculty and staff will continue documenting the knowledge of lead faculty, who is scheduled to retire in Dec. 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. | | | |
| 0008 | ALL | 05 | 03 | Lead adjunct Community Involvement faculty will continue to document practices and procedures, as well as mentor newly hired adjunct faculty. That adjunct may retire in spring 2016. | | 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 |