

# PROGRAM REVIEW & SELF-STUDY OCCUPATIONAL EDUCATION (OCED)

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*Pilot Spring 2013-Fall 2013*





# PROGRAM REVIEW & SELF-STUDY OCCUPATIONAL EDUCATION

## *1.1 Introduction*

Occupational Education (OCED) often referred to as Cooperative Work Experience Education (CWEE) is a process of education which recognizes the value of experiential learning through goal directed work place skill development for students in their supervised work setting. OCED is dependent upon employers and educators cooperating to form a more complete educational program for students as an integral part of the community college curriculum.

### *Goals of OCED*

1. Support the Solano Community College mission in the areas of transfer education, vocational education/workforce development and basic skills education, by providing vocational, transfer, and basic skills students the opportunity to gain realistic work experiences that are meaningful and related to their educational and/or career goals.
2. Provide students the opportunity to acquire knowledge, skills and attitudes essential for successful employment and thus serve as a component of local workforce development.
3. Provide a program with academic integrity that operates in accordance with all applicable regulations and policies.

By focusing on these goals the OCED program serves students desiring to increase their employability skills and thereby benefits the local community by assisting businesses in supporting, mentoring and instructing their employees and volunteers to perform at ever increasing skill levels.

### *Benefits of OCED*

Many unique and distinct benefits can be found in Cooperative Work Experience Education. It is one of the most community-oriented programs a college can develop. It involves public and private employers, students and administrators.

#### **The Student:**

1. Has the opportunity to learn or improve employment skills under actual working conditions.
2. Gains perspective on career goals through application of classroom theory to "real life experience."
3. Builds self-identity and confidence as a worker through individual attention given by instructor/coordinators and employers.
4. Has an opportunity to test personal abilities in work environments.
5. Has a more realistic approach to the job market.
6. Will gain a better understanding of human relations.
7. Will learn goal setting skills.
8. May refer to work experience education on future job applications.
9. Benefits financially while learning.
10. Can begin a career earlier.

#### **The Employer:**

1. May assume a more active educational role in the local community college.

2. Is provided with the opportunity to communicate business and industry's needs to the college.
3. Benefits when supervisor/employee communications and relationships are improved.
4. Experiences lower recruiting and training costs since a pool of trained CWEE students are able to move into permanent positions. Nationally, over 60 percent of CWEE students go to work permanently for their CWEE employers after graduation.
5. Often has more motivated, enthusiastic employees because their work is evaluated and translated into college units.
6. Frequently experiences less employee turnover since adjustments to the job can take place during the CWEE activity.

**The College:**

1. Is able to develop a more active involvement with its community.
2. Enhances instruction through the refinement of student skills and knowledge in a business/industry or public agency setting.
3. Experiences lower attrition since students can finance their education and relate it to job requirements and advancement.
4. Has a cost-effective program in CWEE which often results in students attaining full-time enrollment status.
5. Receives valuable, current input from business and industry concerning labor market conditions and the implications for course content and placement opportunities.
6. Utilizes business and industry facilities and equipment which extends educational opportunities beyond its normal resources.
7. Utilizes the skill and knowledge of outstanding individuals in business and industry in the training of students.
8. Improves intra-college communication on industry's needs among subject matter instructors, guidance personnel, and CWEE instructor/coordinators and managers.

**Community Advantages:**

1. CWEE provides an effective means of helping students become more productive workers.
2. The local economy can realize benefits from greater numbers of skilled workers.
3. Closer cooperation and understanding can be achieved between the community and the college.
4. Students tend to remain in the home community after graduation, thereby developing a more stable work force.
5. A process for direct input into the content of college programs and courses is provided.

***OCED and Title V***

Title V contains the regulations for Cooperative Work Experience Education programs (**Appendix A**). Title V describes the basic elements of a Cooperative Work Experience Education program including types of CWEE, student qualifications, district services provided, and how college credit is calculated and awarded. These sections were developed by the California Community College Chancellor's office in conjunction with CWEE educators and approved and adopted by the Board of Governors.

Adherence to these regulations is paramount to avoid audit findings that may cause apportionment repayment issues.

***OCED at Solano Community College***

***Background***

The Occupational Education (OCED) program at SCC is an instructional program consisting of 3 courses Occupational Work Experience (OCED 090), General Work Experience (OCED 091), Occupational Soft Skills (OCED 101), incorporated in all vocational majors at Solano Community College. Credit awarded for the experiential courses (OCED 090 and OCED 091) are transferrable and degree applicable. OCED as a “special program” serves to support transfer, vocational, and basic skills student’s education through experiential learning by goal directed workplace skill development students pursue in their work setting. OCED benefits students, employers, and SCC. Through the OCED program students build their work skills and increase their employability, employers benefit from employees’ skill enhancement, and Solano Community College’s institutional mission is supported through a cost effective program that brings campus resources directly into local businesses.

The OCED program operates as the SCC official experiential program under an updated District Plan approved by the SCC Governing Board and the California Community Colleges Chancellor’s Office in August of 2010 (Appendix B). To keep all required paperwork and regulatory processes consistent throughout the campus SCC has a “Consolidated” program which means OCED is the venue for experiential learning, internships, externship, etc. OCED curriculum has been kept current as numerous regulatory changes with the program have occurred. Enrollment is consistently over 100% of the students required for 1 full-time instructor. The program is low cost as it does not require extensive equipment; supplies, or classroom space; the main expense is for staff.

### ***Program Integration***

OCED is well integrated in SCC curriculum through transferable, degree applicable Occupational and General Work Experience courses. Integration into the local labor market would be increased by putting into place an internship site developer whose sole responsibility would be developing contracts for student placement. Even so, the OCED program supports approx. 300 enrollments per year with students working throughout Solano, Napa, Yolo, Contra Costa, Alameda, Sacramento, San Francisco, and Placer counties. In addition to hosting the Bay Area Consortium for Water & Wastewater Education (BACWEE) internship monitoring, OCED also works with federal financial aid funded work-study students, privately employed students, and community and campus volunteers. OCED regularly receives employer feedback from vocational program advisory committees for the purpose of curriculum development. The process of SLO outcomes development and employer feedback identified that SCC student’s would benefit from increased transferrable skills development regardless of their employment/internship status. In response, a non-experiential Occupational Soft Skills course (OCED 101) was developed and will be offered for the first time in Spring 2014.

### ***Staffing***

The OCED program consists of one full-time Coordinator/Faculty member. The program continues to remain out of compliance with both Title V [Appendix A] and the District Plan [Appendix B] by not having in place a clerical/instructional assistant. With the struggles related to accreditation and non-compliance SCC has faced over the past several years, this is an issue of great concern not only for the continued mission of the OCED program but for the college's accreditation process.

### ***Program Challenges***

Over the past 5 years the Occupational Education Program has faced a number of challenges in serving students’ needs. Because the program does not have a degree or certificate attached, does not have

standard lecture or lecture/lab formatted courses, and most elements from scheduling to payroll are unique, changes in technology and administrative decisions have not always allowed a non-standard program like OCED to thrive. It is understood that limited resources means it is not possible to accommodate the needs of every program on campus and OCED is very specialized. In almost all cases we have been able to identify ways to work around the challenges - however each solution has added to the administrative elements of the program requiring more time to complete even simple tasks.

For example: The average instructor can email an entire class in one email and every one of their classes in 3-5 emails. Emailing OCED students requires navigating the system and pulling the detailed course list 25-30 times. Thus - even simple tasks can take 5 times longer than average. Each challenge may not add much to the administrative tasks but when added together, without the Title V required clerical/instructional support, the administrative portion has become burdensome and detrimental to the student/employer connections which are at the core of the program.

Other challenges discussed further in the report center on registration, scheduling, repeatability and staffing.

**1.2 Relationship to College Mission and Strategic Goals.**

*Mission Statement: Solano Community College’s mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.*

*Vision Statement: Solano Community College will be a recognized leader in educational excellence – transforming students’ lives.*

OCED has a mission that is directly in line with the SCC Mission Statement. OCED as a “special program” serves to support transfer, vocational, and basic skills student’s education through experiential learning by goal directed workplace skill development students pursue in their work setting. OCED benefits students, employers, and SCC. Through the OCED program students build their work skills and increase their employability, employers benefit from employees’ skill enhancement, and Solano Community College’s institutional mission is supported through a cost effective program that brings campus resources directly into local businesses. As many OCED students see immediate results of their experience through promotions, raises, and new positions it is clear that OCED does complete the vision to “transform student’s lives’.

**Table 1. SCC’s Strategic Directions and Goals**

Goal 1: Foster Excellence in Learning	Program Evidence
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*Obj. 1.1 Create an environment that is conducive to student learning.*

The OCED program is tailored to provide each student with the specific skills they wish to improve. Individual goals are planned, developed, and with the support of local employers completed. Workplace skills are introduced and students can then hone those skills in a real world laboratory.

Students are provided 24/7 access to materials and instructor/coordinator maintains regular contact to make sure students feel supported.

Students, working with their onsite supervisor and OCED Coordinator develop very personal and meaningful objectives based on the students' needs and current skill levels. In addition the environment is not a classroom approximation of what they might experience in the real world. It is the real world, so students get a firsthand opportunity to learn in the environment best for the task. At the end of each semester students evaluate the program and their own experiences [Appendix C].

Recent comments included:

"I am very happy I decided to take OCED again. It could not come at a more perfect time. I was able to set, work on and complete goals. I was also able to get to know my supervising teacher better and figure out what she needed and expected of me"

"I knew that OCED could and would be the opportunity for me to get my foot in the door in a company that could only move me forward in my desired career path."

"I remember mentioning to my supervisor, probably three weeks in, that I felt I had learned more in the three weeks hands on at Ethan Allen, than a whole semester of an in-class course."

"By tying the Internship into a college class, it has a definitive structure. There is an orientation, set Learning Objectives, and weekly assignments to make sure you are getting worthwhile skills and experience from your often unpaid time.

*Obj. 1.2 Create an environment that supports quality teaching.*

Faculty coordinator spends time taking outside coursework over breaks and summer to stay current in employment trends and more effective teaching. For example in 2013 Coordinator spent 40 hours in a Community of Inquiry course to improve online teaching. However, vastly increased responsibilities in program administration, reporting and on campus committee work that cannot be shared in a one person program puts severe restrictions on the time available to spend in additional training or conferences that occur during the regular semester.

Because the OCED program works with all campus programs it is important to spend time in the field and at the workplaces where students are or may be interning. Lack of support staff in the OCED office limits the time the Coordinator can spend offsite with industry as more time is needed to complete basic clerical and administrative tasks, monitor the occasional Work-Study student, and keep the office open for other student services.

*Obj. 1.3 Optimize student performance on Institutional Core Competencies*

SLO components center on students' ability to increase their personal responsibility and strengthen personal work traits. These elements are embedded in the materials and are an important part of the final review. The experiential portion of the course allows for students to improve in many of the critical areas for success after school such as communication, time management, and ability to accept criticism. Discussions centering on the expected behaviors as well as constant feedback from the onsite supervisor give students the opportunity to practice, evaluate, and improve over the semester. In self-reviews of personal growth [Appendix C] students report:

"I learned so much from my 320 hours of internship hours, from facts and theory to workplace culture and hands-on experience of what the job is really like. Also very important: I now can say with confidence that I know I can do this job, and do it well."

"It didn't take long, and was almost so gradual that it went unnoticeable for me, but I began to feel comfortable and confident in all kinds of communication scenarios."

*Goal 2: Maximize Student Access & Success*

*Program Evidence*

<p><i>Obj. 2.1 Identify and provide appropriate support for underprepared students</i></p>	<p>The OCED Program recommends and makes available to all students opportunities for Student Success workshops offered on campus, career related workshops offered by the Career Center and the Small Business Center. For online students there is a required in-person orientation held the first week of the semester to provide an opportunity to assess any difficulties they may have over the semester using the campus LMS and to give in-person direction for the paperwork requirements. Weekly discussions are tied tightly around the workplace requirements to prepare students for the soft skills they will be required to use on a daily basis. In both online and face-to-face classes more experienced students “buddy” with a less experienced student – especially helpful if both are in the same major. New OCED 101 Occupational Soft Skills was created to address the needs of the students who are not prepared to enter the actual work force yet or who lack the skills to get or keep a job.</p> <p>Students who have specific needs are referred to campus-wide student support services.</p>
<p><i>Obj. 2.2 Update and strengthen career/technical curricula</i></p>	<p>Curriculum is adjusted to match new laws and regulations students will encounter in the work place, and to enhance areas identified as important by advisory committees. After requests from area employers a new Occupational Soft Skills course (OCED 101) with no experiential work requirement was created to assist those students who are not yet ready to enter the workforce. The course was placed on the Fall 2013 schedule but was cancelled before the beginning of the semester. It will be offered again in Spring 2014.</p>
<p><i>Obj. 2.3 Identify and provide appropriate support for transfer students</i></p>	<p>OCED 090 and 091 are transferrable to CA State University up to 12 units. Most of the focus of the program is placed on workplace skills and career development, however; these skills are necessary for all individuals so serves a key role in preparing students for the workforce, whether that be for immediate work as continuing students or future permanent employment after completing certificates, associate degrees or higher levels of education.</p>

<p><i>Obj. 2.4 Improve student access to college facilities and services to students</i></p>	<p>Unlike other courses on campus ALL students in OCED 090/091 are working – some are working full-time jobs AND doing unpaid internships. This means their time is very valuable and it is important that they have support for their experiential learning available. The development of the online sections has made it much more convenient for students who do shift work or who are balancing the multiple responsibilities of a regular job, school work, and an internship access the course material. Employers and hosting organizations also need support in recruiting student interns and gathering information about the program. Developing and maintaining the OCED website has made some of this communication more accessible.</p> <p>Title V and the SCC District plan [Appendix A &amp; B] require there be adequate support for clerical and administrative services for a Work Experience program. The occasional student help in the office is not adequate [Appendix D]. Students are not allowed to work unsupervised (meaning the office and telephone cannot be manned if the coordinator is not also present) and do not have access to the materials that students or employers often need. Frequent changes in student workers also make it difficult to maintain an office presence with accurate knowledge of the program requirements and regulations. When students, potential host organizations, and the community call and get inaccurate information it causes poor public perception of the program and by extension SCC. By not having adequate clerical and administrative support we are not serving the needs of the students or the community, we create a negative impact on the mission of the Work Experience program, and we are in violation of Title V which is counter to the efforts to meet accreditation standards.</p>
<p><i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i></p>	<p>N/A</p>
<p><i>Goal 3: Strengthen Community Connections</i>                      <i>Program Evidence</i></p>	

*Obj. 3.1 Respond to community needs*

Through the OCED program students build their work skills and increase their employability, employers benefit from employees' skill enhancement and benefit from having direct input, via advisory committees, into the skills being presented to students.

Coordinator attends multiple advisory committee meetings each year and is therefore able to learn the needs in a variety of career fields offered at SCC. One of the identified needs was the development of the OCED 101 course – Occupational Soft Skills. Changes and additions are also made to the lecture content based on concerns brought to the meetings by the community employers.

Employers do hire, promote, and reward SCC students after seeing their enhanced abilities and willingness to learn.

*Obj. 3.2 Expand ties to the community*

By its very nature OCED has greater ties to the outside community than most other campus entities as every student is an advertisement for the programs we offer at SCC.

For the past 3 years the Occupational Education Coordinator has co-chaired the annual Career Education Fair [Appendix E] with former Tech Prep Director Julia May. This event opened all the vocational programs to the community to showcase programs, allowed visits to shops and labs, and provided an opportunity to discuss program specifics with those who know the programs best – the instructors.

Coordinator maintains a campus linked website containing the latest information on OCED requirements, forms, and internship opportunities in the community. Creating a live database where employers could posts internship opportunities would increase the efficiency of student placement. Coordinator has regular communication with employers and internship site supervisors so is often involved in the community.

Coordinator has worked very closely with previous Tech Prep Director Julia May to provide information and access to area high schools and adult school.

Integration into the local labor market would be increased by putting into place an internship site developer whose sole responsibility would be developing contracts for student placement. Setting up a proper internship site is very labor intensive and the current arrangement means the one Coordinator/Instructor must decide between teaching, course development, student and employer contacts for objective development, Title V paperwork requirements, or internship site development. Active site development usually does not occur unless a company directly approaches and time constraints mean not all contacts result in a satisfactory site. Even so the OCED program supports on average 300 enrollments per year who work throughout Solano, Napa, Yolo, Contra Costa and Alameda counties [Appendix F]. In addition to running the Bay Area Consortium for Water & Wastewater Education (BACWEE) internship monitoring, OCED also works with federal financial aid funded work-study students, privately employed students, and community and campus volunteers. OCED regularly receives employer feedback from vocational program advisory committees for the purpose of curriculum development.

<p><i>Obj. 4.1 Develop and manage resources to support institutional effectiveness</i></p>	<p>Have not seen complete budget numbers since Spring 2011. OCED does utilize Perkins funds occasionally for a student aide. In 2012 a Strategic Proposal was submitted and approved for an Occupational Education Instructional Assistant (Part-time – 12 months-continuing) [Appendix G]. While funded, the hiring of this position never occurred. It is unknown where the funding for this position was diverted.</p>
<p><i>Obj. 4.2 Maximize organization efficiency and effectiveness</i></p>	<p>N/A</p>
<p><i>Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.</i></p>	<p>SCC OCED has a web presence, a Linked-in account, a Twitter account. Online classes will be transitioning to Canvas in Fall 2014 which will allow student access to coursework via iPad and other mobile technology.</p>

**1.3 Enrollment.** Enrollment in OCED has always been healthy due to flexibility and accessibility. OCED has strived to offer various units counts, various venues, and full-semester, 12-week and 8-week sections. This allows students who find internships during the semester opportunity to enroll in a work experience course. Required enrollment for the current 1 coordinator/instructor is 125 and there has never been a semester since 2001 where the enrollment has fallen below 100%. Until 2009 it was not uncommon to have enrollments over 175 or as high as 200 (see below).

During the years prior to 2007 the OCED office was staffed by 1 full-time instructor/coordinator and two or three – 20 hour per week work-study students which allowed for higher enrollment. Work study students were able to work when the coordinator was not on campus because the department administrative assistant was onsite to monitor them and provide access to offices, copy machines, files and materials. With budget cuts to the FWS program OCED was cut to 1 FWS student for 13 hours per week. The skills of FWS students are not sufficient to maintain high enrollments. The loss of the department administrative assistant in the same building also lost the ability of FWS students to work when the instructor/coordinator is out of the office or off campus.

Another reason for consistently high enrollment is strong marketing by the Coordinator/Instructor. Flyers [Appendix H] go out every semester to all areas of the campus; the Coordinator/Instructor visits numerous classrooms every semester to share the opportunity to students, in the fall there is often a newsletter [Appendix I] distributed around all campus areas. The Coordinator/Instructor attends both on and off campus Preview Days, Open House Events, and hosts OCED tables at many other activities throughout the year. The Coordinator/Instructor visits local area high schools and middle schools for Career Days and

classroom visits. The Coordinator/Instructor maintains a website for both students and employers to get direct information about the program and in 2008 when Banner went live the Instructor/Coordinator developed an interactive tool for students to use to decide which of the 80+ CRN numbers they needed to choose.

Over the past several years enrollments have been intentionally held closer to 125 because of increased administrative burdens and lack of support. This causes unnecessary drops in FTES and WSCH

Section Counts:

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
OCED 090	29 [49]	12	15	14	15 [16]	15 [16]	15 [16]	15 [16]	15 [16]	16
OCED 091	19 [33]	8	6 [8]	6 [8]	8 [10]	8 [10]	9 [10]	7 [10]	10	10
Total	48 [82]	20	21	20	23	23	24	22	25 [26]	26

Number in brackets indicates total number of sections in the schedule.

Distinct Enrollments:

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
Total (OCED 090/091 combined)	131	162	183	195	178	202	187	192	185	159

	Fall 2006	Spring 2007	Fall 2007	Spring 2008						
Total (OCED 090/091 combined)	164	154	202	170						

Distinct Enrollments

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
OCED 090	90	115	88	104	92	97	102	106	94	103
OCED 091	88	74	41	40	43	45	54	31	61	63
Total	177	189	127	144	135	142	156	137	155	166

FTES

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
OCED 090	9.1	8.6	6.0	11.9	11.3	8.9	10.4	12.1	9.2	9.5
OCED 091	8.3	7.3	4.2	3.8	3.9	4.7	4.4	2.9	4.4	6.3
Total	17.33	15.87	10.13	15.73	15.23	13.57	14.83	14.98	13.67	15.80

WSCH

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
OCED 090	272.0	257.0	179.0	357.0	340.0	266.0	312.0	362.5	277.0	284.0
OCED 091	248.0	219.0	125.0	115.0	117.0	141.0	133.0	87.0	133.0	190.0
Total	520	476	304	472	457	407	445	449	410	474

The SCC OCED program serves a broad spectrum of students in vocational and transfer programs. In Fall 2013 OCED partnered with the Cross-age Teaching course FLNG 101 to provide the internship component of the course where students develop curriculum in a foreign language and then spend time in a local elementary school learning to present the lessons they have developed. This type of partnership benefits the students by providing a Title V regulated experiential opportunity for students to expand their classroom learning to a real world experience teaching children. Creating partnerships like this throughout the campus will benefit programs and provide students - even those who plan to transfer, an opportunity to experience their field of study in the real world. More time needs to be dedicated to exploring partnerships with instructors wishing to add a real world component to their programs. OCED program enrollment is always over 100% fill and with added clerical support the program could easily expand to include multiple adjuncts and the addition of Summer sessions. The online course offerings accommodate students with varying class and work schedules. OCED 090 and 091, the experiential courses, are offered for a varying number of units which adhere to Title V requirements. OCED 101 is a 1 unit non-experiential course intended to prepare students for the workplace.

*Enrollment Challenges:*

*Registration*

Since the program’s inception over 40 years ago, and to best meet the needs of students and employers, the program was defined as a “variable unit” (not open-entry exit) course which meant students could enroll in the program and choose the units based on the hours they work (as regulated by Title V). Until 2008, the students would enroll in a single “section number” and choose the number of units based on the “projected” work hours for the semester. Students had until 75% of the course was completed to adjust the unit count based on “actual” hours worked to allow them to successfully complete the course if their work hours fluctuated unexpectedly over the semester. This was a core tenant of OCED as hours worked are often outside student control. Since the change in units was internal to the enrollment system face-to-face students simply went to admissions and had the change made to their schedule. Online students were also able to make the change in units and since it did not affect the course section number, online

students saw no difference in their course shell. To accommodate student schedules OCED also offered full-semester, 12-week, and 8-weeks sections presented at various times and days during the semester on 3 campus sites and online.

In 2008, SCC changed campus enrollment software and did not choose to include the option to accommodate variable unit courses such as OCED. This created a number of complications affecting both OCED program administration and the ability to serve students. OCED scheduling patterns included full-semester, 12-week, 8 week sections at 3 campus locations, and online options. With the loss of variable unit sections, the number of CRN's jumped to over 80 numbers [Appendix J] with almost 500 pages of printed rosters. This added an additional 20+ hours per week of program administration and students were thoroughly confused by so many CRN numbers.

Another complication challenging student success in OCED is the registration system now requires students to "add" and "drop" different CRN numbers if they need to change units based on the "actual" versus "projected" hours worked. Since students can only make the unit change during the initial enrollment period those who later in the semester discover the need for an adjustment have required special paperwork and attention from admissions to make the change. There are institutional consequences to funding with the "drops" and "late adds" even though they are not really drops or late adds- just students shifting units within the same course. Beginning with Fall 2013 the CTE Dean has said no students will be allowed to change CRN numbers after the initial enrollment period. This means students who are doing well in the course and at their worksite but due to shifts in the workplace are not able to meet the total hours for- say 3 units - are given no option but to fail the course instead of successfully completing the course with 2 units. This does not meet the needs of the students or the participating employer hosts and seems counter to the original intent of the courses design as variable unit.

The loss of the variable unit option in the registration software has had a major impact on the enrollment process for online students. When online students change CRN's (even during open registration) the online system is unable to accommodate the new information causing students to lose class time as they are unable to access their online work until the Distance Education Coordinator makes the correction by hand. This can take several weeks and in some cases does not happen at all. For example, if a student adds a new CRN for an online section before dropping the first one the system will simply drop them from the online course every day when the upload is done until the DE Coordinator repairs the code by hand. If a student correctly drops the new CRN for an online section before adding the new one they will be allowed access to the online course room but will be dropped from their assigned working group every time an upload is done until the DE Coordinator repairs the code by hand. This does not serve students and requires an enormous amount of additional administrative time. No solution to date has been found for the problems that online students have when they change CRN's. In Fall 2014 OCED will transition to the new Canvas LMS and it is unknown what issues will be cured or incurred.

In 2009 changes to Title V allowed Work Experience Programs to increase the number of units a student could attempt each semester. With the new registration system unable to accommodate variable unit courses, this change would have increased the section numbers to approx. 260 and created over 1000 roster pages. In response to the new software issues, and after many long discussions with the then CTE Dean and VP of Academic Affairs, radical program changes were implemented and in 2009 the number of student choices for enrollment was slashed. Sections were no longer offered at the Vallejo or Vacaville Centers and other options for course accessibility were condensed (Appendix K). The schedule has been expanded slightly since 2009 and again in Fall 2013, to increase flexibility and accessibility for students

but the expansions also increased administrative tasks. Although the changes in Title V allows students to complete up to 8 units of OCED 090 and 6 units of OCED 091 in a single semester, because of the administrative challenges we have never offered the options for students in OCED 90 to earn more than 6 units in a single semester or students in OCED091 to earn more than 4 units in a single semester.

The ability for students to adjust projected hours to actual hours continues to be an issue. Until the end of Spring 2012 online students who discovered a change in hours mid-semester were kept in the higher unit count course section until the end of the semester to avoid online issues (see above) and were moved to the lower unit count during the grading period when access to the online course room is not critical. As of Fall 2013 the CTE Dean has said the option to allow students to change to a lower unit count if needed based on actual versus projected hours worked will be eliminated if it occurs after the last day to add at the beginning of the semester. It is unknown what impact this will have on enrollment. It is anticipated that with the current shaky economy students may opt to not enroll in this mostly elective program when the only option for a shift in work hours is to fail a course they may otherwise be completing at a passing level. Although in a given semester this might occur with only 3 or 4 students some instructors have indicated they may be less willing to include OCED as a component of their program when their students could fail based on outside conditions and no fix available.

***Incompletes***

“An incomplete grade may be assigned only when a student has failed to complete the final examination, a class project, or a term paper because of illness or severe personal problems. Incomplete work must be completed by the end of one calendar year.”

An incomplete grade at the end of the semester for medical or other unavoidable circumstances sometimes happens. Since its inception the OCED Program has realized that while employers do agree to fulfill their role in the program – they do not necessarily run on our academic schedule, and there is no way to force them to without causing jeopardy to the student/employer/OCED relationship . There are rare instances where employers do not sign the required Timecards and Employer Evaluations in time for final grading. In circumstances where students have fulfilled every other obligation to the course it has been the policy to assign an Incomplete grade to allow the student time to work with the employer and obtain the final signed paperwork which is required to pass the course. While the need for the incomplete is not common or abused (see table below), it does ease the anxiety of students when a major element determining passing or failing is out of their control. Starting Fall 2013 the CTE Dean will no longer allow an Incomplete for a student who has difficulties with an employer’s timeliness at the end of the semester, but has completed all other requirements for the course. This could cause a drop in enrollment when students realize there is no consideration for difficulties with employers and some instructors have indicated they may be less willing to include OCED as a component of their program when their students could fail based on outside conditions when the fix is so simple. This decision does not seem to have the needs of students in mind.

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Incomplete	1%	0%	0%	0%	0%	0%	0%	0%	1%	3%*
										*most were interning in the same plant with the same supervisor.

### **Repeatability**

Another challenge for student accessibility stems from the State mandate that with special exceptions courses are not allowed to be repeatable – this includes OCED as a general statement. However a full course load of OCED 090 is 16 units (as per Title V) which means **students may not repeat** OCED beyond the 16 units allowed by Title V. In the new ruling the course cannot be coded in the registration software as repeatable, however **an individual student may take additional units over multiple semesters until they reach the maximum 16 units allowed by Title V**. The enrollment software does not recognize this parsing of language and students who try to enroll in subsequent semesters to fulfill their 16 units as allowed by Title V are rejected with a message they have exceeded the number of times they may enroll. For the student this is an easy override by admissions but students have to know to ask. This has already created confusion, concern, and panic on a number of continuing students - especially those students in programs like Water Wastewater who are required to perform 1800 hours of Internship.

The number of self-identified continuing students in the full-semester sections of Fall 2013 on the last day to add is 34% below the number of self-identified continuing students COMPLETING full-semester Spring 2013 and 32% below the number of self-identified continuing students COMPLETING full-semester Fall 2012. For a more accurate appraisal of continuing students a request was made for statistics on continuing students for the past 5 years. That data has not been provided as of date. The admissions staff has been very flexible when working with OCED enrollment and have even hand enrolled repeating students over a holiday weekend so they would not miss the last day to add. Hand enrolling continuing students is another task that adds to the already overburdened list of administrative items to manage for both OCED and the admissions staff. This is not an issue that can be resolved at the campus level and is impacting all Work Experience Programs in the state. Solano College OCED will maintain contact with other Work Experience programs throughout the state to see how this challenge is being met. Continued collaboration with both the Admissions Office (which has been more helpful) and Curriculum Committee will be essential.

**1.4 Population Served.** In a comparison of the enrollment data collected for OCED and the Institution the following observations were made:

**Gender:** OCED like the institution at large seems to have slightly more female students than male students. This is expected since OCED attracts a cross section of students from across multiple disciplines.

OCED:

**% Enrollment by Gender**

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Female	69%	66%	64%	64%	50%	60%	61%	57%	64%	64%
Male	31%	33%	35%	33%	47%	39%	38%	41%	35%	35%
Not Reported	1%	1%	2%	3%	3%	1%	1%	2%	1%	1%

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

### SCC Fall:

#### % Enrollment by Gender

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total	100	100	100	100	100	100
	0.01	0.00	0.00	0.00	0.00	0.00
Female	59.35	58.36	58.08	58.21	57.81	62.36
Male	39.16	40.40	40.75	40.80	40.96	36.74
Not Reported	1.48	1.25	1.17	1.00	1.23	0.89

### SCC Spring:

#### % Enrollment by Gender

	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
Total	100	100	100	100	100
Female	58.47	58.44	58.09	57.18	57.21
Male	40.00	40.40	40.80	41.79	41.63
Not Reported	1.52	1.15	1.11	1.03	1.15

**Ethnicity:** OCED has slightly lower numbers for all groups when compared to the institutional numbers with the exception of Black Non-Hispanic students. While the institution averages 16%-18% Black Non-Hispanic students the OCED program averages 25%-30%. This could be explained by the efforts put forth to work with traditionally underserved students through programs such as Foster Youth and local area agencies.

OCED:

% Enrollment by Ethnicity

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Am. Indian or Alas	2%	0%	0%	1%	2%	2%	1%	1%	1%	1%
Asian or Pacific Isla	10%	9%	13%	15%	14%	11%	8%	7%	9%	10%
Black Non-Hispani	23%	31%	24%	32%	30%	25%	29%	30%	34%	32%
Hispanic	16%	17%	14%	13%	13%	12%	14%	20%	17%	22%
Other	18%	13%	17%	17%	10%	19%	12%	12%	9%	8%
White Non-Hispan	32%	30%	33%	22%	31%	31%	36%	31%	29%	28%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

SCC fall:

% Enrollment by Ethnicity

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total	100	100	100	100	100	100
	0.15	0.07	0.06	0.20	0.11	0.10
Am. Indian or Alaskan Native	1.70	1.93	2.18	2.19	2.45	2.43
Asian or Pacific Islander	18.22	16.23	16.61	16.26	17.84	18.54
Black Non-Hispanic	15.53	16.28	17.68	17.18	17.56	16.43
Hispanic	15.51	14.98	16.68	17.78	21.56	22.54
Other	14.19	20.02	15.40	15.84	9.11	6.30
White Non-Hispanic	34.70	30.50	31.39	30.55	31.37	33.66

SCC spring:

**% Enrollment by Ethnicity**

	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
<b>Total</b>	100	100	100	100	100
	0.06	0.07	0.08	0.21	0.07
Am. Indian or Alaskan Native	2.03	2.03	1.85	2.32	2.39
Asian or Pacific Islander	17.11	17.06	14.14	16.50	18.56
Black Non-Hispanic	16.74	17.68	15.30	17.75	17.17
Hispanic	15.56	15.82	14.49	19.27	21.76
Other	14.06	16.15	27.51	12.43	7.98
White Non-Hispanic	34.43	31.19	26.63	31.52	32.07

*Age:* OCED consistently has a high percentage of older students. OCED students tend to fall into 3 categories - Young students working into their first career, students fixed in their careers and returning to school to gain promotion, and students who are re-careering. The second 2 groups tend to make the average age for OCED students slightly older.

**OCED:**

**% Enrollment by Student Age**

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Less than 18	18%	6%	5%	7%	6%	4%	6%	3%	6%	3%
between 18 and 20	16%	21%	23%	19%	16%	15%	15%	11%	12%	19%
between 20 and 30	34%	43%	33%	33%	36%	37%	30%	38%	41%	45%
Over 30	32%	30%	39%	40%	41%	43%	48%	48%	41%	33%
<b>Total</b>	<b>100%</b>									

SCC:  
No data

**1.5 Status of Progress toward Goals and Recommendations.** The previous Program Review was completed in 2010. Since 2010 the program goals have remained consistent.

In the previous Program Review completed in 2010 the following goals and recommendations were presented:

<i>Recommendation/Goal</i>	<i>Progress</i>
<p>"Title V requires the district plan shall contain provisions for adequate clerical and instructional services." [Appendix A] Total reliance on Federal Work Study Students is inconsistent, unreliable, and imposing greater responsibilities than reasonable on student help. Adequate office support could make it feasible to hire of additional faculty to better manage the increasing numbers of students and increase section offerings to accommodate that need.</p>	<p>Updated District Plan submitted and approved by the Governing Board in 2010 [Appendix B] included a provision that the school will comply with the Title 5 requirement that Work Study programs will be provided adequate clerical and instructional services. In 2008 the then Academic VP requested a job description be written for a clerical/instructional aide [Appendix L]. The description was written but administration has chosen not to fill the position and fully comply with Title 5 and the District Plan.</p> <p>In 2012 a Strategic Proposal was submitted and approved for an Occupational Education Instructional Assistant (Part-time – 12 months-continuing) [Appendix G]. While funded, the hiring of this position never occurred and the expenses reported do not show any expenditure in OCED for the amount awarded. It is unknown where the funding for this position was diverted.</p>
<p>Additional personnel devoted to internship development in the community. It takes many hours to work with a company and develop an appropriate internship program. This is best accomplished by personnel with that one focus.</p> <p>Development of more employment sites for student placement.</p>	<p>No action has been taken to provide a position for an Internship Site Developer although in 2008 Coordinator/Instructor was tasked by the then CTE Dean and Academic VP to create a job description [Appendix M]. There is no regular process in place or staff to develop placement sites for students.</p>
<p>College needs to develop and implement a marketing tool for programs that will reach all Solano County residents and businesses.</p>	<p>College has hired someone to do promotions but marketing for specific programs is still not developed at SCC.</p>
<p>Create a course management database to more</p>	<p>Incomplete – no staffing or resources for the</p>

effectively maintain student and employer records.	creation or maintenance of a database.
Close interaction and cooperation with other campus entities to share resources, increase campus faculty and staff awareness of the program and further increase enrollment.	OCED has worked closely with the campus at large over the past three years in preparation for the Annual Career Education Fair [Appendix E]. While the chairing of this event has been passed to the Foundation and broadened to include the entire campus as Celebrate SCC the OCED Department will continue to participate as an exhibitor. OCED Department works closely with the Career Center and both offices share information on Career Seminars, job openings and potential internship sites. In Fall 2013 a new collaboration was developed with OCED and Foreign Language faculty. In FLNG 101 students learn to develop curriculum to teach a foreign language to elementary school students. Concurrent enrollment allows them to actually present that curriculum at a local elementary school while earning transfer credit and fulfilling all the Title 5 regulations for work experience.
Connect with area High Schools to increase awareness of the program to future students. Draft specific requirements or limitations for high school participation.	Relationships and awareness of all Occupational Programs including Work Experience have been marketed to area high schools via an annual Career Education Fair. OCED hosts tables at area high school Career Days and College Days. Collaboration with former Tech Prep Director Julia has brought a much higher awareness of both Solano College and OCED to area high schools. There was no need to draft a requirements or limitations statement as this was done at a State level.

<p>Create space on College Web site for a full interactive Work Experience site where students and community employers can access the most up to date information about the program. The intent will be to allow employers to post request student interns and for students to request internships online as well as providing access to required paperwork, application forms and rules and regulations regarding the program.</p>	<p>An OCED website has been developed and is linked to the SCC Website. It does provide the most up to date information about the program and scheduling but does not have the interactivity for posting and responding to potential internships. There are links to various sites but they are manually input by the Coordinator/Instructor. OCED has recently registered with the Career Central database hosted by the Career Center and will attempt to create internship links and establish this site as a repository for local employers to post internship opportunities.</p>
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**Table 2. Educational Master Plan**

<i>Educational Master Plan</i>	<i>Status</i>
<p>1. Provide short courses focused on developing employment skills ("soft skills")</p>	<p><i>OCED 101 is an 8 week soft skills course. It was on the schedule for Fall 2013 but was cancelled. It will be rescheduled for Spring 2014.</i></p>
<p>2. Increase capacity of program website, including an internship placement system</p>	<p><i>Not completed. Lack of staffing and funding. Website is active and internship opportunities are posted on a static page.</i></p>
<p>3. Continue to develop student and employer databases</p>	<p><i>No progress. Lack of support staff. Recently registered on the Career Central database hosted by the SCC Career Center in an attempt to provide a live link for host companies to post available opportunities.</i></p>
<p>4. Work with core faculty to determine placements for student internships.</p>	<p><i>Ongoing but lack of support staff makes follow up difficult.</i></p>

Not all Program Review Recommendations from the 2010 Program Review were included in the Master Plan [Appendix N].

The master plan also notes as a factor in increasing enrollment in CTE: Expanding Occupational Education to support entrepreneurship is one of the identified factors that will have the most impact on reversing the decline in the School of Career Technical Education. Without additions to staffing, expansion of OCED to accommodate the growing needs of experiential learning will be difficult.

**Table 3. Program Review Recommendations**

Program Review Recommendations (Previous Cycle)	Status
<p>"Title V requires the district plan shall contain provisions for adequate clerical and instructional services." Total reliance on Federal Work Study Students is inconsistent, unreliable, and imposing greater</p> <ol style="list-style-type: none"> <li>responsibilities than reasonable on student help. Adequate office support could make it feasible to hire of additional faculty to better manage the increasing numbers of students and increase section offerings to accommodate that need.</li> </ol>	<p>Updated District Plan submitted and approved by the Governing Board in 2010 [Appendix B] included a provision that the school will comply with the Title V [Appendix A] requirement that Work Study programs will be provided adequate clerical and instructional services. In 2008 the then Academic VP and CTE Dean requested a job description be written for a clerical/instructional aide [Appendix L]. The description was written but administration has chosen not to fill the position and fully comply with Title V and the District Plan.</p> <p>In 2012 a Strategic Proposal was submitted and approved for an Occupational Education Instructional Assistant (Part-time – 12 months-continuing) [Appendix G]. While funded, the hiring of this position never occurred and the expenses reported do not show any expenditure in OCED for the amount awarded. It is unknown where the funding for this position was diverted</p>
<ol style="list-style-type: none"> <li>Additional personnel devoted to internship development in the community. It takes many hours to work with a company and develop an appropriate internship program. This is best accomplished by personnel with that one focus.</li> </ol> <p>Development of more employment sites for student placement.</p>	<p>No action has been taken to provide a position for an Internship Site Developer. In 2008 the OCED Coordinator/Instructor was tasked by the then CTE Dean and Academic VP to create a job description [Appendix M]. There is no regular process in place or staff to effectively develop placement sites for students.</p>

<p>3. College needs to develop and implement a marketing tool that will reach all Solano County residents and businesses.</p>	<p>College has hired someone to do promotions but marketing for specific programs is still not developed at SCC.</p>
<p>4. Create a course management database to more effectively maintain student and employer records.</p>	<p>Incomplete – no staffing or resources for the creation or maintenance of a database.</p>
<p>5. Close interaction and cooperation with other campus entities to share resources, increase campus faculty and staff awareness of the program and further increase enrollment.</p>	<p>OCED has worked closely with the campus at large over the past three years in preparation for the Annual Career Education Fair [Appendix E]. While the chairing of this event has been passed to the Foundations Department and broadened to include the entire campus as Celebrate SCC the OCED Department will continue to participate as an exhibitor. OCED Department works closely with the Career Center and both offices share information on Career Seminars, job openings and potential internship sites. OCED has worked closely with the Foster Youth group and has just developed collaboration with FLNG to provide Title V and District Plan regulated internships of the Cross-Age Teaching students. Future plans include collaborating with instructors across the campus to develop experiential learning opportunities in more programs.</p>

<p>6. Connect with area High Schools to increase awareness of the program to future students. Draft specific requirements or limitations for high school participation.</p>	<p>Relationships and awareness of all Occupational Programs including Work Experience have been marketed to area high schools via an annual Career Education Fair. OCED hosts tables at area high school Career Days and College Days. Collaboration with former Tech Prep Director Julia has brought a much higher awareness of both Solano College and OCED to area high schools. There was no need to draft a requirements or limitations statement as this was done at a State level.</p>
<p>7. Create space on College Web site for a full interactive Work Experience site where students and community employers can access the most up to date information about the program. The intent will be to allow employers to post request student interns and for students to request internships online as well as providing access to required paperwork, application forms and rules and regulations regarding the program.</p>	<p>An OCED website has been developed and is linked to the SCC Website. It does provide the most up to date information about the program and scheduling but does not have the interactivity for posting and responding to potential internships. There are links to various sites but they are manually input by the Coordinator/Instructor. Recently registered to post on the Career Central database hosted by the SCC Career Center in an attempt to allow potential host sites to post live openings for internship opportunities.</p>

### 1.6 Future Outlook.

Internal conditions affecting the ability of OCED to thrive is the continued lack of clerical/instructional support and technology decisions that do not take into account the specialized requirements of the program. While the need for students to participate in experiential learning opportunities is rising, the inability to expand the OCED program will be detrimental to students and to faculty wishing to include internships as part of their programs. OCED is an inexpensive program that can easily build FTES and create important linkages to the local community. OCED needs to expand the regular semester offerings, cease the limiting of student enrollment, include summer offerings, and develop more internship training sites. More time spent in the community is critical to the success of OCED and that cannot be accomplished when most of the time during the week is committed to on-campus administrative duties.

As the idea of experiential opportunities for students becomes more popular, instructors are trying to work them into programs and courses here at SCC, but many are not aware of the regulations and requirements for experiential learning or that OCED is the consolidated venue for Title V required regulations and paperwork. As such experiential components are showing up in ways that are not in line with Title V regulations. While the efforts to include experiential opportunities are to be applauded, as an institution we run the risk of auditing that could affect apportionment and liability risk if a student is injured while working off campus in a non-work experience coded activity.

More awareness of the OCED program is essential to assist faculty in collaborating with OCED to create an experiential opportunity that fulfills the regulations required by Title V, provides transfer level credit for an internship, and notates on the student transcript the work experience activity that employers value.

OCED works with all programs so does not have specific labor market information. Further research was done to discover the future outlook of students who have an internship or other experiential opportunity during college. While there are a number of recent articles from sources such as the Wall Street Journal and The Chronicle of Higher Education touting the benefits of internships, the most compelling information came from a large survey of employers from a variety of industries. The following information and graphs were derived from the **The Role of Higher Education in Career Development: Employer Perceptions** survey done in December 2012 funded by *The Chronicle of Higher Education* and American Public Media's *Marketplace*:

- Thirty-one percent of employers indicated that recent graduates are unprepared or very unprepared for their job search.
- Two industry segments [Science/Technology and Media/Communications] rated colleges and universities as "fair" to "poor" more frequently than other industries in terms of producing successful employees. Media/Communications also indicated, more than other industries, that students were unprepared or very unprepared for their job search.
- Employers place more weight on experience, particularly internships and employment during school vs. academic credentials including GPA and college major when evaluating a recent graduate for employment.
- All industries and hiring levels place slightly more weight on student work or internship experiences than on academic credentials.
- Science/Technology, Services/Retail, and Media/Communications segments tilt the scale toward experience more than other industries.

- Weighted results show that college major is the most important academic credential to employers; however, internships and employment during college are the top traits employers consider in evaluating recent graduates for a position.
- An internship is the single most important credential for recent college graduates to have on their resume in their job search among all industry segments with Media/Communications placing the highest value on internships in comparison to other industries.

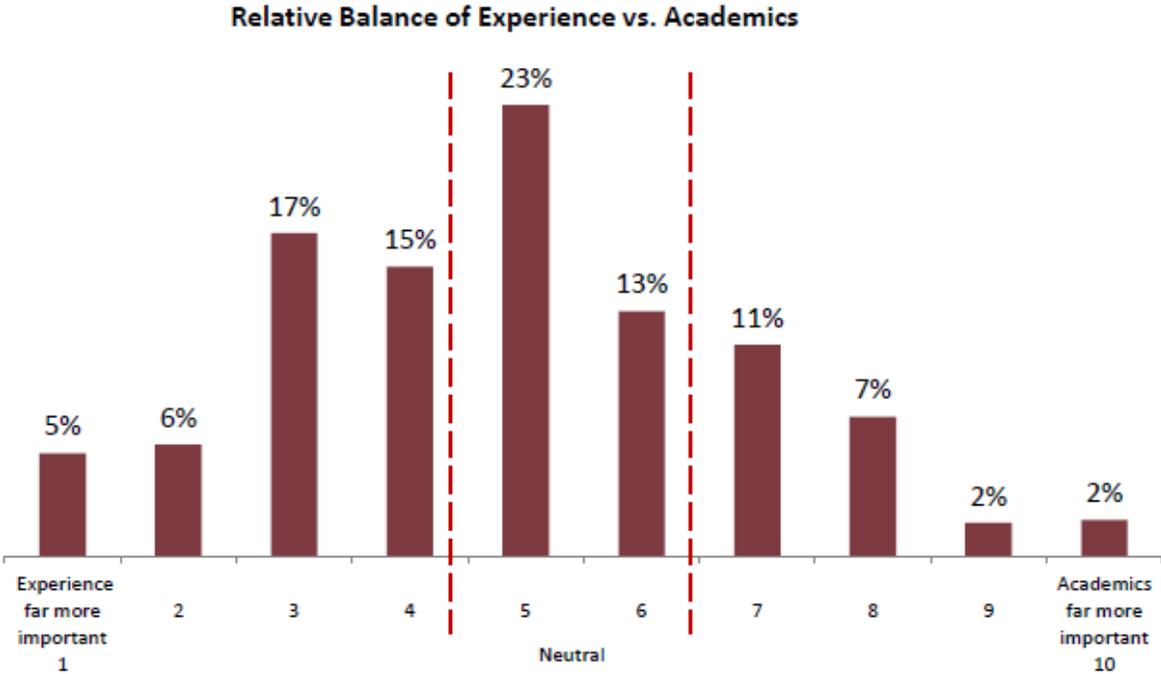
### **Five Top Implications for Colleges and Universities in Strengthening Outcomes for Recent Graduates**

- Colleges and universities should seek to break down the false dichotomy of liberal arts and career development – they are intrinsically linked.
- Colleges and universities should support rich experiential opportunities that truly integrate the liberal arts with real-world learning as communication skills and problem solving skills. These are in high demand, seen as lacking, and seen as a college’s responsibility to teach.
- Colleges and universities should view the working lives of their students not as a challenge, but as an opportunity, given the weight employers of all kinds place on experiential elements of a recent graduate’s resume.
- For colleges and universities an “employment brand”, a pillar of a larger “outcomes brand” matters. If an institution is not known to employers, graduates will suffer the consequences when seeking jobs.

Most look for college graduates to have the "soft" skills as well which is something one can teach but not necessarily all can deliver since it also includes non tangible skills such as character, morality, ethics, empathy, listening, etc.

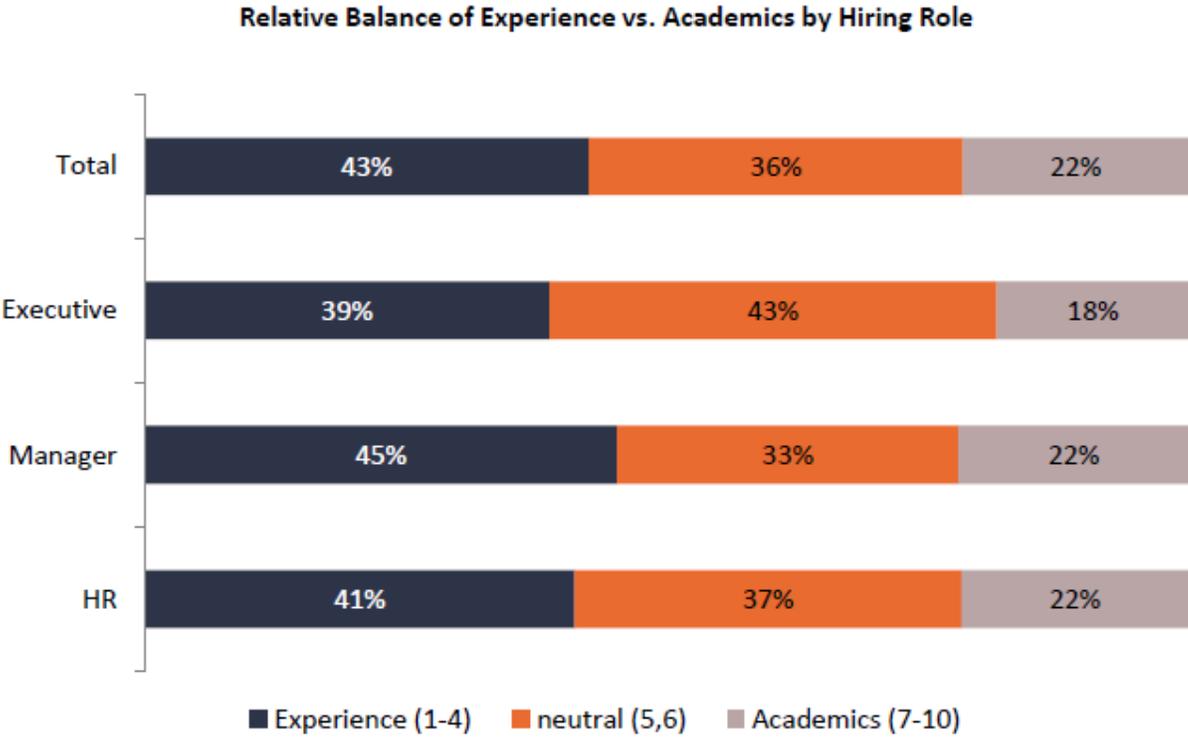
The following charts from the employer survey indicate the strong need for students to participate in internship opportunities to be employable:

# When evaluating a candidate for employment, employers place more weight on experience over academic credentials.



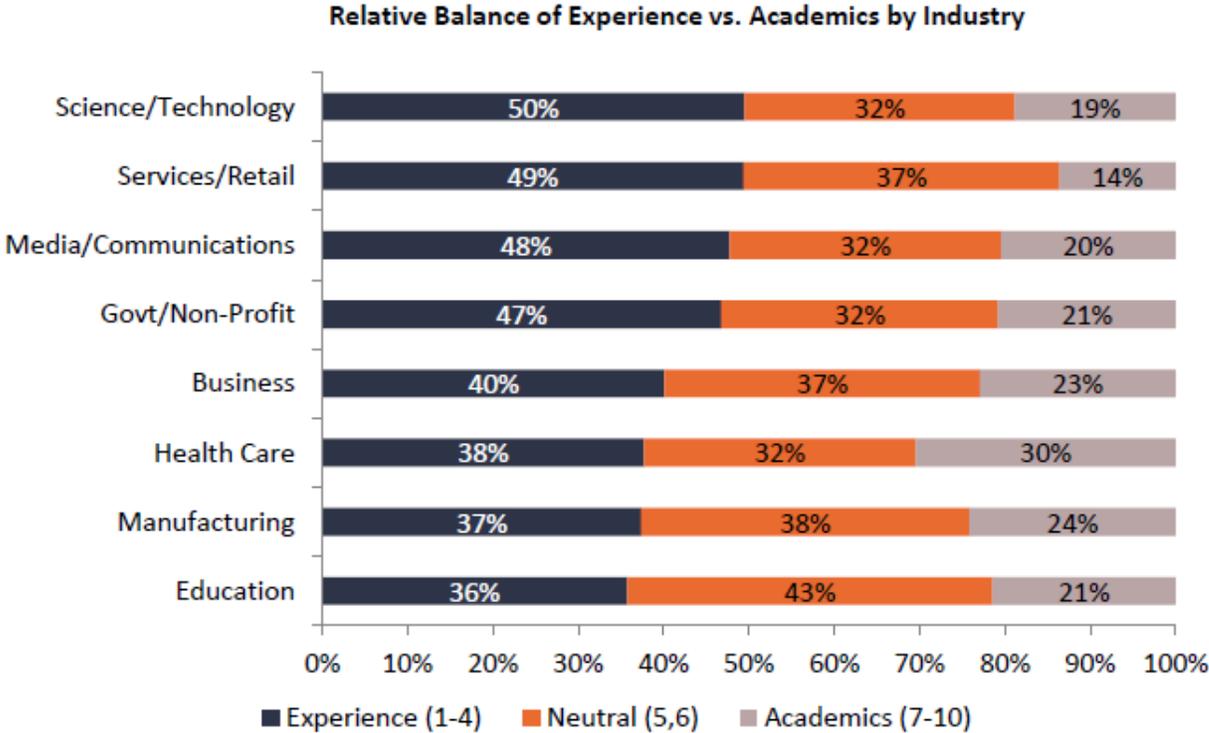
Q: Please indicate the relative balance you would give to academic credentials versus experience for recent college graduate seeking a position at your organization (1, total experience to 10, total academics).

# Experience outweighs academic credentials among all hiring roles, especially for Managers.



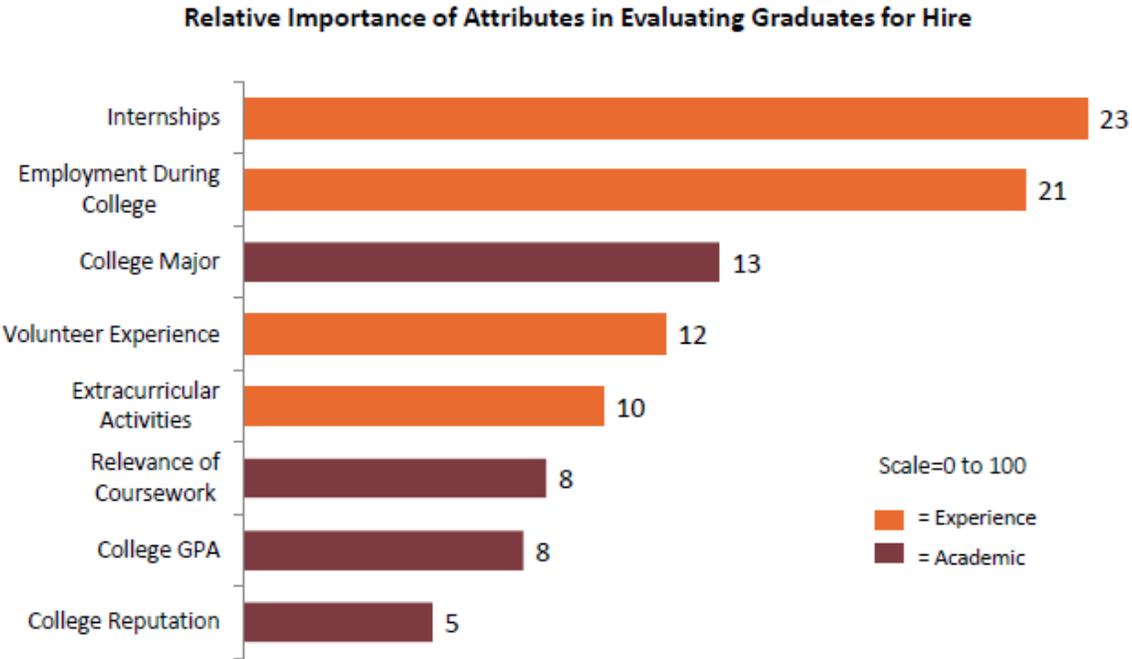
Q. Please indicate the relative balance you would give to academic credentials versus experience for recent college graduate seeking a position at your organization (1, total experience to 10, total academics).

**Experience outweighs academic credentials among all industries as well, particularly Science/Technology, Services/Retail, and Media/Communications segments.**



Q. Please indicate the relative balance you would give to academic credentials versus experience for recent college graduate seeking a position at your organization (1, total experience to 10, total academics).

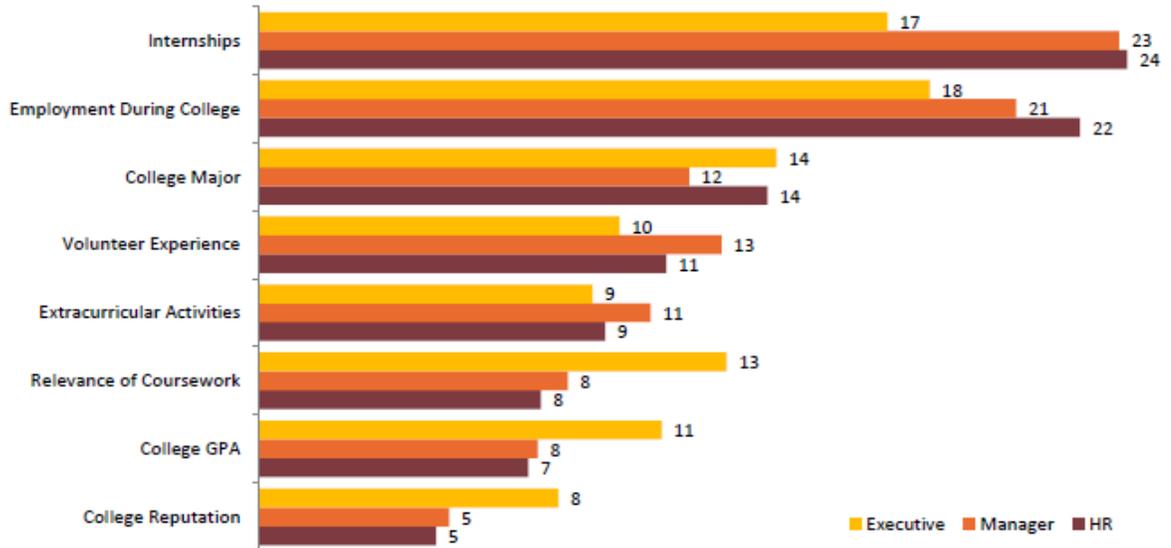
**Internships and employment during college rose to the top of the list as the most heavily weighted attributes considered by employers.**



Q: How much weight do you give each of the following educational credentials when you evaluate a recent college graduate's resume? How much weight do you give each of the following types of experience when you evaluate a recent college graduate's resume to see if further discussions are warranted? (weighted by importance of academic vs. experience on hiring of recent graduates to obtain an aggregate score)

## All three hiring roles agree on the top two elements of a resume.

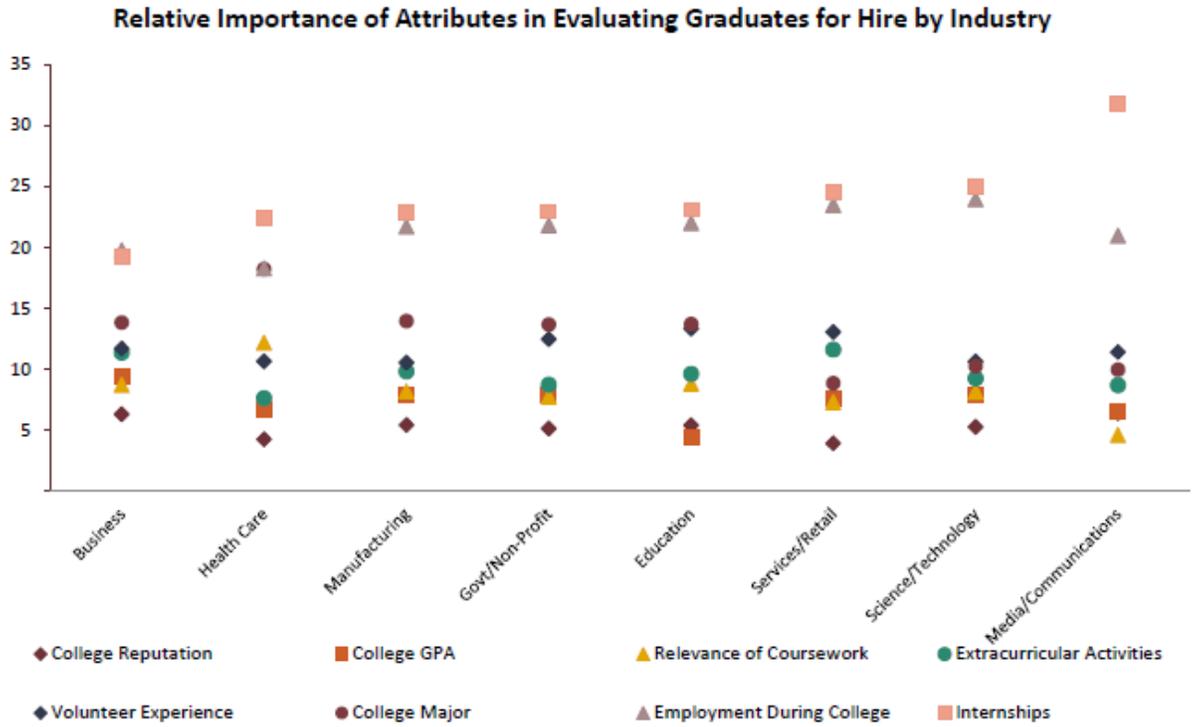
Relative Importance of Attributes in Evaluating Graduates for Hire by Hiring Role



- However, HR and Managers value internships and employment during college more than Executives.
- Overall, extracurricular activities are valued more than GPA, relevance of coursework to position, and college reputation except by Executives who place more weight on coursework relevance and GPA, closely trailing college major.

Q: How much weight do you give each of the following educational credentials when you evaluate a recent college graduate's resume? How much weight do you give each of the following types of experience when you evaluate a recent college graduate's resume to see if further discussions are warranted? (weighted by importance of academic vs. experience on hiring of recent graduates to obtain an aggregate score)

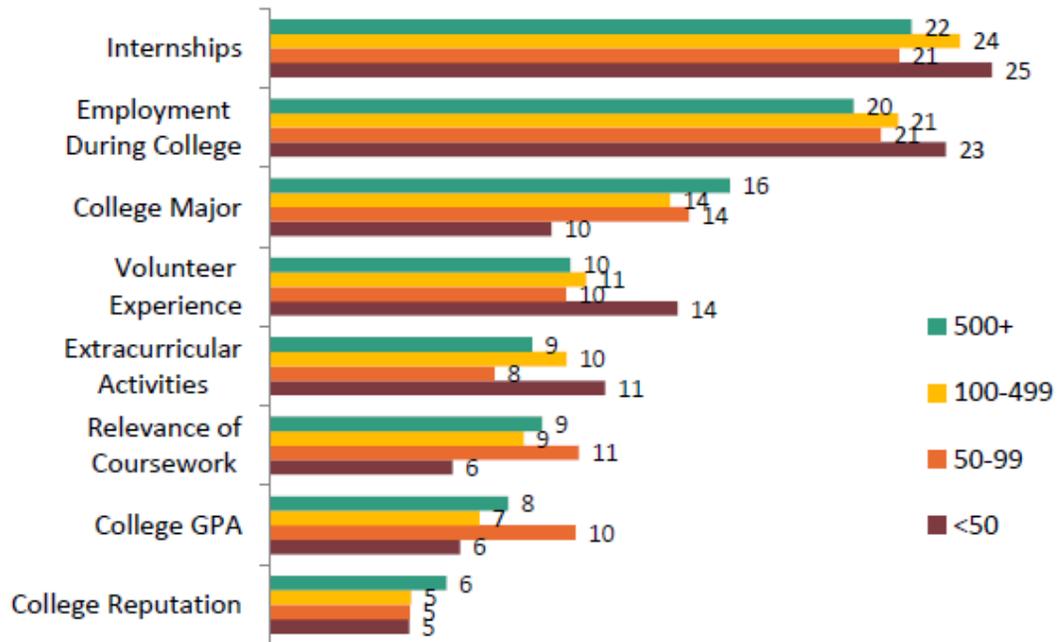
# Media/Communications employers place the most weight on internships, followed by Science/Technology and Services/Retail employers.



Q: How much weight do you give each of the following educational credentials when you evaluate a recent college graduate’s resume? How much weight do you give each of the following types of experience when you evaluate a recent college graduate’s resume to see if further discussions are warranted? (weighted by importance of academic vs. experience on hiring of recent graduates to obtain an aggregate score)

## Larger organizations value college major more than smaller ones where volunteer experience and extracurricular activities carry more weight.

Relative Importance of Attributes in Evaluating Graduates for Hire by Company Size



Q: How much weight do you give each of the following educational credentials when you evaluate a recent college graduate's resume? How much weight do you give each of the following types of experience when you evaluate a recent college graduate's resume to see if further discussions are warranted? (weighted by importance of academic vs. experience on hiring of recent graduates to obtain an aggregate score)

**Interns being hired into permanent jobs is most common at Government and Manufacturing companies compared to other industries. HR is least involved in education.**

**Hiring Process by Industry**

Hiring Activity	Business	Health Care	Media/ Comm.	Services/ Retail	Manuf.	Science/ Technology	Education	Govt./ Non-Profit
HR screens	65%	73%	73%	69%	78%	77%	62%	74%
Employee referrals	70%	77%	68%	66%	74%	76%	56%	58%
Interns to permanent	60%	60%	59%	49%	65%	62%	47%	68%
Senior management approves	51%	50%	68%	51%	47%	60%	53%	55%
Informational interviews	54%	43%	36%	52%	43%	42%	40%	50%
Manager recruits and hires	53%	43%	50%	46%	42%	44%	49%	41%
HR keyword searches	42%	37%	59%	36%	53%	55%	15%	22%
Approved by HR first	35%	41%	52%	31%	42%	43%	25%	42%
Hiring committees	16%	19%	20%	27%	22%	18%	45%	21%

Frequency of hiring activity = lowest, highest; ○ = noteworthy difference

Q: Which of the following happen as part of the hiring process at your organization? (multiple response)

## The larger the company, the more involved HR is in the hiring process.

The most common hiring activity selected at very small companies (<50 employees) was the approval of senior management. Interns becoming permanent employees is more common at the largest companies. Employee referrals occur most often at medium-sized companies (100-499) vs. smaller or very large companies.

**Hiring Process by Company Size**

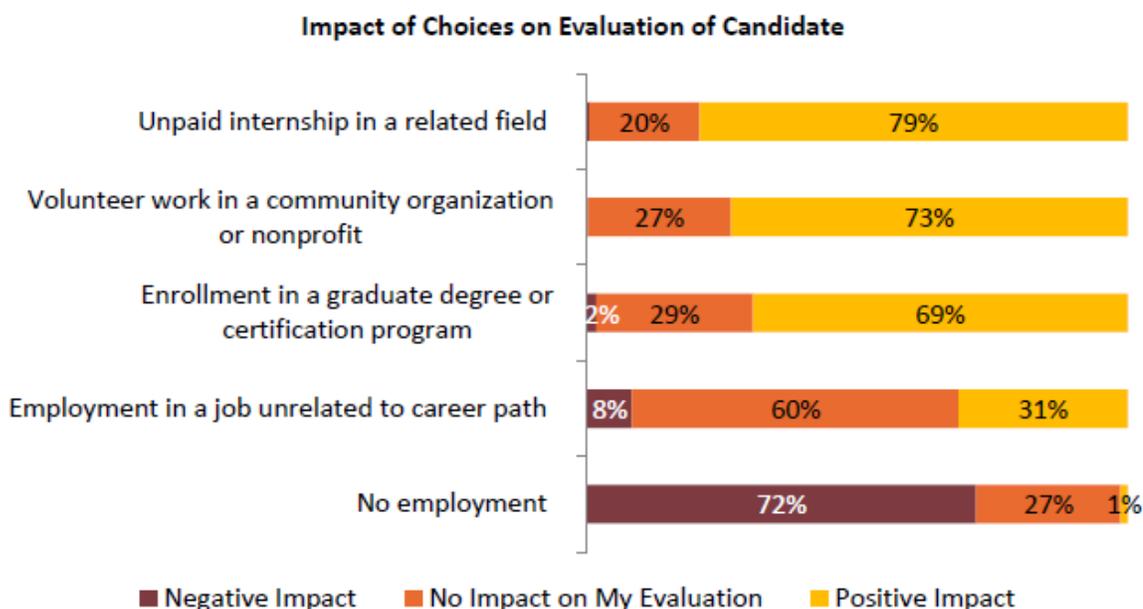
	<50	50-99	100-499	500+	Total
HR screens	52%	73%	83%	85%	72%
Employee referrals	60%	64%	82%	71%	69%
Interns to permanent	59%	56%	59%	63%	60%
Senior management approves	62%	54%	58%	41%	53%
Informational interviews	45%	35%	50%	51%	47%
Manager recruits and hires	52%	47%	45%	41%	46%
HR keyword searches	28%	37%	51%	51%	42%
Approved by HR first	26%	38%	42%	52%	39%
Hiring committees	17%	16%	26%	26%	22%



Q: Which of the following happen as part of the hiring process at your organization? (multiple response)

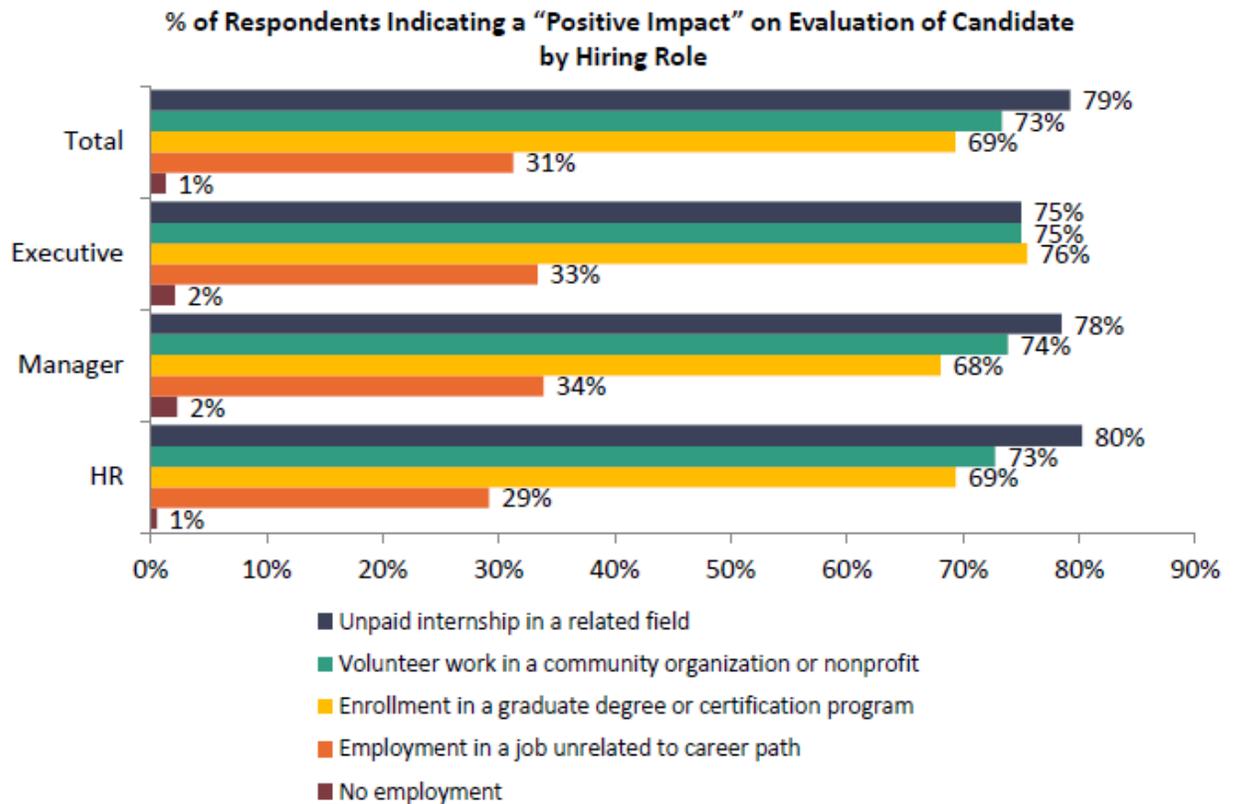
## Unpaid internships and volunteer work have a big impact on employers hiring decisions.

While some graduates are unable to find work in their chosen fields, employers generally place unpaid internships, followed by volunteer work and graduate degree program, the best alternatives as they evaluate graduates for hire. Employment in an unrelated field has little to no impact but is much more favorable than no employment at all.



Q: Students unable to find work in their chosen fields make other choices out of necessity. What impact does each of the following choices have on your evaluation of a candidate's resume?

## Executives value enrollment in a graduate program as a better alternative for graduates unable to find work than internships but only slightly.

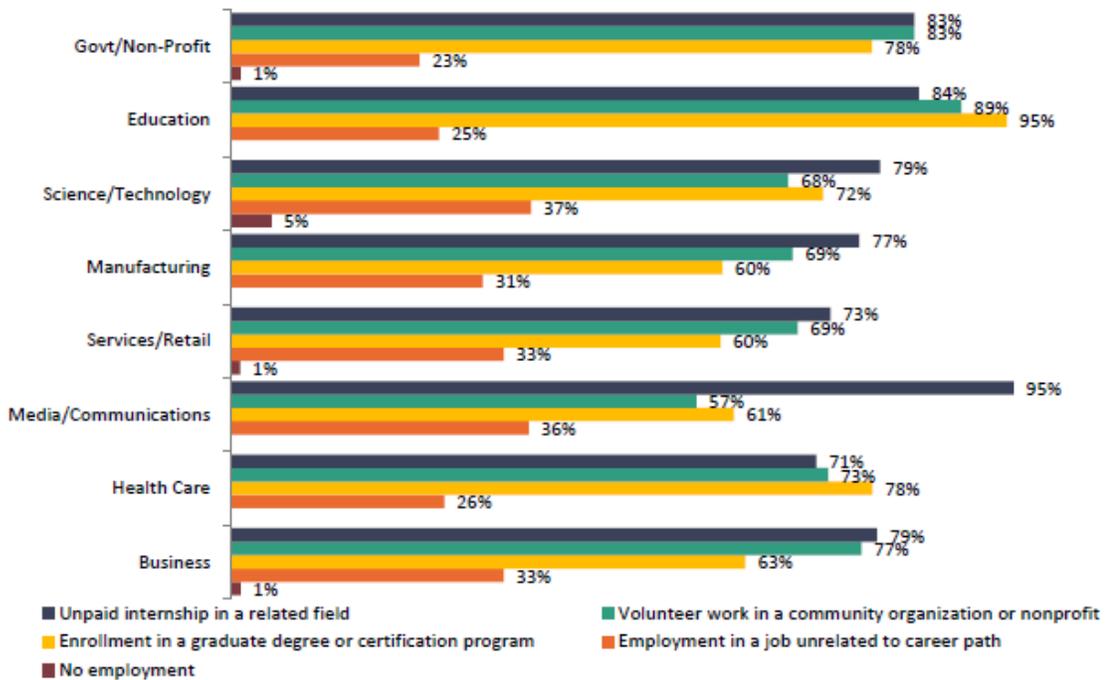


Q: Students unable to find work in their chosen fields make other choices out of necessity. What impact does each of the following choices have on your evaluation of a candidate's resume?

## Media/Communications employers look to internships as an alternative to employment in a much more positive way than other industries.

Only Education and Health Care employers feel a graduate degree has more impact on their evaluation than internships.

**% of Respondents Indicating a “Positive Impact” on Evaluation of Candidate by Industry**



Q: Students unable to find work in their chosen fields make other choices out of necessity. What impact does each of the following choices have on your evaluation of a candidate’s resume?

External conditions show an upswing the areas SCC trains for in the state of CA:

*Ten of California’s fastest growing industry subsectors in number of jobs were economic base subsectors, as were 12 of the fastest growing subsectors in percentage growth. These economic base subsectors signal areas in which California holds a competitive advantage: professional, technical, scientific, and management services (computer systems design and related services; management, scientific, and technical consulting services; specialized design services); high technology manufacturing (computer and electronic product, machinery, and primary metal manufacturing); entertainment (motion pictures and sound recording industries); international trade (wholesale trade and transportation industries); and resource-based industries (agriculture, forestry, fishing, and hunting; support activities for mining) advanced, sophisticated, and knowledge-based manufacturing. Labor Market and Economic Analysis - 14 - May 2, 2012*

## CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

### Program Level Outcomes

2.1 OCED does not award a degree or certificate, searches of other institutions do not identify Program Level Outcomes (PLO's) for CWEE programs, and Coordinator was informed by SLO Coordinators Tracy Schneider and Gene Thomas that PLO's are not applicable for OCED.

**Table 4. Program Level Outcomes**

<i>Program Level Outcomes</i>	<i>ILO (Core 4)</i>	<i>How PLO is assessed</i>
1. NA	NA	NA
2. NA	NA	NA
3. NA	NA	NA

### 2.2

OCED does not award a degree or certificate, searches of other institution do not identify Program Level Outcomes (PLO's) for CWEE programs, and Coordinator was informed by SLO Coordinator that PLO's were not applicable for OCED

**Table 5. Program Courses and Program Level Outcomes**

<i>Course</i>	<i>PL01</i>	<i>PL02</i>	<i>PL03</i>	<i>PL04</i>
NA				
NA				
NA				

2.3 OCED does not award a degree or certificate, searches of other institutions do not identify Program Level Outcomes (PLO's) for CWEE programs, and Coordinator was informed by SLO Coordinator that PLO's were not applicable for OCED

**Table 6. Program Level Assessments**

<i>Program Level Outcomes</i>	<i>Dates Assessed</i>	<i>Results</i>	<i>Action Plan</i>
1. NA			
2. NA			
3. NA			

### Student Learning Outcomes

2.4 OCED was an early adopter of SLO's, has had them in place for several years, completed multiple cycles of Assessment, and already incorporated changes to the program from data

gathered from the SLO Assessment. Part of the process has also included adjustments to the SLO's themselves to better measure the important outcomes.

With one faculty member all OCED sections are taught by the same person so to date there have been no discussions or plans on how to maintain consistency among instructors. If the program is allowed to grow and evolve that may become an issue but is not at this time.

As OCED is closely regulated by Title 5, mandated assessment tools are in place.

Course outlines include course level SLO's for all OCED courses. Because the nature of OCED provides individual learning stations and objectives for each student, course SLO's are focused on development of core career development competencies. These core career development competencies identified in the SLO's are key to success regardless of career field. For this reason all of the experiential OCED courses have the same set of course SLO's.

OCED 090/091 course SLO's consist of the following:

1. Analyze, design, develop and record learning objectives that are specific, measurable, achievable, reasonable and time-oriented (IVC. Workplace skills).
2. Demonstrate above average competence in 21<sup>st</sup> Century work skills and defined objectives (IVC, Workplace Skills).
3. Complete critical self-assessment regarding objectives and work place skills (IVA. Self-management and Self-awareness).

OCED does not award a degree or certificate, and through study of other school CWEE programs and instructions of the SLO Coordinators (Tracy Schneider & Gene Thomas) OCED is not required to have Program Learning Outcomes

## 2.5

After several semesters of assessing all sections every semester OCED will move into the schedule devised by administration whereby all even numbered courses will be assessed in the fall and all odd numbered courses will be assessed in the spring.

**Table 7. SLOs**

Course #	Course Name	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017
<b>OCED090</b>	<i>Occupational Work Experience</i>	Y	N	Y	N	Y	N	Y	N
<b>OCED091</b>	<i>General Work Experience</i>	N	Y	N	Y	N	Y	N	Y
<b>OCED101</b>	<i>Occupational Soft Skills</i>	N	Y	N	Y	N	Y	N	Y

## 2.6

Currently all OCED courses are up to date with the exception of OCED 101 which was scheduled to be offered for the first time in Fall 2013 but has been cancelled and will be offered again for spring 2014.

## 2.7

All faculty realize the importance of completing SLO's and are committed to maintaining accurate assessments and planned changes based on outcomes. Difficulties arise in the CTE areas such as OCED where departments have one faculty member to split the load. OCED has a small number of courses (3) and no program so with one faculty member there are no complications with standardization but there is nobody else with whom to share ideas.

## 2.8

Based on assessment outcomes changes to the course have included:

- The addition of rubrics
- More stress on the importance of the in person orientation
- Creation of more examples of well-defined objectives in a larger variety of fields
- Redesign of the Supervisor's Evaluation form to better capture the soft skills training
- Updated SLO's to better capture desired outcomes

## Curricular offerings

**2.9 Course offerings.** The Work Experience course curriculum provides the structure for students to develop and identify individual learning objectives outlining new job specific skills they build each semester. In addition, the program emphasizes the importance of developing transferable work skills as a means of building foundation skills necessary for progression in one's career development process. Through a process of self-assessment, goal setting and self-evaluation accompanied by instruction, mentorship, and objective evaluation, students build skills to lead themselves in a positive career direction.

Through these structured experiences as active members of the workforce, students bring enrichment to their college study. This not only enhances their total development and provides them with real world experience to add to their resumes, but also gives them a competitive edge in the job searching process.

Students enrolled in Occupational Work Experience courses (OCED 090) work in positions related to vocational majors at SCC and have educational or occupational goals in these fields.

Students enrolled in General Work Experience (OCED 091) may not yet have identified a specific career or educational goal and work in a variety of positions developing their basic work skills while exploring potential career directions.

SCC's Work Experience program is unique from most in the state in that we include an actual weekly seminar that students are required to attend (for online students it is a required online discussion). Title V provides the basic requirements for a Work Experience program but as long as the basic requirements are adhered to, how each school structures their program is fluid and flexible. In terms of required

coordinating activities the Chancellor’s Office Statewide Advisory Committee on Work-Based Learning and Student Employment’s Work-Based Learning Handbook pg. 21 states:

**Coordinating Activities (Student orientations)**

Coordinating activities are not required for CWEE. However, coordinating class learning activities are designed to provide career information for students to develop attitudes and abilities necessary to facilitate job success. Activities may be provided in a regular class setting, in scheduled seminars, and individual conferences in contract or programmed learning activities, or in other appropriate forums.

In reviewing a number of programs it is discovered that in most cases the student/instructor contact differs from the weekly seminars required by SCC:

<b>School</b>	<b>Instructor/Student Contact</b>
DVC	Orientation required the first time a student enrolls, over the semester 2 conferences, 2 progress reports.
Mt. San Jacinto	Orientation (online as of Fall 2013) meet with faculty at least once over the semester. It also looks like once a month is recommended.
Riverside Community College	In person orientation/conference One hour weekly lecture for all units counts.
Los Rio Community College	First time students attend weekly one hour class for all unit counts, repeat students meet regularly to check in.
Santa Rosa JC	Orientation with instructor. Four hours of work related seminars or activities. Seminars and activities may include success seminars, watching a video such as Digital Nation, submitting a copy of a resume.
San Diego Mesa College	Weekly classroom attendance not required. One mandatory orientation. One conference. Maintain contact via phone and email through course.
Shasta	There are no class meetings required, other than an initial orientation meeting and one consultation.
College of the Canyons	Online orientation and one 2 hour seminar
Lassen	Orientation , one conference
Bakersfield	Orientation, 2 consultations, offer 1-8 units-require 3-10 hours of seminars or outside activities based on enrollment.
Butte	Orientation, one phone contact, one consultation
Cabrillo	Orientation meeting, one additional meeting.
Canada	No class meetings. One mandatory orientation

Cerritos	Orientation. One to Two meetings.
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The one hour weekly seminar required by SCC keeps students connected to the program and creates a better relationship with the Coordinator/Instructor than one or two meetings over the semester. Students also benefit from the weekly soft skills topics they examine each week.

However – this does require considerably more responsibility and time dedicated to course design, updating curriculum, and grading the weekly discussions of 125+ students than is the average around the state. This added responsibility increases the need for the Title V required clerical/instructional support.

Students who will enroll in OCED 101 (will be offered for the first time in Spring 2014) may or may not have identified their goals but are not yet ready or able to transfer their learning to a job or internship. There is no job requirement and students will learn the steps to become and stay gainfully employed.

Course outlines include course level SLO's for all OCED courses. Because the nature of OCED provides individual learning stations and objectives for each student, course SLO's are focused on development of core career development competencies. These core career development competencies identified in the SLO's are key to success regardless of career field.

The course offering for Fall 2013 includes the following:

OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>Full Semester Online Sections</b>						
80411	1	8/12	1 in person meeting required*		online	80415
80410	2	8/12	1 in person meeting required*		online	80414
80409	3	8/12	1 in person meeting required*		online	80413
80407	4	8/12	1 in person meeting required*		online	80412
80362	5	8/12	1 in person meeting required*		online	None
80360	6	8/12	1 in person meeting required*		online	None
*Online sections of OCED require a one time in-person attendance at one of the two on-campus orientations held in room 812 (Bldg. 800), (1) Friday Aug. 16, 6-8 PM or (2) Saturday, Aug 17, 12-2 pm. The remaining meetings are conducted online.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>12- week Face-to Face-Sections</b>						
81603	1	9/11	W	12:00-1:00	1818	81633
81604	1	9/11	W	5:00-6:00	1818	81634
81605	2	9/11	W	12:00-1:00	1818	81635
81618	2	9/11	W	5:00-6:00	1818	81637
81619	3	9/11	W	12:00-1:00	1818	81638
81620	3	9/11	W	5:00-6:00	1818	81639
81621	4	9/11	W	12:00-1:00	1818	None
81625	4	9/11	W	5:00-6:00	1818	None

Face-to-face sections meet in person every week.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>8- week Face-to Face-Sections</b>						
81628	1	10/9	W	12:00-1:00	1818	81640
81629	1	10/9	W	5:00-6:00	1818	81641
81630	2	10/9	W	12:00-1:00	1818	81643
81631	2	10/9	W	5:00-6:00	1818	81644
81632	3	10/9	W	12:00-1:00	1818	None
81647	3	10/9	W	5:00-6:00	1818	None
Face-to-face sections meet in person every week.						
<del>OCED 101 – 8 week online beginning Aug 13 – Cancelled</del>						
<del>OCED 101 – 8 week online beginning Oct 9 – Cancelled</del>						

### Catalog

The catalog descriptions for both OCED 090 and 091 will be revised and submitted soon through curriculum to update the repeatability standards and bring the course requirements more in line with other Work Experience Program throughout the state.

### Description

OCED 090 and 091 are work experience courses available to all occupational education certificate and degree programs students. These courses are designed to combine academic studies with practical, on the job experience, enabling students to apply theories learned in the classrooms to real work situations while earning college credits.

Through an agreement formulated at the beginning of the semester, each student establishes specific “Measurable Learning Objectives” to be accomplished by the end of the grading period. This cooperative agreement may be in the private sector or in public agencies and may be paid or volunteer.

#### OCED 090 1.0 to 8.0 Units

#### Occupation Work Experience

*Corequisite: Student must be available to work from 5 to 40 hours per week for a licensed business for a total of 75 hours per unit for paid work and 60 hours per unit for unpaid work. Duties must relate to student's major field. Course Advisories: SCC minimum English and Math standards.* To qualify for Occupational Work Experience credit, the student must be available to work from 5 to 40 hours per week for a licensed business in a job directly related to the declared major. Student will attend a weekly coordination seminar and develop job-oriented objectives. Includes all occupational education certificate and degree programs. Qualified students who are not working may seek placement assistance from the Student Placement Office. 1 unit of credit may be earned for each 75 hours paid or 60 hours unpaid work per semester to a maximum of 8 units per semester. Students enrolled in OCED 090 may not enroll in OCED 091 during the same semester. Repeatable to a maximum of 16 units. Combined units in all work experience courses shall not exceed 16. Note: CSU will accept up to 12 units for transfer. To determine the correct course length and number of units in which to enroll, refer to the following formula for paid employment\*

#### Full Semester Sections

1 unit = 5 hours per week

2 units = 10 hours per week  
3 units = 15 hours per week  
4 units = 20 hours per week  
5 units = 25 hours per week  
6 units = 30 hours per week  
7 units = 35 hours per week  
8 units = 40 hours per week

#### **12-Week Sections**

1 unit = 7 hours per week  
2 units = 14 hours per week  
3 units = 19 hours per week  
4 units = 25 hours per week  
5 units = 32 hours per week  
6 units = 38 hours per week

#### **8-Week Sections**

1 unit = 10 hours per week  
2 units = 19 hours per week  
3 units = 28 hours per week  
4 units = 38 hours per week

*\*unpaid work requires fewer hours per week*

### **OCED 091 1.0 to 6.0 Units**

#### **General Work Experience**

*Corequisite: Student must be available to work from 5-30 hours or more per week for a licensed business for a semester total of 75 hours per unit for paid work and 60 hours per unit for unpaid work. Job does not need to be related to major. Course Advisories: SCC minimum English and Math standards.* To qualify for General Work Experience credit, the student must be available to work from 5 to 30 hours per week at a job with a licensed business. Student will attend a weekly coordination seminar and develop job oriented objectives. Includes all occupational education certificate and degree programs. Qualified students who are not working may seek placement assistance from the Student Placement Office. 1 unit of credit may be earned for each 75 hours paid or 60 hours unpaid work per semester to a maximum of 6 units per semester.

Students enrolled in OCED 091 may not enroll in OCED 090 during the same semester. Repeatable to a maximum of 6 units. Combined units in all work experience courses shall not exceed 16. Note\* CSU will accept up to 12 units for transfer. To determine the correct course length and number of units in which to enroll, refer to the following formula for paid employment \*:

#### **Full Semester Sections**

1 unit = 5 hours per week  
2 units = 10 hours per week  
3 units = 15 hours per week  
4 units = 20 hours per week  
5 units = 25 hours per week  
6 units = 30 hours per week

#### **12-Week Sections**

1 unit = 7 hours per week  
2 units = 14 hours per week  
3 units = 19 hours per week

4 units = 25 hours per week

### 8-Week Sections

1 unit = 10 hours per week

2 units = 19 hours per week

3 units = 28 hours per week

*\*unpaid work requires fewer hours per week.*

## OCED 101 1.0 Unit

### Occupational Soft Skills

*Advisory: Minimum SCC math and English requirements.*

Covers the critical tools to help occupational students develop the employability or soft skills needed for a smooth transition to the work force. Topics include practical elements required to meet employer expectations, create cooperative co-worker interactions and development of positive personal characteristics. Etiquette and work ethics are stressed along with practical job hunting skills such as resumes and interviews. This is not a work experience course. *One hour lecture* (8 weeks)

**2.10 Instructional Quality.** As a single instructor program it is extremely important that students have a high quality experience. Every semester students are asked to evaluate both the program and the instruction [Appendix C]. The results are overwhelmingly positive:

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“Right off from the start, the discussions almost seemed to mimic what I was still trying to master at my job site. Some of the discussions I found very helpful were the units on phone and email etiquette. These discussions gave me great tools to obtain and use right away. I actually feel I was able to improve some of these personal skills from studying the several units”

---

“Thanks to OCED, my career goals are closer to obtaining than they have ever been before!”

---

“I feel I received everything I needed to get started this semester, especially since I was able to stop by or e-mail Ms. Berrett when I needed.”

---

“I did meet with Debra Berrett separately and she was helpful in explaining the rules of the class, particularly what was new from the previous semester. The big problem for me was not being able to get into the on-line class because of technical issues at the college.”[As noted in enrollment challenges this student changed CRN’s numbers during the normal enrollment process and as a result was not able to access the online courseroom].

---

“I appreciated the many examples that were presented in the manual, especially for how to create objectives for the class. I learn best by demonstration so the examples showed me clearly what the instructor was looking for in an objective. They were also very flexible and suited to a variety of different jobs.”

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“I have built a wonderful relationship with my mentor teacher because of this class”

---

“This class has been invaluable in allowing me to keep a record of this experience. It will definitely equip in my job search as well as in the job once I find it”

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“Since I am investing so much of my time and energy for free at [my internship] there were times when my patience and outlook on the duration left to become a certified operator has taken its toll. But after reading the attitudes and promotion seminar I have altered my attitude to be persistent in my work.”

---

“The OCED 90 class has given me the opportunity to continue to remind me the importance of ethics and that in a modern world must one adapt and continue to learn for the sake of maintaining a positive image”

---

“I had a privet (sic) sit down orientation with Mrs. Berrett. We sat and chatted over the plan for the semester and the different things we would be going over for the semester. I believe that we had a very detailed conversation and I felt very ready for the program at the end of it.”

---

“I enjoyed the weekly seminars and I found that a lot of the information seems to be common sense but I also noticed that I hadn’t thought out them and how to put them in to practice in my job hunting routines”

---

“I have enjoyed this class and interning for \*\*\*\* I can say that this class has given me a different way to look at how companies like \*\*\*\* hire employees and some better ways to negotiate my way through the process of job hunting in a more professional manner I am very grateful for everything that I have learned and experienced this semester.”

---

“My skills in comparison from the beginning of the semester and the end have improved phenomenally. I communicate by telephone more effectively. I am better at writing resumes, cover letters, thank you letters, finding and following job leads, networking, writing email, meeting deadlines, and I have a better understanding what professionalism in the workplace is”

---

Students are asked for input and that input is often incorporated into the learning. Employers are frequently consulted via advisory committees about topics they would want employees to know and those elements are incorporated into the lessons.

Instructor/Coordinator makes a huge effort to respond to student emails within hours, even on weekends and holidays. Showing an interest in students, being accessible during office hours, offering support, and providing a little bit of tough love when needed helps students have a positive learning experience.

For an instructor to be full-time in the OCED program there must be an enrollment of 125 students based on the assumption that the program will be Title V compliant and provide adequate clerical and instructional support for those students. Since 2000 the number at census has never been below 125 and has been as high as 202. With the added burden of also performing the duties which Title 5 says should be assigned to clerical and instructional

support, meeting the needs of 125+ students (and 125+ host supervisors) requires many hours of personal time and administrative work. With current staffing, no growth is possible without seriously compromising the instructional quality. The chronic additional hours required to maintain standards means there is little time for faculty to attend seminars, conferences, or additional trainings during the semester to improve instructional skills or make important professional contacts at industry conferences. Coordinator/instructor does at her own expense attend additional trainings over summer and breaks. In early 2013 Instructor/Coordinator completed a 40 hour Community of Inquiry raining to improve online teaching.

Because the purpose of OCED is to develop employment skills the rigor of the course is comparable to the processes individuals face when applying for work, signing employment contracts, determining retirement investments, and completing insurance documentation. Students are often required to work outside their comfort zones, and accuracy and timeliness are critical for their success. In the real world 50% of all employment applications are discarded - to meet community hiring standards students are given strict deadlines and paperwork requiring attention to detail. There are strict penalties for messy or late paperwork intending to make students realize how important it is to meet requirements.

Soft skills training is also part of the program. Because students are allowed to continue over multiple semesters they are exposed to different topics each semester. Topics are created with the guidance of advisory committee recommendations for soft skills training and include (but are not limited to) the following topics:

<b>First time topics</b>	<b>Second time topics</b>	<b>Third time topics</b>
Setting Objectives	Setting Objectives	Setting Objectives
Email Etiquette and proper use of the Internet at work	Personal assessment	Leadership
Employer/Employee Rights and Responsibilities	Programming Yourself for Success	Workplace violence
Telephone Etiquette	Exploring work	Building a strong relationship with your boss
Business Etiquette	Decision-making	Managing stress
Communication Skills	Communication styles	Targeting your job search
Ethical Behavior	Setting lifestyle goals	Time Management
Exploring sources of job leads	Aptitudes and abilities	Difficult colleagues
Conducting a company profile	Values clarification	Critical thinking
Resume	Career Exploration	Settling workplace disputes
Cover letter	Personality assessments	First impressions
Interviewing	Changing jobs or careers	Improving your speaking skills

Follow-up letters		Attitudes for success		Functioning in work groups
Properly filling out a job application		Entrepreneurship		Informational interviews
		Promote-ability		
		Career portfolios		

**2.11 Teaching Methodologies.** OCED by its very nature extends learning beyond the classroom and is the venue at SCC to provide students real world experience. SCC has a “consolidated” work-experience program which means all Title V requirements, paperwork, and processes are in one area and are consistent. Materials and training are presented in both online/hybrid and face to face formats. Students meet with instructor/coordinator which means student’s needs are met individually. Soft skills training utilizes discussion, videos, and individual assessment forms.

**2.12 Fill rates/Class size.** Full-time load for OCED is 125 students and since 2000 the fill-rate has never fallen below that number at census. The program has the potential to grow but with current staffing levels we cannot exceed the 125 by much.

Since OCED students are all working and/or volunteering in addition to their other courses their time is at a premium. With the addition of the online/hybrid version of the courses in 2001 it has been much easier for students to take OCED and the course fills quickly. The majority of students are enrolled in the online/hybrid sections. The face-to-face sections are the least efficient although we have experimented with days and times and have settled on those which traditionally fill best.

In 2009 when the number of sections was slashed because of the enrollment software’s inability to handle variable unit courses we were able to make up the loss by advertising the hybrid/online sections. The face-to-face sections have fairly low fill and are usually taken by a few students who just do not feel comfortable with computers and those who would prefer online/hybrid but started internships or jobs later in the semester when only face-to-face sections are available. If a time comes when additional staffing allows the program to grow, adding online/hybrid sections to the late start mix would likely be successful.

The class size of 125 students for 1 full-time instructor is mandated by Title V. However that assumes the other Title V mandate of clerical/instructional support is also present. As has been noted in every document, report, and program review for the past several years: The program, the students, the school and the community will be best served if we comply with Title V and our District Plan and put a clerical/instructional assistant in place.

**2.13 Course sequencing.** OCED does not have any sequenced courses although students may take OCED courses over multiple semesters until they have reached 16 units – the limit allowed

by Title V. Students do not select a different course. They enroll in the same course and are “grouped” according to how often they have taken the course. They are required to establish different learning objectives each semester and the lesson content is different each time the student takes the course, expanding their skills sets, and requiring a closer examination of their work habits.

Topics are created with the guidance of advisory committee recommendations for soft skills training and include (but are not limited to) the following topics:

<b>First time topics</b>	<b>Second time topics</b>	<b>Third time topics</b>
Setting Objectives	Setting Objectives	Setting Objectives
Email Etiquette and proper use of the Internet at work	Personal assessment	Leadership
Employer/Employee Rights and Responsibilities	Programming Yourself for Success	Workplace violence
Telephone Etiquette	Exploring work	Building a strong relationship with your boss
Business Etiquette	Decision-making	Managing stress
Communication Skills	Communication styles	Targeting your job search
Ethical Behavior	Setting lifestyle goals	Time Management
Exploring sources of job leads	Aptitudes and abilities	Difficult colleagues
Conducting a company profile	Values clarification	Critical thinking
Resume	Career Exploration	Settling workplace disputes
Cover letter	Personality assessments	First impressions
Interviewing	Changing jobs or careers	Improving your speaking skills
Follow-up letters	Attitudes for success	Functioning in work groups
Properly filling out a job application	Entrepreneurship	Informational interviews
	Promote-ability	
	Career portfolios	

Some students may start in OCED 091 which means they are working or volunteering somewhere not related to their major. Over the course of the semester their lessons in OCED 091 may lead them to an internship opportunity or new position related to their major and they then self-select to move into OCED 090 in subsequent semesters but this route is not required.

Title V does want students to spend more time in OCED 090 than OCED 091. Students are allowed to accrue a total of 16 units of Work Experience but only 6 of those units may be in

OCED 091. The desire is for students to use OCED 091 as the launching pad to a degree related experience.

The new OCED 101 course will end with a lesson on the value of internships and is also planned as a starting point for students to think about off campus experiences.

**2.14 Basic Skills (if applicable).** OCED does not offer basic skills courses in the academic sense although work place and soft skills are considered basic life skills.

#### **2.15 Student Survey.**

A survey is done at the end of every semester to gauge student satisfaction with the content and teaching but OCED does not have the staff to develop, deliver, collate, or analyze more in-depth surveys.

OCED as a face-to-face class has historically been offered in between student core courses – usually over the lunch hour or just before the start of night classes. As a one hour mostly elective course the object has always been to work around core occupational or general education courses. As night classes moved earlier – from 7pm to 6:30pm to 6pm OCED has also had to shift times from 5:30-6:30 to 5:00-6:00.

Anecdotally most students prefer the online sections of OCED and have requested 12 and 8 week courses also be offered in this format. Also anecdotally some students would like to see more face-to-face sections offered for the full-semester. Because of the complexity of scheduling OCED, the loss of variable unit section numbers, and one instructor, the addition of more scheduling opportunities is unlikely to occur.

**2.16 Four-year articulation (if applicable).** Currently OCED transfers up to 12 units to the CA State University System. In almost all cases the courses transfer as elective credits.

**2.17 High school articulation (if applicable).** N/A

#### **2.18 Distance Education (if applicable).**

OCED currently offers OCED 090, OCED 091 and OCED 101 as online/hybrid courses. Since the advent of online courses in 2001 it has been easier to fill the courses as many students seem to enjoy the online format. For OCED, online has been especially beneficial since all students in the courses are working and many are both working and volunteering. This means they have especially busy schedules and often do shift work. Online coursework means they can easily do the course work around their work shifts. Even so, until 2009 online enrollment was less than face-to-face enrollment because we had many more opportunities for traditional courses – full-semester, 12-week and 8-week.

When the registration software forced the large cut to the OCED course offerings in 2009 more students who might not have made online a first choice had to enroll in the online/hybrid sections because there were fewer overall opportunities to choose from.

In 2008, SCC changed campus enrollment software and did not choose to include the option to accommodate variable unit courses such as OCED. This created a number of complications. With the loss of variable unit sections, the number of CRN's for OCED increased dramatically, students become confused by so many CRN numbers, and often enroll in either the incorrect number of units, or the wrong course (OCED 090 instead of 091 if their job is not related to their major). To correct the error, the registration system now requires students to "add" and "drop" different CRN numbers if they need to make a correction. The system is not designed to recognize the difference between an actual drop and the corrections. Every student who makes a correction to the enrollment is seen as a drop even though they are not really drops just students shifting units within the same course. Further refinement of the data collection is necessary to determine an actual number of students who dropped versus transferred to another CRN. Therefore data on course completion, retention, and success rate cannot be presented as accurate when looking at online retention for OCED 090 or 091 so has not been included in this report.

Anecdotally, in talking to students, we know that some are taking online courses not because that is their first choice but because work and family schedules make it the only way they can attend. Some students would prefer a traditional full-semester section but the increased administrative burdens of the registration system and lack of staff to assist makes it not possible at this time to expand the offerings. Learning in a DE environment takes more attention and persistence from a student and not all students are prepared for the different learning experience. If we can increase staffing, the goal would be to reinstate full-semester traditional sections and add online/hybrid 12-week and 8-week sections to accommodate the maximum number of students.

Both online/hybrid and traditional sections require an in-person orientation meeting where the course requirements are explained, paperwork is discussed and questions answered. For the rest of the semester traditional students come to a traditional one hour per week seminar while online students have an asynchronous discussion on the same topics. Handouts that are presented in the traditional classroom are provided in the online course room as well. Videos that are shown in the traditional class room cannot be uploaded to the online course room but YouTube videos with similar content are embedded in the online environment.

#### *Challenges for online students*

The loss of the variable unit option in the registration software has had a major impact on the enrollment process for online students. When online students change CRN's (even during open registration) the e-College system is unable to accommodate the new information causing students to lose class time as they are unable to access their online work until the Distance Education Coordinator makes the correction by hand. This can take several weeks and in some

cases does not happened at all. For example, if a student adds a new CRN for an online section before dropping the first one the system will simply drop them from the online course every day when the upload is done until the DE Coordinator repairs the code by hand. If a student correctly drops the new CRN for an online section before adding the new one they will be allowed access to the online course room but will be dropped from their assigned working group every time an upload is done until the DE Coordinator repairs the code by hand. This does not serve students and requires an enormous amount of additional administrative time. No solution to date has been found for the problems that online students have when they change CRN's. In Fall 2014 OCED will transition to the new Canvas LMS and it is unknown what issues will be cured or incurred.

OCED 090:

% Enrollment by Instruction Method

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0	0	62	82	62	70	66	0	93	0
			.480	.650	.660	.700	.650		.570	
Lecture and/or discussion	53	32	31	22	30	29	36	23	1	23
	.750	.690	.610	.730	.600	.790	.690	.700		.610
Online	37	85	0	0	0	0	0	83	0	80
	.650	.470						.800		.650
Total	90	117	93	104	92	99	102	106	94	103
	0.71	0.53	0.53	0.66	0.64	0.73	0.67	0.77	0.56	0.64

OCED 091:

% Enrollment by Instruction Method

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0	0	34	35	28	39	37	0	47	0
			.590	.600	.610	.620	.590		.640	
Lecture and/or discussion	56	17	7	5	16	6	17	6	14	13
	.590	.710	.430	.800	.630	.670	.590	.670	.640	.620
Online	32	57	0	0	0	0	0	25	0	50
	.660	.470						.560		.640
Total	88	74	41	40	44	45	54	31	61	63
	0.61	0.53	0.56	0.63	0.61	0.62	0.59	0.58	0.64	0.63

**2.19 Advisory Boards/Licensing (CTE) (if applicable).** Because OCED services every major on campus the Coordinator/Instructor attends the Advisory Committee meetings of other vocational programs to meet with industry leaders. This works well for OCED and the vocational programs because it allows time with program specific industries to discover what they are really looking for and to develop objectives that students can use as guides for that particular industry. In some cases there are licensing requirements that require a particular number of experiential hours and particular learning objectives. Meeting with industry leaders makes it possible to assist students to meet the requirements in a timely manner.

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## STUDENT EQUITY & SUCCESS

### **3.1 Course Completion and Retention.**

Student success is promoted by providing students with a hands-on opportunity to experience their career of choice in the real world. Students find this opportunity interesting and valuable. Materials are offered in a variety of modalities and the instructor/coordinator strives to be present and available to assist students with issues that may arise. OCED is the ultimate example of community partnership as every student is involved in an experiential learning opportunity in the community at large as well as on campus.

In 2008, SCC changed campus enrollment software and did not choose to include the option to accommodate variable unit courses such as OCED. This created a number of complications. With the loss of variable unit sections, the number of CRN's for OCED increased dramatically, students become confused by so many CRN numbers, and often enroll in either the incorrect number of units, or the wrong course (OCED 090 instead of 091 if their job is not related to their major). To correct the error, the registration system now requires students to "add" and "drop" different CRN numbers if they need to make a correction. The registrations system is not designed to recognize the difference between an actual drop and the corrections. Every student who makes a correction to the enrollment is seen as a drop even though they are not really drops just students shifting units within the same course. Further refinement of the data collection is necessary to determine an actual number of students who dropped versus transferred to another CRN. Therefore data on course completion, retention, and success rate cannot be presented as accurate when looking at retention for OCED 090 or 091 so has not been included in this report.

**3.2 Degrees/Certificates Awarded (if applicable).** OCED does not have an attached degree or certificate. The OCED curriculum is designed to supplement the curriculum of the institution; as such students in all majors may enroll in OCED courses. OCED courses count towards free elective credit for most programs. All vocational programs list OCED as an elective and several programs including Office Technology and Interior Design require mandatory OCED units.

Further consideration as to how OCED can be incorporated into additional degree/certificate program requirements should be considered as a means of assisting students in developing their workplace competence and building their resumes before entering the workforce upon graduation.

**3.3 Transfer (if applicable).** OCED is primarily a job and career dedicated program and focuses on entering the workplace as a sustainable employee.

**3.5 Career Technical Programs (if applicable).** NA.

OCED is not a Degree or Certificate program but students do achieve job success from enrollment in the course. They learn a variety of soft skills critical to job success and if they continue with the course over multiple semesters they will get hands on practice in networking, company profiles, resumes, cover letters, interview questions and techniques, follow-up letters, career portfolios and informational interviews. These skills, when combined with a degree or certificate, prepare students for the workforce in ways just the degree or certificate cannot.

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## PROGRAM RESOURCES

### 4.1 Human Resources.

The OCED program consists of one full-time Coordinator/Faculty member. The program continues to remain out of compliance with both Title V [Appendix A] and the District Plan [Appendix B] by not having in place a clerical/instructional assistant. With the struggles related to accreditation and non-compliance SCC has faced over the past several years, this is an issue of great concern not only for the continued mission of the OCED program but for the college's accreditation process. OCED is sporadically assisted by Federal Work Study students or Perkin's funded student help, which are not adequate for the needs of the program or fulfill the Title V and District plan requirements because of the restrictions placed on them in terms of monitoring and access. Students cannot work without supervision present (which interferes with employer contacts and student's school schedule), are not allowed keys to work spaces, or allowed access to databases with information important to OCED . The reality that student assistance alone is not adequate is noted in *The Work-Based Learning Handbook* [Appendix D] developed with approval of the Chancellor's Office by the California Statewide Advisory Committee on Work-Based Learning and Student Employment where on page 11 under **Staffing Activities** it states "CWEE programs have mandated requirements for staff" including:

- Program Manager
- Instructor/Coordinator
- **Clerical Support:** Title V requires that the district plan shall contain provisions for adequate clerical and instructional services to maintain required program records and handle program enrollment, grade submission and other duties. Full-time clerical staff may be augmented with student assistants.

The needs of the students and the community would be better served with compliance with the basic Title V and District Plan requirement of a clerical/instructional aide position in the OCED office. In 2008 the then VP of Academic Affairs and CTE Dean tasked the Work Experience Office to create a position description with the stated intention of correcting the Title V violations ([Appendix L](#)). With the departure of that particular VP and CTE Dean the process was again set aside.

Coordinator/Faculty:

Debra Berrett is on the Curriculum Committee and Curriculum Tech Review Committee. For the past 3 years has been co-chair of the Career Education Fair. Regularly attends advisory committee meetings, high school career days, and hiring committees. Has previously served on the Distance Education Committee, eTeachers, Solano College Faculty Advancement Committee, Institutional Review Board Committee, and been a Puente Mentor. Developed and taught the first online HUDV 38, 50 and 70 courses at SCC before load limits were imposed in 2008. Designed and taught ID52- Drafting for Interior Design for 17 years before load limits were imposed in 2008. Teaches Drafting when the need arises. Off campus activities have included: California Cooperative Education and Internship Association - Executive Board Member; Secretary; 2-Year College Representative and Conference planner. California Community Colleges' Chancellor's Office Statewide Advisory Committee for Work-Based Learning and Employment Services. Through the California Chancellor's Office Statewide Advisory Committee for Work based Learning and Employment Services, designed and conducted pilot program for adapting Occupational Education for online presentation. Member of: California Internship & Work Experience Association (CIWEA), National Council on Family Relations (NCFR); National Association for the Education of Young Children (NAEYC), Phi Upsilon Omicron. Instructor Coordinator has never had a sabbatical leave.

For an instructor to be full-time in the OCED program there must be an enrollment of 125 students based on the assumption that the program will be Title 5 compliant and provide adequate clerical and instructional support for those students. Since 2000 the number at census has never been below 125 and has been as high as 202. With the added burden of also performing the duties which Title 5 says should be assigned to clerical and instructional support, meeting the needs of 125+ students (and 125+ host supervisors) requires many hours of personal time and administrative work. With current staffing no growth is possible without seriously compromising the instructional quality. The chronic additional hours required to maintain standards means there is little time for coordinator/instructor to attend seminars, conferences, professional activities, or additional trainings during the semester. While membership in most professional organizations have been maintained, participatory association activities have been curtailed as they most often take place during the semester.

Until the Title V issues surrounding clerical/instructional support are satisfied growth for OCED is not possible.

To offer more sections in more places, cease the restrictions on enrollment, and otherwise expand the OCED program, hiring adjuncts is needed. Currently there is no process or formula in place to pay an adjunct or run summer sections of OCED. Research as to how other schools pay adjuncts for Work Experience courses has been gathered and in preliminary consultation with the Lead Research Analyst a proposed formula based on SCC criteria has been developed. This formula will need to be moved through a number of formal processes and approvals but if this can be accomplished we will be prepared to expand the program or offer summer sessions once a clerical position is filled and SCC is in compliance with Title V and the District plan.

To further expand the Work Experience program and create a more robust Internship database, the addition of an Internship Site Developer would benefit the students and the community and establish that SCC is sincere in wanting students to move successfully from the classroom to the community.

**4.2** Despite numerous discussions there has been no change in staffing. See 4.1

In 2012 a Strategic Proposal was submitted and approved for an Occupational Education Instructional Assistant (Part-time – 12 months-continuing) [Appendix G]. While funded, the hiring of this position never occurred. It is unknown where the funding for this position was diverted.

**4.3 Equipment.** Equipment needs for the OCED program are small. OCED currently has a previously used office computer for keeping sensitive student data, a laptop for online teaching, and 2 previously used laser printers. The laptop was purchased new and is approx 2 years old, the office computer is very old – it was previously used by the computer lab tech and moved to the OCED office when the computer lab tech got a new computer. Printers are aging and will need to be replaced in the near future. So much of the OCED program is student data and files so having reliable computers and printers is critical. OCED has access to ‘smart’ classrooms although not a dedicated classroom. Most students currently attend in an online/hybrid format so a dedicated classroom is not an issue.

**4.4 Facilities.** The OCED program does not have dedicated classroom facilities and has not had any issues with accessing a “smart” classroom.

**4.5 Budget/Fiscal Profile.** Have not seen an actual budget for several years. Have asked for the budget several times since the program review process has begun. Five year historical information remains consistent for 5 years ranging from \$100,000 - \$107,000. Other than the salary and benefits for the Coordinator/Instructor there have been small amounts allocated to occasional student help, mileage, and a slight jump in expenses for a laptop purchase. Perkins funds are requested each semester for student help but is often not allocated. No requests are made from Perkins for conferences or trainings as lack of support staff make additional trainings during the semester impractical.

In 2012 a Strategic Proposal was submitted and approved for an Occupational Education Instructional Assistant (Part-time – 12 months-continuing) [Appendix G]. While funded, the hiring of this position never occurred and the expenses reported do not show any expenditure in OCED for the amount awarded. It is unknown where the funding for this position was diverted.

A permanent budget item for a clerical/instructional assistant needs to be defined and funded.

It would also serve the campus and the community to develop a funding source for an internship site developer to greatly increase the community placements available to students.

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## PROGRAMMATIC GOALS & PLANNING

### 5.1

In spite of a number of challenges OCED has managed to maintain face-to-face and online sections running full-semester, 12-week, 8-weeks and with the exception of summer, affording students an almost constant opportunity to enter into experiential learning. Interns from the BACWWE program have been hired in record numbers over the past year at local treatment plants, and students who started as unpaid interns have been hired in a number of companies including Ethan Allen and The Children's Nurturing Project.

Students continue to remain satisfied with the program and recommend it to classmates. Former students who are now in management positions refer their employees back to the program.

Coordinator/Instructor continues to attend advisory committee meetings as schedules allow. This connection to industry helps keep objectives that students develop relevant and on point.

Awareness of OCED is still a challenge but with the Coordinator/Instructor acting as co-chair of the Career Education Fair for the past 3 years it has brought more positive attention to the value of the program.

Collaboration with FLNG 101 has created an opportunity for the non-occupational programs to realize that experiential learning is good for students whether they plan to move from SCC right into the workforce or transfer. Industry and occupational programs already recognize the value of experiential learning and the rest of the college community is beginning to see the value in hands-on experience as a partner to academic achievement. Further consideration as to how OCED can be incorporated into additional degree/certificate program requirements should be considered as a means of assisting students in developing their workplace competence and building their resumes before entering the workforce upon graduation.

Areas where more attention is needed is developing more worksites for students to intern, continued collaboration with admissions to insure students can enroll as needed, conversion of

current e-college materials to the Canvas platform, online live database for employers to post and students to find internship opportunities, program database for better student/employer tracking.

Funding needs to be put into place for a permanent clerical/instructional assistant for many of the goals to come to fruition.

## 5.2

**Table 8. Short-Term and Long-Term Goals**

<i>Short-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
<i>1. Continue current program scheduling and support OCED program through adequately staffing and budgeting for program as mandated by Title V and the SCC District Plan by hiring permanent clerical/instructional aide.</i>	<i>Submit request Fall 2013</i>	<i>Hired for Spring 2014</i>	<i>Dean &amp; D. Berrett</i>	<i>DB</i>
<i>2. Move online classes from e-College to Canvas</i>	<i>Rewrite all online material to convert e-College to Canvas</i>	<i>Fall 2014</i>	<i>D. Berrett</i>	<i>NR</i>
<i>3. Provide online forms</i>	<i>Create online forms and post to website and online course room</i>	<i>Spring 2014</i>	<i>D. Berrett</i>	<i>NR</i>

<p><b>4. Maintain processes which protect the academic integrity of the OCED program</b></p>	<p><i>Continued assessment of course SLO's</i></p>	<p><i>Ongoing</i></p>	<p><i>D. Berrett</i></p>	<p><i>NR</i></p>
<p><b>5. Expand OCED availability by offering Summer Session after clerical/instructional support is in place</b></p>	<p><i>Put into place a pay scale for adjunct instructor</i></p>	<p><i>Summer 2015</i></p>	<p><i>Dean. D. Berrett (HR, Bargaining Unit?)</i></p>	<p><i>DB</i></p>
<p><b>6. Establish an interactive database for internship opportunities</b></p>	<p><i>Investigate Career Connections website to see if it will meet needs</i></p>	<p><i>Spring 2014</i></p>	<p><i>D. Berrett in collaboration with Career Center.</i></p>	<p><i>NR</i></p>

<p><i>7. Further consideration as to how OCED can be incorporated into additional degree/certificate program requirements should be considered as a means of assisting students in developing their workplace competence and building their resumes before entering the workforce upon graduation.</i></p>	<p><i>Continue to be active with the Curriculum Committee, schedule flex-cal activities on the value of experiential learning, collaborate with faculty across campus</i></p>	<p><i>Ongoing</i></p>	<p><i>D. Berrett, collaboration with campus faculty in all departments.</i></p>	<p><i>NR</i></p>
<p><i>8. Revise student requirements for participation in OCED to more closely align with a majority of the state.</i></p>	<p><i>Curriculum Review &amp; Update Handbook</i></p>	<p><i>Spring 2014</i></p>	<p><i>D Berrett, Dean, collaboration and advice of Work Experience Coordinators around the state.</i></p>	<p><i>NR</i></p>
<p><i>Long-Term Goals</i></p>	<p><i>Planned Action</i></p>	<p><i>Target Date</i></p>	<p><i>Person Responsible</i></p>	<p><i>Source</i></p>

<p><i>1. Additional personnel devoted to internship development in the community. It takes many hours to work with a company and develop an appropriate internship program. This is best accomplished by personnel with that one focus.</i></p> <p><i>Development of more employment sites for student placement.</i></p>	<p><i>Submit hiring request for Internship Site Developer</i></p>	<p><i>Fall 2015</i></p>	<p><i>Dean, D.Berrett</i></p>	<p><i>P</i></p>
<p><i>2.</i></p>				
<p><i>3.</i></p>				

In the source column denote “SP” for Strategic Proposals, “DP” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

## APPENDIX A

### Title 5 Section Pertaining to Clerical/Instructional Support

#### § 55251. Requirements of Plan.

(a) The district plan shall contain the following provisions:

(1) A statement that the district has officially adopted the plan, subject to approval by the State Chancellor.

(2) A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program.

(3) A specific description for each type of Cooperative Work Experience Education program.

(4) A description of how the district will:

(A) Provide guidance services for students during enrollment in Cooperative Work Experience Education.

(B) Assign a sufficient number of qualified, academic personnel as stipulated in the district plan to direct the program and to assure district services required in section 55255.

(C) Assure that students' on-the-job learning experiences are documented with written measurable learning objectives.

(D) With the assistance of employers, evaluate students on-the-job learning experiences.

(E) Describe basis for awarding grade and credit.

(F) Provide adequate clerical and instructional services.

(b) Prior to implementation, any changes or revisions to the district plan shall be submitted for approval to the Chancellor.

## APPENDIX B

### 2010 District Plan Section Pertaining to Clerical/Instructional Support

California Community College District  
Cooperative Work Experience Education Plan

- (4) A description of HOW the district will (§55251)

- (f) Provide adequate clerical & instructional services (§55251)

Comments, if any.

Solano community College will provide cleical and instructional aide services to the Cooperative Work Experience Education office.

## APPENDIX C

### 2010 Student End of Course Survey and Self-Analysis

#### Self-Analysis Essay

A Self-Analysis is a typed essay, describing and assessing your learning experiences accomplished while enrolled in Work Experience. Your self-analysis must address the following questions in an essay format:

- Evaluate the orientation you attended at the beginning of the semester.
- Explain how using the 21<sup>st</sup> Century Work Skills helped you to develop your learning objectives.
- Compare and contrast your skill levels from the beginning of the semester to the end.
- Discuss your major accomplishments for **each** objective.
- Discuss any problems or challenges you encountered.
- Describe any changes in your working relationship with your supervisor as a result of the class and objectives.
- List some of the topics covered in the weekly seminars and discuss how they contributed to your growth in the specific 21<sup>st</sup> Century Work Skills.
- Identify one to two new goals you could develop at work for the future.
- Evaluate how this class relates to your current job, educational and career goals.
- Recommend any specific changes to the 21<sup>st</sup> Century Work Skills training that would help make it more effective for you and other students.

#### **IMPORTANT:**

- The analysis must include a title page with a title, your name, class name, and date.
- The analysis must be word processed, double-spaced, in **essay** format.
- 2-7 pages. Length determined by number of objectives. Approx. 1 page per objective + 1 page for other discussion items as noted above.
- 1 inch margins. 12 point font in Times New Roman.
- Proofread your work.
- This must be turned in on or before the due date. Not accepted late.
- **Will not be accepted late.**

**NOTE! If you are in an online section of OCED 090 or 091 this MUST be submitted in the course room dropbox!!!**

Office: Room 1811

E-mail: [debra.berrett@solano.edu](mailto:debra.berrett@solano.edu)

Phone: (707) 864-7139

Fax: (707)

864-7165

## Program Survey – Side 1

Name(optional) \_\_\_\_\_ Date \_\_\_\_\_

CHECK:  Full Semester  12 Week  8 Week

#OCED Units 1 2 3 4 5 6 CRN Number \_\_\_\_\_

(Check all that apply)

### I ENROLLED...

- 1. Because it is required.
- 2. To earn credit toward a certificate or degree.
- 3. Because it was recommended by my supervisor.
- 4. To qualify for financial aid.
- 5. To earn units transferrable to another college.
- 6. To improve myself as an employee.
- 7. Other \_\_\_\_\_

(Circle one)

- Y N 8. Did you find your enrollment in the Work Experience Program valuable or beneficial?  
9. What recommendation do you have that would make the program more valuable to you? \_\_\_\_\_
- Y N 10. Do you plan on re-enrolling in Work Experience in future semesters?  
If no why? \_\_\_\_\_

### PROGRAM COMPONENTS

- Y N 11. After attending orientation (or first day class meeting) did you understand the program requirements?  
Y N 12. What recommendations do you have for improving orientation? \_\_\_\_\_
- Y N 13. As a result of writing objectives, did you learn new skills on the job?  
Y N 14. Was writing/planning objectives helpful in identifying areas of improvement or growth in your job/career?  
Y N 15. Were you able to apply knowledge gained from the seminars on the job or in your personal life?  
16. Which seminar(s) did you find most useful? Why? \_\_\_\_\_
17. Please list any seminar topics you would like to see added. \_\_\_\_\_

## Program Survey – Side 2

- Y N 18. Did Work Experience contribute to your receiving increased responsibilities or promotion?
- Y N 19. As a result of Work Experience, did you have improved communication with your supervisor regarding your job performance?
20. Do you have anything else you would like to add about the program? \_\_\_\_\_
- 
- 

(Check all that apply)

### HOW YOU LEARNED OF THE PROGRAM

21. On campus news publications
22. Off campus news publications
23. College catalog
24. Schedule of classes
25. Flyer
26. Counselors
27. Friends
28. Teachers
29. Career Education Fair/Campus Open House
30. Other

### COORDINATOR

- Y N 31. My Coordinator is: Debbie Berrett
- Y N 32. Was available.
- Y N 33. Was helpful.
- Y N 34. Provided information valuable to my advancement.
35. Comments regarding your coordinator. \_\_\_\_\_
- 
- 

### OPTIONAL

38. Any additional comments you would like to make?
- 
- 
- 
- 
- 
- 

I give my permission to use comments on this form in promotional materials.

Yes

No

**THANK YOU!**

## APPENDIX D

### **The Work-Based Learning Handbook – a publication of the Chancellor’s Office Statewide Advisory Committee on Work-Based Learning and Student Employment. Section on Mandated Staffing**

#### **Staffing Activities**

Work-based learning programs might be in many different departments and divisions throughout the college. Staffing should be sufficient to support the program(s). However, CWEE programs **have mandated requirements** for staff.

#### **Program Manager**

#### **Instructor/Coordinator**

#### **Clerical Support**

Title V requires that the district plan shall contain provisions for adequate clerical and instructional services to maintain required program records and handle program enrollment, grade submission and other duties

Full-time clerical staff may be augmented with student assistants

# APPENDIX E

## Career Education Fair Event Schedules 2011-2013

### 2011



#### For a Successful Visit

Register for free prizes at the registration table by building 1800.A.

Review scheduled events held around campus to ensure you don't miss one you really want to see.

Visit the street fair next to 1800 A & B and large equipment activities in nearby Parking lot 6.

Enjoy free popcorn—and learn about the opportunities offered through career education!

#### SPONSOR



The KUIC Event Team will be here from 10-2 and morning DJ John Young will be broadcasting live from 11-1. Be sure to pick up a white ticket at the registration table for a chance to spin the prize wheel. Win an introductory airplane ride offered by the Aeronautics Department, BlueRay player, 7" portable digital TV, movie tickets, restaurant certificates, compact fluorescent bulbs, potted plants, KUIC and Solano College logo merchandise, and more!

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### Career Education Fair

#### Solano Community College—Fairfield Campus

Sunday, May 1, 2011 10am-3pm

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#### All Day Events—Street Fair

Street Fair /Industrial Shops—Between Building 1800 and Tennis Courts  
Admissions—Information Table  
Aeronautics—Help build an airplane, learn to rivet  
Air Conditioning & Refrigeration—Informal Demonstrations  
Auto Body Shop—Open House and Demonstrations Room 1855  
Biotech—Information Table—Open Lab 1852  
Book Store—Vendor Table  
Children's Programs—Information Table  
Criminal Justice—Information Table  
Cosmetology—Hair and Make-up Demos  
Drafting/Surveying—Information Table  
Emergency Medical Technician—Information Table  
Flash/Photoshop/Illustrator—Information Table  
Graphic Arts—Exhibit and Information Table  
Green Technology—Sustainability Information  
Interior Design—Fun With Color Activity and Design a Room  
Journalism—Open Lab Room 1861 and Information Table  
Medical Front Office—Information Table  
Small Business Development Center—Information Table  
Water/Wastewater—Information Table  
Welding—Underwater oxyacetylene cutting, open shop—Room 1853  
Work Experience—Information Table

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#### All Day Events (unless otherwise noted)—Parking Lot #6

Parking Lot 6 is on the North side of the campus behind Buildings 1800A&B

Cordelia Fire Station Demonstrations  
Fire Technology—Information Table, T-shirt Sales  
US Coast Guard—Maritime Police Exhibit & Police Boat  
California Maritime Academy—Career Discussion  
Vallejo Sanitation & Flood Control District—TV Truck and Career Information  
Welding—Lincoln Electric Mobile Welding Lab

---

#### All Day Events (unless otherwise noted)—Around Campus

Refer to the map on the back page for the location of the following activities

Photo Hallway Exhibit, Buenos Aries—Building 1800A  
Photo Software/Darkroom/Studio Activities—Drop in Rooms 1815 and 1825  
Robotics Demo—Room 1819  
3D Printer and Rapid Prototyping—The Paton Group—Room 1881  
Cosmetology Open House—Room 1610  
Bookstore Open House—Building 1400 (10:30-1:30)  
Horticulture Open House—Building 1000  
Nursing Dept—Open House Building 800 (10am-2pm)  
Office Technology—Free Typing Tests and Certificates—Room 502  
Computer Science/Web Design Program Information—Rooms 504 & 505  
Admission Applications, Career Exploration, General Counseling—Room 507  
ASSC BBQ—Next to Building 1400 11-1  
Children's Programs Open House—Building 200 (12-2)

---



Fundraising BBQ by the Associated Students of Solano College providing fresh grilled hot dogs and hamburgers outside the 1400 Building. 11-1

Increasing global demand for skilled workers has created renewed opportunity for those entering Career Technical fields

## Scheduled Events

10:00 Green Career Opportunities— Room 1879 (Repeated at 2)  
 Hands-on AutoCAD—Room 1876 (Repeated at 12:00, 2:00)  
 Webpage and Game Design—Rooms 504 & 505 (Repeated hourly)  
 Hands-on Fire Extinguishers—Parking Lot 6 (Repeated at 11, 12:30 and 2:00)

10:30 Journalistic techniques—Room 1861 (1 time only)  
 Ranesco Mechatronics Program — Room 1818 (Repeated at 12)  
 Smokey Bear—50th Birthday Video—Room 1860 (Repeated 11:30, 1:30, 2:30)  
 Taming a Wildfire Hose Demo—Parking Lot 6 (Repeated at 2:30)  
 Land Surveying—Front of Building 1300 (Repeated 12:30 & 2:30)  
 Plant Propagation Activity—Building 1000 (Repeated at 1:30)  
 Financial Aid Seminar—Room 506 (Repeated every hour)  
 Photoshop—Room 501 (1 time only)

11:00 SolidWorks Demo—Room 1876 (Repeated at 1:00)  
 Auto Painting Demo—Room 1855 (Repeated at 1:30)  
 Ranesco - Process Automation—Room 1818 (Repeated at 12:30)  
 Welding Thermite Demo—Room 1853  
 Hands-on Fire Extinguishers—Parking Lot 6  
 Flash—Room 501 (1 time only)  
 Webpage and Game Design—Rooms 504 & 505

11:30 Dent Pulling Demo Auto Body—Room 1855 (Repeated at 2:00)  
 Ranesco - Greening of Career Ed—Room 1818 (Repeated at 1:00)  
 Civil Drafting Demo—Room 1876 (Repeated at 1:30)  
 Smokey Bear—50th Birthday Video—Room 1860  
 Jaws of Life Demo—Parking Lot 6 (Repeated at 1:30)  
 Plant Transplanting Demo—Building 1000 (Repeated at 2:30)  
 Illustrator—Room 501 (1 time only)  
 Financial Aid Seminar—Room 506

## SPONSOR



Solano College Bookstore

Visit the Bookstore in the 1400 Building from 10:30-1:30 to see the kits and uniforms designed for Career Education students

## SPONSORS



Fairfield



**BURMAX**  
 Your Best Source for  
 Beauty & Spa Supplies



## Action Pac Products

Promotional Products And Campus Specialties  
 available at your Solano College Bookstore



**WESTERN PRINTING & GRAPHICS**  
 CORPORATE PRINTING SOLUTIONS PROVIDER

**TIMELINE**  
 MEDIA PRODUCTIONS



## Scheduled Events Continued

- 
- 12:00 Police K9 demonstration- in front of 1300 (1 time only)  
 Thermite Demo—Welding room 1853  
 Ranesco - Mechatronics Program—Room 1818  
 Hands-on AutoCAD—Room 1876 (Repeated at 2:00)  
 Webpage and Game Design—Rooms 504 & 505
- 
- 12:30 Ranesco - Process Automation Program—Room 1818  
 Land Surveying Activity—In Front of 1300 Building  
 Hands-on Fire Extinguishers—Parking Lot 6  
 Plant Pruning Demo—Building 1000  
 Financial Aid Seminar—Room 506
- 
- 1:00 Ranesco - Greening of Career Education Room 1818  
 Volatile Gas Demo—Parking Lot 6 **LOUD BOOM!!!** (1 time only)  
 SolidWorks—Room 1876  
 Webpage and Game Design—Rooms 504 & 505
- 
- 1:30 Auto Painting Demo—Room 1855  
 Smokey Bear—50th Birthday Video—Room 1860  
 Civil Drafting Demo—Room 1876 (Repeated at 1:30)  
 Jaws of Life Demo by Fire Tech—Parking lot 6  
 Plant Propagation Activity—Building 1000  
 Financial Aid Seminar—Room 506
- 
- 2:00 Dent Pulling Demo Auto Body—Room 1855  
 Green Career Opportunities—Room 1879  
 Hands-on AutoCAD—Room 1876  
 Hands-on Fire Extinguishers—Parking Lot 6  
 Webpage and Game Design—Rooms 504 & 505
- 
- 2:30 Smokey Bear—50th Birthday Video—Room 1860  
 Land Surveying Activity—In Front of 1300 Building  
 Taming a Wildfire Hose Demo—Fire Tech Parking Lot 6  
 Plant Transplanting Demo Bldg. 1000  
 Financial Aid Seminar—Room 506



Remember to register for free prizes including an iPod Nano, or Kodak EasyShare digital camera donated by Best Buy Fairfield. Entry forms are at the registration table next to building 1800A

Some display areas are also offering prizes such as a make-over, interior design consultation, copy of PhotoShop, and more!

Career and technical education imparts both specific occupational skills to those students wishing to enter employment directly and the academic skills they need for advancement and further postsecondary education



Be sure to visit Room 507 to apply for admission, explore career opportunities, fill out financial aid forms, and get general counseling advice.

### SPONSORS

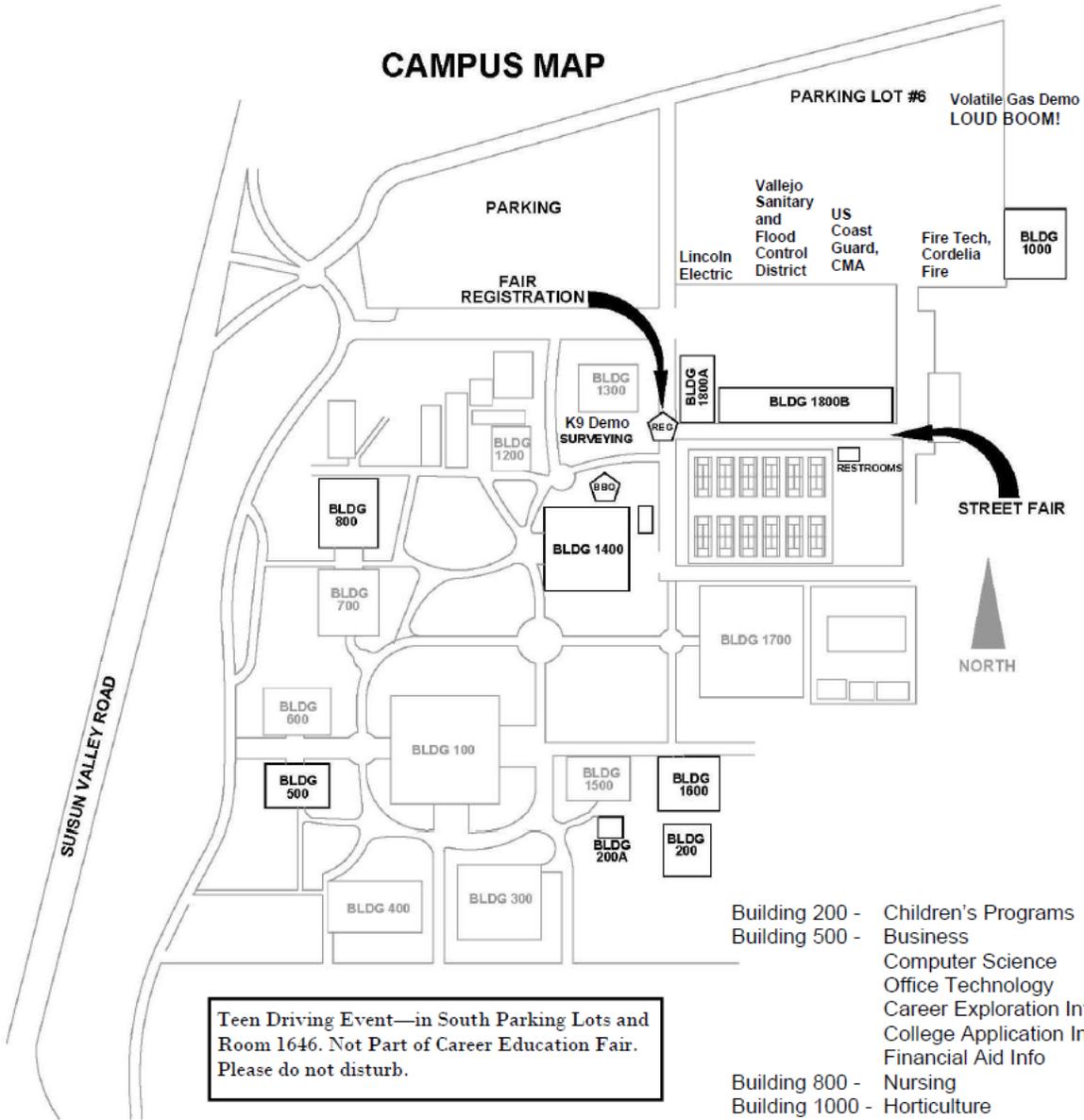


Mr. Raymond Bell— Fairfield



Suisun City Chapter

# CAMPUS MAP



Teen Driving Event—in South Parking Lots and Room 1646. Not Part of Career Education Fair. Please do not disturb.

**Check in at the Registration Area to receive your ticket for a free spin on the KUIC Prize Wheel!**

- Building 200 - Children's Programs
- Building 500 - Business  
Computer Science  
Office Technology  
Career Exploration Info  
College Application Info  
Financial Aid Info
- Building 800 - Nursing
- Building 1000 - Horticulture
- Building 1400 - Bookstore, BBQ
- Building 1600 - Cosmetology
- Building 1800A- Photography  
Mechatronics/Robotics
- Building 1800B- Auto Body  
Drafting  
Welding  
Journalism  
Green Technology

\*First Aid Station—At the Cordelia Fire Station Exhibit in Parking Lot 6.

# 2012



**Career Education Fair**  
**Solano Community College**  
 Sunday, May 6, 2012 10am-3pm



## Plan your Day!

Start at the Welcome Table.

*Pick up a ticket to spin the KUIC Prize wheel*

*Pick up a Passport— collect stamps—win prizes!*

*Review times for scheduled events.*

*Visit the street fair and large equipment activities.*

*Enjoy free popcorn—and learn about the opportunities offered through career education!*

## SPONSOR



Pick up a ticket at the Welcome Table for a chance to spin the KUIC prize wheel. Win an introductory airplane ride offered by the Aeronautics Department, Day of Beauty from Cosmetology, signed Cartoon Art from Graphic Arts & Illustration, Meyer Brand Rachael Ray cookware, tools, movie tickets, restaurant certificates, KUIC and Solano College logo merchandise, and more!

## Street Fair Activities—Ongoing

Street Fair /Industrial Shops—Between Building 1800 and Tennis Courts and around campus walkways.

- Aeronautics— Pound a rivet, see a working jet engine
- Auto Body Shop—Open House and Dent Pulling
- Biotech—Information Table—Lab Tour
- Book Store—Textbooks & Uniforms
- Car Show— Restored vehicles at their best!
- Cinema— Discover the magic behind the movies
- Cordelia Fire Station Demonstrations
- Cosmetology—Polish Changes and Braids
- Counseling—Information and Guidance
- Crime Scene—Observe a crime scene
- Criminal Justice—Information Table
- Department of Corrections—Information Table
- Drafting—Information Table
- ECE/Human Development—Information Table
- Emergency Medical Technician—CPR & AED Demonstrations
- Financial Aid—Information and Guidance
- Fire Technology—Information Table
- Photoshop/Illustrator—Information Table— Ask about onsite seminars!
- Graphic Arts/Illustration—Meet professional Illustrators, improve drawing, exhibit
- Horticulture—Sustainable Landscaping Design Principles and Practices
- Hybrid Vehicle Maintenance—Tour a hybrid and get program details
- Journalism—Information Table, Self-publishing and Social media marketing
- Lincoln Electric/AirGas—Virtual Welding
- Mechatronics— What IS this anyway? Stop by to find out!
- Medic Ambulance—Take a tour!
- Medical Front Office—Information Table
- Nursing—Blood pressure check
- Office Technology— Information table—ask how to get a free typing certificate!
- Small Business Development Center—Discover the potential of starting a business!
- Solano County Sheriff's Department—Tour Crime Fighting Equipment
- Surveying—Stop to ask how to use the tools!
- Theater—Theater Tours! Stage make-up demos! Learn to re-purpose old clothing!
- US Coast Guard—Maritime Police Exhibit & Police Boat
- Water/Wastewater—Information Table
- Welding—Demonstrations—ask if you can try welding. Tour Welding Shop
- Work Experience—Discover how to earn college credit for your job or volunteering



A Special Thank you to our sponsors from:





Vallejo High School Hospitality Academy low-cost delicious snacks near the cafeteria— Building 1400.

## Inside Activities

Refer to the map on the back page for the location of the following activities

- AutoCAD—Building 1800B, Room 1876
- Career Exploration—Who do You Want 2B?—Building 500, Room 507
- High School Robotics Teams—Cafeteria Building 1400
- High Tech Tools—3D Printer, Laser Cutter —The Paton Group—Bldg. 1800B, Room 1881
- Lab Science Simulation—Blood Typing—DEPCO—Building 1800A, Room 1818
- MESA—Information— Cafeteria Building 1400
- Nursing Skills Lab—Open House and Patient Simulation, Building 800, Room 807
- Office Technology—Free Typing Tests and Certificates—Building 500, Room 502
- Photo Hallway Exhibit, Myanmar, Social Commentary—Building 1800A
- Photo Software/Darkroom/Studio Activities—Building 1800A, Rooms 1815 and 1825
- Robotics Arm Demo—Building 1800A, Room 1819
- Web Page and Computer Game Design —Building 500, Rooms 504 & 505

## SPONSORS

SIGNS



## Scheduled Events 10:00 -11:30 am

- 10:00 Hands-on AutoCAD—Building 1800B, Room 1876 (Repeat at 12:00, 2:00)  
High Tech Tools– See how 3D Printing and Laser Cutting are used in industry—Building 1800B, Room 1881 (Repeated hourly)  
Webpage & Game Design—Bldg. 500, Rooms 504 & 505 (Repeat hourly)

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- 10:30 Hose Demo—Cordelia Fire District Exhibit Area (Repeated at 12:30, 2:30)  
Theater Tour—Building 1200 (Repeated 12:30, 2:30)  
Mentos & Diet Coke Gas Demonstration– Grass area Building 1300 (Repeated at 2:00)  
Simulated Blood Typing—Building 1800A—Room 1818 (Repeated 12:00, 1:30)

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- 11:00 Solid Works Demo—Building 1800B, Room 1876 (Repeated at 1:00)  
Webpage and Game Design—Building 500, Rooms 504 & 505  
Human Simulation—see robotics in human simulation used to re-create Nurse/Patient Scenarios– Building 800, Room 807 (repeated at 3:00)  
High Tech Tools– See how 3D Printing and Laser Cutting are used in industry—Building 1800B, Room 1881

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- 11:30 Civil Drafting Demo—Building 1800B, Room 1876 (Repeated at 1:30)  
Jaws of Life Demo—Cordelia Fire Department Exhibit Area (Repeat at 1:30)  
Adobe Illustrator Seminar—Building 500, Room 501 (1 time only)  
Cosmetology Lab Tour—Building 1600 (Repeated 12:30 and 1:30)

Increasing global demand for skilled workers has created renewed opportunity for those entering Career Technical fields

Thanks to:



Thanks to:



## Scheduled Events 12:00 —2:30 pm

- Hands-on AutoCAD—Building 1800B, Room 1876  
12:00 (Repeated at 2:00)  
Webpage and Game Design—Building 500, Rooms 504 & 505  
Adobe Photoshop Seminar—Building 500, Room 501 (1 time only)  
Simulated Blood Typing—Building 1800B, Room 1818 (Repeated at 1:30)  
High Tech Tools— See how 3D Printing and Laser Cutting are used in industry—Building 1800B, Room 1881  
**Volatile Gas Demo—Behind Building 1800A LOUD BOOM!!!**

- 12:30 Theater Tour—Building 1200 (Repeated 2:30)  
Welding Lab Tour—Building 1800B, Room 1853 (Repeated 2:30)  
Hose Demo—Cordelia Fire District Exhibit Area (Repeated at 2:30)  
Cosmetology Lab Tour—Building 1600 (Repeated at 1:30)

- 1:00 Solid Works —Building 1800, Room 1876  
Human Simulation—see robotics in human simulation used to re-create Nurse/Patient Scenarios— Building 800, Room 807  
Webpage and Game Design—Building 500, Rooms 504 & 505  
High Tech Tools— See how 3D Printing and Laser Cutting are used in industry—Building 1800B, Room 1881

- 1:30 Jaws of Life Demo—Cordelia Fire Department Exhibit Area  
Simulated Blood Typing—Building 1800A—Room 1818  
Civil Drafting Demo—Building 1800B, Room 1876  
Cosmetology Lab Tour—Building 1600

- 2:00 Hands-on AutoCAD—Room 1876  
Webpage and Game Design—Rooms 504 & 505  
Mentos & Diet Coke Gas Demonstration— Grass area Building 1300  
High Tech Tools— See how 3D Printing and Laser Cutting are used in industry—Building 1800B, Room 1881

- 2:30 Hose Demo—Cordelia Fire District  
Theater Tour—Building 1200  
Welding Lab Tour—Building 1800B, Room 1853



Pick up a Passport to earn prizes! Visit 10 activities to be eligible. Passports are at the Welcome Table next to Building 1800A

Career and technical education imparts both specific occupational skills to those students wishing to enter employment directly and the academic skills they need for advancement and further postsecondary education



### CTE Transitions

Explore Your Career Options!  
Visit the Vocational Specialist from the Solano County Office of Education in Bldg. 500, room 507.

Be sure to visit the new  
Alternative and Renewable  
Fuel Vehicle Technology  
Program Exhibit!



The program, due to a grant from the California Energy Commission, (books and tuition) is being offered at no cost to:

- People currently employed (or being trained) within the automotive service technicians and mechanics industry.
- Or those individuals with automotive maintenance background, and are currently unemployed and/or underemployed.



# 2013 – In conjunction with Celebrate SCC

	<h2>Celebrate SCC &amp; Career Education Fair</h2> <p>Saturday, April 27, 2013 10am-3pm Presented by MomentumAutoGroup.com</p>	
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## Plan your Day!

Start at the Welcome Table on the North side of the campus next to KUIC.

*Pick up a ticket to spin the KUIC Prize wheel*

*Fill out an entry to win a laptop donated by Martin's Metal Fabrication, a Nintendo Wii U and more!*

*Pick up a Passport— collect stamps—win prizes!*

*Review times for scheduled events.*

*Visit the street fair and large equipment activities.*

*Enjoy free popcorn—and learn about the opportunities offered through career education!*



Pick up a ticket at the Welcome Table for a chance to spin the KUIC prize wheel. Win a Day of Beauty from Cosmetology, plants from Horticulture, signed animation art and caricature drawings from SCC illustrators, movie tickets, restaurant certificates, KUIC and Solano College logo merchandise, and more!

## Street Fair Activities—Ongoing

Street Fair /Industrial Shops—Between Building 1800 and Tennis Courts and around campus walkways.

- Aeronautics— Pound a rivet
- Auto Body Shop—Open house
- Biotech—Strawberry DNA extraction—Lab tour
- Career Exploration—What career fits you best?
- Car Show— Restored vehicles at their best!
- Children's Programs—Program information
- Cordelia Fire Station—Fire extinguisher demos
- Cosmetology—Polish changes, braids, hair bling, and glitter tattoos!
- Criminal Justice—Investigate a crime scene
- Concert on the Green —A variety of bands from 10am-4pm.
- Department of Corrections—Career information
- Drafting—Civil, Architecture, Mechanical
- EMT/Medic Ambulance—AED, Oxygen administration, splinting, bleeding control
- Financial Aid—Information and guidance
- Fire Technology—What does it take to become a hero?
- Graphic Arts/Illustration—Learn drawing techniques from professional illustrators.
- Horticulture—Sustainable landscaping, vertical gardening, meet Master Gardner.
- Journalism—Information table, reporters onsite
- Mechatronics— The hottest career field today! Stop by to find out why!
- Medical Office & Administrative Assistant—Information table
- Nursing—Blood pressure check
- Office Technology—Ask how to get a free typing certificate!
- Plein Air—Outdoor drawing and painting
- Printmaking—Wall mural—Student print exhibit
- Small Business Development Center—Discover the potential of starting a business!
- Solano County Sheriff's Department—Tour crime fighting equipment
- Sports Broadcasting—Discover how to enter this exciting career
- Student Life Booths—Explore clubs and student activities!
- Surveying—Stop to ask how to use the tools!
- Theater—Stage make-up demos! Learn to re-purpose old clothing!
- TV Production/Cinema— Discover the magic behind movies and television
- Water/Wastewater—Information Table



## Thank you to our Sponsors and Partners!



 Billy & Louise Yarbrough Foundation Yin Foundation					
					



Fresh and Natural Fair Special \$2.50. Full grill available. Cafeteria Building 1400

Alumni & Friends Mixer (\$10.00 Admission Fee includes Tri-Tip Lunch at noon) 11:30-2:30



Prize drawings every 15 minutes! Winners posted near the Welcome Table.



Visit the Bookstore in the 1400 Building!

## Inside Activities-Ongoing

Refer to the map on the back page for the location of the following

AutoCAD, SolidWorks, and 3D Printing	Bldg. 1800B, Room 1881
Career Exploration	Bldg. 1800B—Room 1876
Play Vintage video games	Bldg. 1800B—Room 1877
Manipulate Robotics Arm	Bldg. 1800A, Room 1819
Photo Darkroom/Studio Activities	Bldg. 1800A, Rms 1815 & 1825
Photo Hallway Exhibit, Vietnam Tour	Bldg. 1800A
Explore “ecoStem” House Model	Bldg. 1800A, Room 1818
High School Robotics Teams	Cafeteria Bldg. 1400
Bookstore	Cafeteria Bldg. 1400
Solano Employment Connection	Cafeteria Bldg. 1400
Printmaking—Design your own print!	Bldg. 1300
Ceramics Studio Open House	Bldg. 1300
Nursing—Patient Simulation,	Bldg. 800, Room 807
Admissions-Apply to SCC	Bldg. 500, Room 507
Office Tech—Free Typing Tests & Certs	Bldg. 500, Room 502
Web Page and Computer Game Design	Bldg. 500, Rooms 504 & 505
Financial Aide– Get help with FAFSA	Bldg. 500, Room 503
Close-Up/Hands on Science	Bldg. 300, Room 302
Live Broadcast TV Studio—12 to 3	Bldg. 100, Room 121

## Scheduled Events 10am-10:45

10:00	Webpage & Game Design—Bldg. 500, Rooms 504 & 505 (Repeat hourly)
	Financial Aide—It’s Not Too Late! - Bldg 500 Room 503(Repeated at 2:00)
	Adobe Photoshop Seminar—Building 500, Room 501 (Repeated at noon)
	Counseling Orientation—Building 1800B Room 1860
	Concert on the Green - funk.defied

10:45	Concert on the Green - funk.defied
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**Increasing global demand for skilled workers has created renewed opportunity for those entering Career Technical fields**

Thanks to:



## Scheduled Events 11am-4pm

- 11:00 Science Magic Show—Building 300, Room 308 (Repeated at 2:00)  
 Human Simulation—See robotics in human simulation used to re-create  
 Nurse/Patient Scenarios— Building 800, Room 807 (Repeated at 1:00)  
 Webpage and Game Design—Building 500, Rooms 504 & 505  
 Adobe Illustrator Seminar—Building 500, Room 501 (Repeated 1:00)  
 Counseling Transfer Success—Building 1800B, Room 1860
- 
- 11:30 Alumni & Friends Mixer (\$10 Admission to tent) - Tent
- 
- 12:00 Adobe Photoshop Seminar—Building 500, Room 501  
 Webpage and Game Design—Building 500, Rooms 504 & 505  
 Foster Youth Roundtable (2 hours) Building 500, Room 506
- 
- 12:05 Concert on the Green—Chris “Breeze” Barczynski
- 
- 12:30 Counseling Re-Entry Student Workshop—Building 1800B, Room 1860
- 
- 12:50 Concert on the Green—Chris “Breeze” Barczynski
- 
- 1:00 Human Simulation—See robotics in human simulation used to re-create  
 Nurse/Patient Scenarios— Building 800, Room 807  
 Adobe Illustrator Seminar—Building 500, Room 501  
 Webpage and Game Design—Building 500, Rooms 504 & 505
- 
- 1:30 Art Building Dedication Ceremony—Building 1300  
 Alumni Art Exhibition 1:30-3:00—Building 1300  
 Discussion with a Counselor—Building 1800B, Room 1860
- 
- 2:00 Science Magic Show—Building 300, Room 308  
 Webpage and Game Design—Building 500, Rooms 504 & 505  
 Financial Aide—It’s Not Too Late! - Building 500 Room 503
- 
- 2:10 Concert on the Green—Them Rude Boys
- 
- 2:30 Awards Presentation—Car Show—Street Fair
- 
- 3:00 Concert on the Green—Them Rude Boys

**Thank you for coming! See you again next year!**



Pick up a Passport to earn prizes! Visit activities, collect stamps and enter to win prizes!. Passports are at the Welcome Table next to Building 1800A

Career and technical education imparts both specific occupational skills to those students wishing to enter employment directly and the academic skills they need for advancement and further postsecondary education



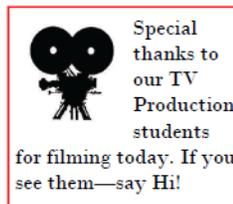
Website Design

Game Design

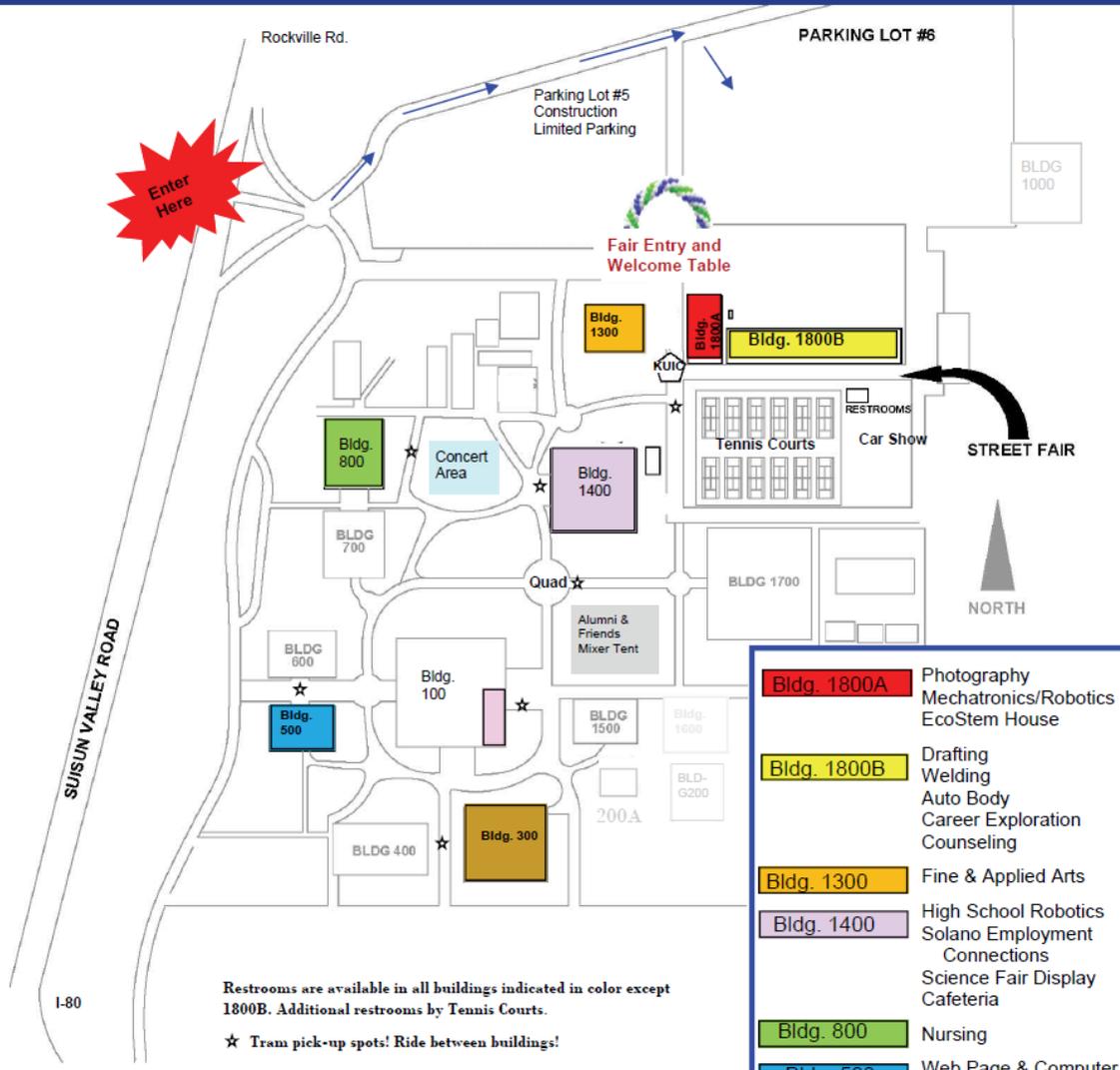
Photoshop/Illustrator

Free Typing Certificate

Building 500



# Celebrate SCC-Career Education Fair-April 27, 2013-Activity Map



Check in at the Welcome Table for your ticket for a free spin on the KUIC Prize Wheel, pick up a Prize Passport, and enter to win more prizes.

**Drawings every 15 minutes!**

- Bldg. 1800A** Photography  
Mechatronics/Robotics  
EcoStem House
  - Bldg. 1800B** Drafting  
Welding  
Auto Body  
Career Exploration  
Counseling
  - Bldg. 1300** Fine & Applied Arts
  - Bldg. 1400** High School Robotics  
Solano Employment  
Connections  
Science Fair Display  
Cafeteria
  - Bldg. 800** Nursing
  - Bldg. 500** Web Page & Computer  
Game Design  
Photoshop/Illustrator  
Free Typing Certificate  
Financial Aid Seminar  
Admissions Info.  
Foster Youth  
Roundtable
  - Bldg. 300** Science Activities
  - Bldg. 100** Cinema/TV Production  
Sports Broadcasting
- \*First Aid Station—At the Cordelia Fire Station Exhibit

## APPENDIX F

### Employers assisting students with OCED Spring 2013

<i>Spring 2013 Participating Employers</i>	
Fairview Elementary School	Gi Gi's Place Quality Childcare
Child Start Inc.	In Home Support Services
Sutter Davis Hospital Diagnostic Imaging	California Pacific Medical Center
Dublin San Ramon Services District	Salvation Army Kroc Center
La Barista Espresso	East Bay Municipal Utility District
Jesse M. Bethel	Valley Inventory Service
Rodeo Sanitary District	Milgard
Home Depot	CA Inventory Specialists
Central Marin Sanitation Agency	Nugget Markets
The Dollar Tree	H&B Check Exchange
New Beginnings	FedEx Office and Print Center
Justice for Girls	Rodeo Sanitary District
Mission Solano	Raley's
Children's Nurturing Project	Broadline Medical Supplies
SCC Sports Medicine Dept.	Victory Outreach Recovery Homes
State Farm Insurance	Suisun City Public Works Department.
Summit Funding Inc / MCIA Insurance Services	Ethan Allen
CW Healthcare	Rash Curtis & Associates
North Bay Hospital	New Balance Factory Store
Parrot AT&T	H. Glen Richardson
FoodMaxx	Regal Entertainment Group
Felstar Recording and Publishing	Texas Roadhouse
The John Stewart Company	Sonoma Raceway
24 Hour Fitness	Accountabilities
Bay Area Steppers	Absolute Fresh & Clean Carpet Co.
O'Reilly Auto Parts	Sutter Solano Medical Center
Solano County Office of Education (Willis Jepson Middle School)	Cooper Elementary School
Select Merchandising Service	The Carousel
Hayward Pollution Control Facility	North Bay Hospital

Macy's	Community Integrated Work Program
Solano County Family Health Services Clinic	Forever 21 Inc.
DKNY/ Movado / Wet Seal	Glencove Dentist
Island Oasis Tan	SCC Children's Program / Tutoring Center
Oro Loma Sanitary District	Solano Public Defender
Contra Costa County Sheriff's Office	Pathways
SCC Aeronautics	East Bay Municipal Utility District
Ann Taylor	Joy of Learning Center
Fairfield Suisun Community Action Council	Bryan-Braker Funeral home
Rodeo Sanitary District	Sunrise Community Fellowship
UC Davis Medical Center	Telegraph Cleaners
Planet Fitness	RD Consulting Translations
Suisun Congregation of Jehova's Witness	Family Chiropractic
California Department of Public Health	Solano Community College- EOPS
Conco	Lawrence-Berkeley Laboratory Center for Research and Education on Aging
Sonic Drive In	Rash Curtis & Associates
Saint Dominic's School	Solano County Office of Education
Solano College Disabilities Service	Solano Counseling and Special Services
Solano Community College - Liberal Arts Department	SCC Curriculum Office
Solano College Theatre	Solano College Children's Program
Solano Family and Children's Services	South Point
	Subway

# APPENDIX G

## Strategic Proposal Approval for Clerical/Instructional Assistant

Notice of Proposal Approval

Monday, August 20, 2012

Dear Debra Berrett

I am pleased to inform you that your recent proposal:

**Occupational Education Instructional Assistant (Part-time -12 months - continuing)**

has been approved for the following amount **\$25,000.00**

Additional information

Can only fund for 1 year. \$25,000 should be total including equipment

To discuss further details of the funding conditions please contact:

Maire Morinec Ext 7155

The following activities were confirmed for your project

Target Date	Activity
02-Jul-12	Post to hire position
01-Aug-12	Hire position
13-Aug-12	Start position

The following outcomes may be used in the final evaluation of your proposal

Outcome	Evaluation Method
Office will have better staffing and access to students.	Hours available to students
Employers will have a consistent experience when they contact the office.	Improved evaluations by employers
Work Experience office will be Title 5 compliant	Input of compliance in accreditation reports.

# APPENDIX H

## Current OCED Flyer

# Get College Credits For Working or Volunteering!



Both OCED 090 and 091 are offered  
**Face-to-face and ONLINE Fall 2013!**  
 Online students must attend a one time in-person orientation-then attend the rest of the semester **ONLINE!**

### Enroll in Work Experience OCED 090 or 091!

OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>Full Semester Online Sections</b>						
80411	1	8/12		1 in person meeting required*	online	80415
80410	2	8/12		1 in person meeting required*	online	80414
80409	3	8/12		1 in person meeting required*	online	80413
80407	4	8/12		1 in person meeting required*	online	80412
80362	5	8/12		1 in person meeting required*	online	None
80360	6	8/12		1 in person meeting required*	online	None
*Online sections of OCED require a one time in-person attendance at one of the two on-campus orientations held in room 812 (Bldg. 800), (1) Friday Aug. 16, 6-8 PM or (2) Saturday, Aug 17, 12-2 pm. The remaining meetings are conducted online.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>12- week Face-to Face-Sections</b>						
81603	1	9/11	W	12:00-1:00	1818	81633
81604	1	9/11	W	5:00-6:00	1818	81634
81605	2	9/11	W	12:00-1:00	1818	81635
81618	2	9/11	W	5:00-6:00	1818	81637
81619	3	9/11	W	12:00-1:00	1818	81638
81620	3	9/11	W	5:00-6:00	1818	81639
81621	4	9/11	W	12:00-1:00	1818	None
81625	4	9/11	W	5:00-6:00	1818	None
Face-to-face sections meet in person every week.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>8- week Face-to Face-Sections</b>						
81628	1	10/9	W	12:00-1:00	1818	81640
81629	1	10/9	W	5:00-6:00	1818	81641
81630	2	10/9	W	12:00-1:00	1818	81643
81631	2	10/9	W	5:00-6:00	1818	81644
81632	3	10/9	W	12:00-1:00	1818	None
81647	3	10/9	W	5:00-6:00	1818	None
Face-to-face sections meet in person every week.						

For more information, come in to the SCC Cooperative Education Office in Room 1811 or call Debra Berrett at 864-7139. E-mail [debra.berrett@solano.edu](mailto:debra.berrett@solano.edu) or visit my Web site: [www.sccworkexperience.com](http://www.sccworkexperience.com)

## How Do I Decide Which Course Is For Me?

Occupational Work Experience OCED 090	General Work Experience OCED 091	Occupational Soft Skills OCED 101
Currently employed (paid or unpaid) for a licensed business in the public or private sector.		No employment required
Job related to <b>Declared Major</b>	Job not related to Major	N/A
Earn 1-6 units per semester.	Earn 1-4 units per semester.	1 unit
Student may take up to 16 units total over multiple semesters	Student may take up to 6 units total over multiple semesters	Not repeatable
Attend weekly seminar, complete required paperwork and work hours		Weekly discussion & quiz
Full Semester: Online only. 12 week and 8 week sections face-to-face only. Fall 2013		8 week online only

### How many units do I get for my paid work (OCED 090/091)?

Each 75 hours completed on the job is equivalent to one (1) unit of credit. The number of hours per week this will require depends on the length of your course. For a full semester each 5 hours per week will earn 1 unit.\*

### How many units do I get for my unpaid, volunteer or internship work (OCED 090/091)?

Each 60 hours completed on the job is equivalent to one (1) unit of credit. The number of hours per week this will require depends on the length of your course. For a full semester each 4 hours per week will earn 1 unit.\*

\*12 and 8 week courses require more hours per week (since there are fewer weeks) to fulfill the requirement.

### How do I enroll?

You enroll in OCED just as you do for other courses. You may also add during the first week of classes by attending the first day of any section (see schedule on reverse side for first meeting dates). Choose your CRN number for OCED 090 or 091 by first determining how many units you wish to earn or by the number of hours you work.

### How many units can I earn per semester?

For a full semester you may earn from 1 – 6 units in OCED 090 or 1 – 4 units in OCED 091.

For a 12-week semester you may earn from 1 – 3 units in OCED 090 or 1-2 units in OCED 091.

For an 8-week semester you may earn 1-2 units in OCED 090 or 1 unit in OCED 091.

Sections may not be combined to increase unit enrollment. Concurrent enrollment in OCED 090 and 091 not allowed. OCED 101 Occupational Soft Skills is an 8 week 1 unit course and may be taken concurrent with OCED 090 or 091.

### I want to take the course online – what do I need to know?

**OCED 090 and 091:** The online sections for are offered for the full semester only. If the class is full you can email [debra.berrett@solano.edu](mailto:debra.berrett@solano.edu) for an add code the week preceding the orientation or you may come to the orientation and add there. The one-time on-campus orientation (see other side for dates and times) is **mandatory** for online OCED 090 and 091 students. If you are enrolled and do not attend the orientation you may be dropped. Plan your schedule accordingly. If you can document you have to work during BOTH stated times you must contact instructor in advance and make alternative arrangements. You must begin checking your SCC email the week prior the beginning of the semester. **OCED 101:** No mandatory meeting but please log in as soon as the course room opens. Usually several days before the start of the semester.

### Do I need to be working or volunteering?

**OCED 090 and 091:** Yes – you must be working or volunteering for a licensed business. If you plan to volunteer do not wait until the semester begins. Line up the worksite before the beginning of the semester so you are ready to go on the first day of school. **OCED 101:** No requirement to work. This is not a work experience course.

Access the online courseroom at <http://www.solanonline.org>.

# APPENDIX I

## Previous OCED Newsletter

Fall 2012

### Learn to Earn

Volume 4,  
Issue 1

#### WORK EXPERIENCE—LEARN TO EARN OCED 090 & 091

##### How Do I Decide Which Work Experience Is For Me?

Occupational Work Experience OCED 090	General Work Experience OCED 091
Currently employed (paid or unpaid) in the public or private sector.	
No longer requires enrollment in 7 units!	
Job related to Declared Major	Job not related to Major
Earn 1-6 units per semester.	Earn 1-4 units per semester.
Repeatable to 16 units total	Repeatable to 6 units total
Attend weekly 1 hour seminar, create Learning Objectives, record time sheets	
Online Full Semester, F2F 12 week, and F2F 8 week sections available	

##### Inside this issue:

<b>How do I decide which Work Experience is for Me?</b>	1
<b>How to earn units in OCED 090/091</b>	1
<b>From the Experts</b>	1
<b>Temping Can Be Tempting</b>	2
<b>Top Tips for Getting A Good Job</b>	2
<b>Analyzing Your Time Wasters</b>	3
<b>Did You Know?</b>	3
<b>OCED Fall Schedule</b>	4

##### From the Experts

**Web Searches Are Not Enough When Seeking A New Job.** It is tempting to look at the Web as a way to do a 24-hour-a-day job search without making face-to-face contact. In reality, without personal contact, your chance of landing a good job is much lower. In-person networking remains the best way to find a good position. The best technique is to spend business hours off-line, calling people and doing informational interviews. Post resumes and search for jobs on the Internet in the evenings. *John A. Challenger, CEO, Gray & Christmas, international outplacement consulting firm.*

**Facebook can cost you your job!** Many employers routinely use search engines to conduct background checks, and now they are also looking up applicants on social networking sites where people often post provocative photographs and comments thinking the information is private. Like it or not the World Wide Web means just that. Many people post items that no prospective employer should see and hiring managers report finding information that makes them cringe. Setting the strictest privacy settings is important but not always enough. *Brian Kruegar, President, CollegeGrad.com/Chronicle of Higher Education/HR Today.* ♦

##### How to Earn Units in OCED 090/91

**For paid work:** Each 75 hrs. worked is equal to 1 credit. The number of hours per week this will require depends on the length of your course. For a full semester each 5 hours per week will earn 1 unit—up to 6 units per semester for OCED 090 or up to 4 units per semester for OCED 091.

**For unpaid, volunteer or internship work:** Each 60 hrs. completed is equal to 1 unit of credit. The number of hours per week required will depend on the length of your course. For a full semester each 4 hrs. per week will earn 1 unit—up to 6 units per semester for OCED 090 or up to 4 units per semester for OCED 091. ♦

Newsletter design by Rhonda Evans—student

## Temping Can Be Tempting

Facing graduation without a job? Looking to make money during summer break? Want flexible work hours to fit into your class schedule? A temp job might be the answer.

### A Wide Array of Opportunities

According to recent studies, 90 percent of companies now use temporary help. The opportunities abound in really every area. According to the American Staffing Association (ASA), a membership organization with 1,600 staffing firms that operate more than 13,000 branches nationwide, nearly half of the country's temps work in traditional office or clerical positions. The next largest group works in the industrial segment. The fastest growth is happening in professional and technical occupations.

### The Value of Temping

What used to be simply a stop-gap job is becoming a more popular option for employment. Temping has some tempting benefits - especially for students or recent grads:

#### 1. Flexibility

Flexibility is really the hallmark of temporary work. As a temporary employee, you basically decide when, where and how you want to work. If you want a job, but also need to work around your college classes, you could work just three days a week or maybe five half-days.

#### 2. Experience

Temping is great for students who want to gain some skills. Not only can you gain on-the-job skills, but you can also participate in free training courses that most staffing firms offer. Courses run the gamut from basic software skills to sophisticated computer programming. Students can enhance their skills and make themselves more marketable, while the staffing firm gets a more highly skilled employee to meet their clients' needs. (cont in next column)

(Temping cont.)

#### 3. Networking

If you're just starting a career, temping can open some doors for you without the headache and anxiety of making cold calls. Since you network on the job, you get a chance to prove what you can do while making connections. And if you end up working at one company for a while, you could use them as a reference when you start looking for full-time employment.

#### 4. Possible Permanence

Not all temp jobs stay temporary. Four out of five staffing agencies said their numbers for temp-to-permanent jobs increased in 2003. And 70 percent of temporary workers go on to permanent jobs as a result of a temporary assignment. But before you bank on making your temp job permanent, ask about your agency's policy. Some have certain restrictions, like waiting period or placement fees.

#### 5. Career Research

Working temp is more than just a part-time gig: It can help you get a handle on your future career options. It's a great way for a person starting out to get a variety of experiences and find out what their interests are. You can learn about different aspects of one field or you could be sent on a job that sparks your interest in a whole new field. And if you've already narrowed the field and want to explore a particular career, check out staffing agencies that specialize in that industry.

#### 6. Money

Temping can provide you with some spending money for vacation or a way to make a living while you look for a job in your field. It's a hassle-free way to get quickly hooked up with a job assignment without going through having to line something up yourself.

So get a jump on the job market by working temp. You'll find opportunities to fit your schedule - and maybe clear the way to an exciting career. ♦



## Top Tips for Getting a Good Job

**Build experience through volunteering.** Not only do volunteer opportunities make you feel good about yourself, they give you marketable skills and demonstrate your initiative.

**Land a great internship.** An internship is a great experience - and a great way to jump-start your career. Plan ahead; you need time to research your options, prepare your application and interview for the position.

**Make the most of your internship.** Be professional and maintain a positive attitude. Explore your interests by volunteering for projects that seem intriguing. Network within the company by arranging informational interviews.

**Build the perfect resume.** Most employers will spend less than five minutes initially reviewing your resume. Limit it to one page and use strong action words - and leave some time to proofread. ♦

## Analyzing Your Time Wasters

The following list summarizes some common time wasters on the job (or getting your homework done). Check those that apply, and then develop an action plan for dealing with them.

- Being Disorganized
- Losing or misplacing items you need
- Getting up late because you go to bed late
- Doing small or trivial things instead of the important things
- Talking to co-workers instead of getting the job done
- Doing the easy part of a job first, then not having time to do the hard part
- Spending too much time, socializing, drinking, or partying which leads to less energy on the job
- Having to fix other people's mistakes
- Working too slow
- Not listening to or reading instructions
- Procrastinating (putting things off)
- Talking on the phone or texting friends during work hours
- Not planning ahead
- Being a Perfectionist
- Trying to do too much and not prioritizing activities
- Being interrupted constantly



Example

Problem: Procrastination

Action Plan:

1. Divide the job into smaller, manageable parts so that it is not overwhelming.
2. Reward yourself for finishing the job on time. Get a new piece of equipment.
3. Punish yourself if you are not done in time. Do not go out with friends if you are not done by the deadline.



### Did you know?

About 75% of US companies monitor office E-mails, Internet browsing, phone calls and/or computer files? Your time at work belongs to your employer. Employers have the legal right to monitor how you spend that time. In some states, employers have the right to access items in employee work areas, including personal items. ♦

- Eighty percent of the best available jobs are not published! Discover them through:
  - **Networking** - anyone and everyone can be part of your network. Don't be afraid to tell people you are looking for work!
  - **Direct contact with employers** - this can include a company website but personal contact is still the best!
  - **Research** - find out all you can about the company before you apply. ♦



# Get College Credits For Working or Volunteering!



Both OCED 090 and 091 are offered  
**Face-to-face and ONLINE Fall 2012!**

Online students must attend a one time in-person orientation-then attend the rest of the semester **ONLINE!**

## Enroll in Work Experience OCED 090 or 091!

OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>Full Semester Online Sections</b>						
80457	1	8/13	1 in person meeting required*		online	80462
80456	2	8/13	1 in person meeting required*		online	80461
80455	3	8/13	1 in person meeting required*		online	80460
80453	4	8/13	1 in person meeting required*		online	80459
80407	5	8/13	1 in person meeting required*		online	none
80405	6	8/13	1 in person meeting required*		online	none
*Online sections of OCED require a one time in-person attendance at one of the two on-campus orientations held in room 812 (Bldg. 800), (1) Friday Aug. 17, 6-8 PM or (2) Saturday, Aug 18, 12-2 pm. The remaining meetings are conducted online.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>12- week Face-to Face-Sections</b>						
81346	1	9/19	W	12:00-1:00	1818	81360
81348	1	9/19	W	5:00-6:00	1818	81363
81349	2	9/19	W	12:00-1:00	1818	81361
81350	2	9/19	W	5:00-6:00	1818	81362
81354	3	9/19	W	12:00-1:00	1818	none
81355	3	9/19	W	5:00-6:00	1818	none
Face-to-face sections meet in person every week.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>8- week Face-to Face-Sections</b>						
81356	1	10/17	W	12:00-1:00	1818	81364
81357	1	10/17	W	5:00-6:00	1818	81365
81358	2	10/17	W	12:00-1:00	1818	none
81359	2	10/17	W	5:00-6:00	1818	none
Face-to-face sections meet in person every week.						

For more information, come in to the SCC Cooperative Education Office in Room 1811 or call Debra Berrett at 864-7139. E-mail [debra.berrett@solano.edu](mailto:debra.berrett@solano.edu) or visit my Web site: [www.sccworkexperience.com](http://www.sccworkexperience.com)

## APPENDIX J

### Fall 08 Schedule (for 1 faculty)

OCCE D 090 CRN#	CREDIT S	WEEKS	DATES	DAY S	TIMES	LOCATIO N	OCCE D 091 CRN#
80115	1	16	8/18- 12/17	M	5:30 pm - 6:30 pm	VJOC	80139
80110	1	16	8/18- 12/17	T	12:30 pm - 1:30 pm	1819	80133
80117	1	16	8/18- 12/17	T	5:30 pm - 6:30 pm	VVCT	80142
80113	1	16	8/18- 12/17	W	12:00 pm - 1:00 pm	1818	80136
80118	1	16	8/18- 12/17	W	5:30 pm - 6:30 pm	1818	80145
80146	1	16	8/18- 12/17	online		online	80146
81447	2	16	8/18- 12/17	M	5:30 pm - 6:30 pm	VJOC	81509
80121	2	16	8/18- 12/17	T	12:30 pm - 1:30 pm	1819	81501
81451	2	16	8/18- 12/17	T	5:30 pm - 6:30 pm	VVCT	81512
81443	2	16	8/18- 12/17	W	12:00 pm - 1:00 pm	1818	81506
81454	2	16	8/18- 12/17	W	5:30 pm - 6:30 pm	1818	81516
81466	2	16	8/18- 12/17	online		online	81519
81448	3	16	8/18- 12/17	M	5:30 pm - 6:30 pm	VJOC	81510
81441	3	16	8/18- 12/17	T	12:30 pm - 1:30 pm	1819	81503
81452	3	16	8/18- 12/17	T	5:30 pm - 6:30 pm	VVCT	81514
81444	3	16	8/29- 12/17	W	12:00 pm - 1:00 pm	1818	81507
81455	3	16	8/18- 12/17	W	5:30 pm - 6:30 pm	1818	81517
81467	3	16	8/18- 12/17	online		online	81518
81449	4	16	8/18- 12/17	M	5:30 pm - 6:30 pm	VJOC	none
81442	4	16	8/18- 12/17	T	12:30 pm - 1:30 pm	1819	none
81453	4	16	8/29- 12/17	T	5:30 pm - 6:30 pm	VVCT	none
81445	4	16	8/29- 12/17	W	12:00 pm - 1:00 pm	1818	none
81456	4	16	8/18- 12/17	W	5:30 pm - 6:30 pm	1818	none

81468	4	16	8/18- 12/17	online		online	none
81460	1	12	9/29- 12/15	M	5:30 pm - 6:30 pm	VJOC	80138
80120	1	12	9/23- 12/17	T	12:30 pm - 1:30 pm	1819	80132
80125	1	12	9/23- 12/16	T	5:30 pm - 6:30 pm	VVCT	80141
80122	1	12	9/24- 12/17	W	12:00 pm - 1:00 pm	1818	80136
80128	1	12	9/24- 12/17	W	5:30 pm - 6:30 pm	1818	80144
80123	2	12	9/29- 12/15	M	5:30 pm - 6:30 pm	VJOC	81508
81457	2	12	9/23- 12/16	T	12:30 pm - 1:30 pm	1819	81497
80126	2	12	9/23- 12/16	T	5:30 pm - 6:30 pm	VVCT	81511
81461	2	12	9/24- 12/17	W	12:00 pm - 1:00 pm	1818	81504
80129	2	12	9/24- 12/17	W	5:30 pm - 6:30 pm	1818	81515
80124	3	12	9/29- 12/15	M	5:30 pm - 6:30 pm	VJOC	none
81459	3	12	9/23- 12/16	T	12:30 pm - 1:30 pm	1819	none
80127	3	12	9/23- 12/16	T	5:30 pm - 6:30 pm	VVCT	none
81462	3	12	9/24- 12/17	W	12:00 pm - 1:00 pm	1818	none
80130	3	12	9/24- 12/17	W	5:30 pm - 6:30 pm	1818	none
81478	1	8	10/20- 12/15	M	5:30 pm - 6:30 pm	VJOC	80137
81469	1	8	10/14- 12/16	T	12:30 pm - 1:30 pm	1819	80131
81480	1	8	10/14- 12/17	T	5:30 pm - 6:30 pm	VVCT	80140
81472	1	8	10/14- 12/17	W	12:00 pm - 1:00 pm	1818	80134
81482	1	8	10/14- 12/17	W	5:30 pm - 6:30 pm	1818	80143
81479	2	8	10/20- 12/15	M	5:30 pm - 6:30 pm	VJOC	none
81470	2	8	10/14- 12/16	T	12:30 pm - 1:30 pm	1819	none
81481	2	8	10/14- 12/16	T	5:30 pm - 6:30 pm	VVCT	none
81471	2	8	10/15- 12/17	W	12:00 pm - 1:00 pm	1818	none
81484	2	8	10/15- 12/17	W	5:30 pm - 6:30 pm	1818	none

# F08 as it appeared in the Schedule:

Corrections to Fall 2008 Schedule of Classes for Occupation Work Experience

Top of page: Occupation is spelled incorrectly (it only has one "c"—needs two)

The course information should read: \*Corrections made to Course Advisories are not reflected on this document.

OCED 090      Occupation Work Exp                  CSU                  1-4 units

**Course Advisories:** SCC minimum English and math standards. Student must be available to work from 5 to 20 hours or more per week for a licensed business for a total of 75 hours per unit paid and 60 hours per unit unpaid. Duties must relate to the student's major field. Students must attend a weekly coordination seminar, selected from the list below and develop job-oriented objectives. A maximum of 4 units per semester may be earned.

**Note:** Students enrolled in OCED 090 may not enroll in OCED 091 during the same semester.

**Repeatability:** Repeatable to a maximum of 16 units. Combined units for all OCED 090 courses shall not exceed 16.

**Note:** *Online sections of OCED 090 require attendance at one of the two on-campus orientations held in room 1818. Please choose from one of the following: (1) Friday, Aug. 22, 6-8 PM in building 1800A, room 1818 or (2) Saturday, Aug. 23, 12-2 PM in building 1800A, room 1818.*

SECTIONS: 1 UNIT

**Note:** *These are 1-unit, full semester sections and require 5 hours per week paid work or 4 hours per week unpaid work.*

80113	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
80110	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1819
80115	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VJOC
80117	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VVCT
80118	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
81465	Online		Berrett, D.	16 wks	08/18-12/17	ONLI

**Note: These are 1-unit, 12-week sections and require 7 hours per week paid work or 6 hours per week unpaid work.**

80122	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 12 wks	9/24-12/17	1818
80120	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	1819
81460	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	9/29-12/15	VJOC
80125	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	VVCT
80128	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/24-12/17	1818

**Note: These are 1-unit, 8-week sections and require 10 hours per week paid work or 8 hours per week unpaid work.**

81472	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 8 wks	10/15-12/17	1818
81469	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 8 wks	10/14-12/16	1819
81478	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 8 wks	10/20-12/15	VJOC
81480	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 8 wks	10/14-12/17	VVCT
81482	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 8 wks	10/14-12/17	1818

**SECTIONS:**

**2 UNITS**

**Note: These are 2-unit, full semester sections and require 10 hours per week paid work or 8 hours per week unpaid work.**

81443	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
80121	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1819
81447	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VJOC
81451	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VVCT
81454	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
81466	Online		Berrett, D.	16 wks	08/18-12/17	ONLI

**Note: These are 2-unit, 12-week sections and require 14 hours per week paid work or 11 hours per week unpaid work.**

81461	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 12 wks	9/24-12/17	1818
81457	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	1819

80126	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	VVCT
80123	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/29-12/15	VJOC
80129	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/24-12/17	1818

**Note: These are 2-unit, 8-week sections and require 20 hours per week paid work or 16 hours per week unpaid work.**

81471	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 8 wks	10/15-12/17	1818
81470	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 8 wks	10/14-12/16	1819
81479	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 8 wks	10/20-12/15	VJOC
81481	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 8 wks	10/14-12/16	VVCT
81484	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 8 wks	10/15-12/17	1818

**SECTIONS:**

**3 UNITS**

**Note: These are 3-unit, full semester sections and require 15 hours per week paid work or 12 hours per week unpaid work.**

81444	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
81441	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1819
81448	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VJOC
81452	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VVCT
81455	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
81467	Online		Berrett, D.	16 wks	08/18-12/17	ONLI

**Note: These are 3-unit, 12-week sections and require 21 hours per week paid work or 17 hours per week unpaid work.**

81462	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 12 wks	09/24-12/17	1818
81459	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	1819
80124	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/29-12/15	VJOC
80127	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	VVCT
80130	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/24-12/17	1818



**Note: These are 1-unit, full semester sections and require 5 hours per week paid work or 4 hours per week unpaid work.**

80136	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
80133	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1819
80139	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VJOC
80142	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VVCT
80145	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
80146	Online		Berrett, D.	16 wks	08/18-12/17	ONLI

**Note: These are 1-unit, 12-week sections and require 7 hours per week paid work or 6 hours per week unpaid work.**

80136	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 12 wks	9/24-12/17	1818
80132	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	1819
80138	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	9/29-12/15	VJOC
80141	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	VVCT
80144	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/24-12/17	1818

**Note: These are 1-unit, 8-week sections and require 10 hours per week paid work or 8 hours per week unpaid work.**

80134	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 8 wks	10/15-12/17	1818
80131	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 8 wks	10/14-12/16	1819
80137	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 8 wks	10/20-12/15	VJOC
80140	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 8 wks	10/14-12/17	VVCT
80143	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 8 wks	10/14-12/17	1818

SECTIONS:

2 UNITS

*Note: These are 2-unit, full semester sections and require 10 hours per week paid work or 8 hours per week unpaid work.*

81506	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
81501	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1819
81509	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VJOC
81512	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VVCT
81516	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
81519	Online		Berrett, D.	16 wks	08/18-12/17	ONLI

*Note: These are 2-unit, 12-week sections and require 14 hours per week paid work or 11 hours per week unpaid work.*

81504	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 12 wks	9/24-12/17	1818
81497	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	1819
81511	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/23-12/16	VVCT
81508	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/29-12/15	VJOC
81515	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	09/24-12/17	1818

**SECTIONS:**

**3 UNITS**

*Note: These are 3-unit, full semester sections and require 15 hours per week paid work or 12 hours per week unpaid work.*

81507	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
81503	T	12:30PM-01:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1819
81510	M	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VJOC
81514	T	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	VVCT
81517	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 16 wks	08/18-12/17	1818
81518	Online		Berrett, D.	16 wks	08/18-12/17	ONLI

# APPENDIX K

## Spring 2009 Reduced Schedule

Spring 2009 Schedule of Classes for Occupation Work Experience

The course information should read: \*Corrections not reflected

OCED 090      Occupation Work Exp      CSU      1-6 units

**Course Advisories:** SCC minimum English and math standards. Student must be available to work from 5 to 30 hours or more per week for a licensed business for a total of 75 hours per unit paid and 60 hours per unit unpaid. Duties must relate to the student's declared major. Students must attend a weekly coordination seminar, selected from the list below and develop job-oriented objectives. A maximum of 6 units per semester may be earned.

**Note:** Students enrolled in OCED 090 may not enroll in OCED 091 during the same semester.

**Repeatability:** Repeatable to a maximum of 16 units. Combined units for all OCED 090 courses shall not exceed 16.

*Note: Online sections of OCED 090 require a one time in person attendance at one of the two on-campus orientations held in room 806(Bldg. 800). Please choose from one of the following: (1) Friday, Jan 23, 2009, 6-8 PM in building 800, room 806 or (2) Saturday, Jan 24, 2009, 12-2 PM in building 800, room 806. After the one time in person orientation, the subsequent weekly seminars will be conducted online.*

SECTIONS: 1 UNIT

*Note: This is a 1-unit, full semester sections and requires 5 hours per week paid work or 4 hours per week unpaid work.*

11311	Online		Berrett, D.	Lec/Dis 16 wks	1/20-5/22	ONLI
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*Note: These are 1-unit, 12-week sections and require 7 hours per week paid work or 6 hours per week unpaid work.*

11318	W	12:00PM-01:00PM	Berrett, D.	Lec/Dis 12 wks	2/18-5/13	1819
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11323	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	3/28-5/13	1819
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SECTIONS: 2 UNITS

*Note: This is a 2-unit, full semester sections and requires 10 hours per week paid work or 8 hours per week unpaid work.*

11309	Online		Berrett, D.	Lec/Dis 16 wks	2/18-5/13	ONLI
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*Note: These are 2-unit, 12-week sections and require 14 hours per week paid work or 11 hours per week unpaid work.*

11317	W	12:00PM-1:00PM	Berrett, D.	Lec/Dis 12 wks	2/18-5/13	1819
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11322	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	2/18-5/13	1819
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SECTIONS: 3 UNITS

*Note: This is a 3-unit, full semester section and requires 15 hours per week paid work or 12 hours per week unpaid work.*

11308	Online		Berrett, D.	Lec/Dis 16 wks	1/20-5/22	ONLI
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*Note: These are 3-unit, 12-week sections and require 21 hours per week paid work or 17 hours per week unpaid work.*

11316	W	12:00PM-12:50PM	Berrett, D.	Lec/Dis 12 wks	2/18-5/13	1819
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11321	W	05:30PM-06:20PM	Berrett, D.	Lec/Dis 12 wks	2/18-5/13	1819
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SECTIONS: 4 UNITS

*Note: This is a 4-unit, full semester sections and requires 20 hours per week paid work or 16 hours per week unpaid work.*

11307	Online		Berrett, D.	Lec/Dis 16 wks	1/20-5/22	ONLI
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SECTIONS: 5 UNITS

*Note: This is a 5-unit, full semester sections and require 25 hours per week paid work or 20 hours per week unpaid work.*

11304	Online		Berrett, D.	Lec/Dis 16 wks	1/20-5/22	ONLI
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SECTIONS: 6 UNITS

*Note: This is a 6-unit, full semester sections and require 30 hours per week paid work or 24 hours per week unpaid work.*

11257	Online		Berrett, D.	Lec/Dis 16 wks	1/20-5/22	ONLI
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Fall 2009 Schedule of Classes for Occupation Work Experience – continued



SECTIONS:

3 UNITS

*Note: This is a 3-unit, full semester section and requires 15 hours per week paid work or 12 hours per week unpaid work.*

11313	Online	Berrett, D.	Lec/Dis 16 wks	1/20-5/22	ONLI
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SECTIONS:

4 UNITS

*Note: This is a 4-unit, full semester section and requires 20 hours per week paid work or 16 hours per week unpaid work.*

11312	Online	Berrett, D.	Lec/Dis 16 wks	1/20-5/22	ONLI
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# APPENDIX L

## Clerical/Instructional Aid Position Description

SOLANO COUNTY COMMUNITY COLLEGE DISTRICT

### CLASS SPECIFICATION

**CLASS TITLE:** Instructional Assistant – Occupational Education (Work Experience)

**BASIC FUNCTION:** Under the direction of the Division Dean, perform technical and clerical work in an instructional program office (Occupational Education); assist instructors by helping students with paperwork and regulations, maintain a relational database which tracks student registration, attendance and progress reports; assist employers with paperwork and regulations regarding internship sites; serve as a source of program information.

**DISTINGUISHING CHARACTERISTICS:** The Instructional Assistant class is distinguished from the Instructional Lab Technician class in that incumbents assigned to the class of Instructional Assistant provide clerical support such as preparing instructional materials, maintaining records related to program activities, ordering supplies and equipment and providing basic assistance to students about program regulations, schedules and other matters. The incumbent must possess technical and academic training and experience in the assigned field. Incumbents work independently and provide instructional assistance to students and instructors in an instructional program designated for a specific academic or vocational subject area.

**REPRESENTATIVE DUTIES:**

Essential duties and responsibilities include the following. Other job-related duties may be assigned.

Operate microcomputer to develop and maintain relational database, which tracks student registration, attendance; regulatory paperwork and progress reports; monitor mainframe computer for student registration changes; download attendance data from mainframe database and upload into local database; back up databases and computer hard drive.

Use word processing, spreadsheet and database software to perform clerical work; prepare and maintain records and files containing financial, statistical and student information; maintain confidentiality of information as appropriate.

File student papers and documents; record instructor assigned grades and scores; design and maintain spreadsheet data for assignment and attendance tracking; assist in maintaining current

class rosters (such as indicating date entered, withdrawal, completion or regulatory paperwork, etc.).

Receive and make telephone calls related to program activities; provide routine information or refer caller to appropriate personnel; may coordinate student program schedules, assist in conducting program orientations; maintain student progress and attendance records when assigned; maintain records related to students attendance and compliance with Title 5 regulations.

Assist in preparation of instructional materials for demonstration in both face-to-face and online formats using presentation and publishing software. Monitor supply of and reproduction of instructional materials; prepares supply orders; maintain files of master materials.

Format, type, proofread, generate, and distribute correspondence, reports, lists, summaries and other materials relative to the assigned area to instructors and other staff members.

Train and provide work direction to student workers as assigned.

Perform other job related duties as assigned.

**MINIMUM QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND EXPERIENCE:** Satisfactory completion of 15 semester units of courses related to office technology/administrative assistant and two years of office technology experience which includes the operation of microcomputers; peripheral equipment and office software or any combination of training, experience and/or education that provides the required knowledge, skills, and abilities. A two-year degree or certificate in Office Technology/Administrative Assistant is desirable.

**LANGUAGE SKILLS:**

Ability to read and interpret regulatory policies such as those required by Title 5.

Ability to write routine reports and correspondence using correct English usage, grammar, spelling, punctuation and vocabulary.

Ability to effectively present information in person or on the telephone to students, staff or the public.

Ability to speak effectively before groups of students and staff.

**MATHEMATICAL SKILLS:**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Able to compute percentages.

**REASONING ABILITY:**

Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Ability to deal effectively with problems involving several elements in regular situations.

Ability to learn quickly and apply specific rules, policies and procedures of the program and function to which assigned.

**CERTIFICATES, LICENSES, REGISTRATIONS:**

None are required for this classification.

**OTHER SKILLS AND ABILITIES:**

Demonstrate knowledge of:

Modern office practices, procedures and equipment, including letter and report writing, record-keeping, receptionist and telephone techniques.

Demonstrate competence in the use and operation of computer software systems and applications such as Microsoft Word, Excel, PowerPoint, Front Page, Publisher, Outlook and Access database design.

Operate office equipment including copier, calculator, facsimile machine, and others.

Operate an electronic keyboard at 60 words per minute.

Work independently with minimal direction.

Format, type, proofread, and distribute documents and other written materials.

Meet schedules and timelines.

Maintain accurate student records.

Plan and organize work.

Establish and maintain effective and cooperative working relationships with others.

Work confidentially with discretion.

Demonstrate a sensitivity to relate to persons with diverse socio-economic, cultural, and ethnic backgrounds, including the disabled.

Assist students in understanding and applying principles of Occupational Education.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties outlined in this classification, employees in this classification are regularly required to sit for long periods of time, use hands and fingers to operate an electronic keyboard or other office machines, reach with hands and arms, stoop or kneel or crouch to file, speak clearly and distinctly to answer telephones and to provide information; and hear and understand voices over telephone and in person. Employees in this classification are frequently required to pick up or deliver material to other campus locations.

Employees assigned to this classification frequently must lift, carry and/or move objects weighing up to 10 pounds.

Specific vision abilities required for positions assigned to this classification include close vision (clear vision at 20 inches or less), color vision (ability to identify and distinguish colors), ability to adjust focus (ability to adjust the eye to bring an object into sharp focus).

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work assigned to this classification is typically performed in an instructional program office environment. While performing the duties of this classification, the employee regularly is subjected to frequent interruptions and exposed to the risks of computer generated video radiation. The environment is moderately noisy.

Work hours are generally Monday through Friday but occasional weekends are required to assist at orientations and special activities.

# APPENDIX M

## Internship Site Developer Position Description

SOLANO COUNTY COMMUNITY COLLEGE DISTRICT

### CSEA CLASS SPECIFICATION

**CLASS TITLE: Internship Site Developer – Occupational Education (Work Experience)**

**BASIC FUNCTION:** Under the direction of the Division Dean and collaboration with the Occupational Education Coordinator, and appropriate faculty the campus Internship Site Developer has responsibility for identifying potential internship sites and developing relationships with potential internship employers and ensuring that the numbers of available sites meet student and program needs at any given time. Additionally, the Internship Site Developer conducts initial screening of site qualifications and facilitates the formal qualification visit with the Occupational Education Coordinator or appropriate faculty member. The Internship Site Developer prepares, secures, and maintains the Site Agreement and prepares and maintains an Internship Site listing to be made available to potential student interns. The Internship Site Developer monitors and helps drive conversions of sites to graduate placements.

**DISTINGUISHING CHARACTERISTICS:** The incumbent must possess technical and academic training and experience in the assigned field.

#### **REPRESENTATIVE DUTIES:**

Essential duties and responsibilities include the following. Other job-related duties may be assigned.

Identifies and builds relationships with potential internship sites and internship to hire opportunities based on program needs.

Performs initial screening of potential sites based on requirements for internship.

Performs site qualification visit and accompanies Occupational Education Coordinator or appropriate faculty member during a final qualification visit.

Maintains ongoing communication with internship sites through follow-up contact.

Prepares, secures and maintains the Site Agreements.

Prepares and maintains a public Internships Site listing.

Drives internship conversion to hire.

Operate microcomputer to develop and maintain Site Agreements

Use word processing, spreadsheet and database software to; prepare and maintain records and files; maintain confidentiality of information as appropriate.

File site Agreements; design and maintain spreadsheet data for active sites.

Receive and make telephone calls related to Internship Site development activities; provide routine information or refer caller to appropriate personnel; maintain compliance with Title 5 regulations.

Format, type, proofread, generate, and distribute correspondence, reports, lists, summaries and other materials relative to the assigned area to instructors and other staff members.

Train and provide work direction to student workers as assigned.

Perform other job related duties as assigned.

**MINIMUM QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND EXPERIENCE:** Associates Degree Required, Bachelor's Degree preferred in Marketing, Human Resources or other relevant field.

Demonstrated experience in sales and customer service

Proven, excellent interpersonal communication skills

Proven, excellent organizational skills.

Ability to communicate clearly, both in person and over the phone.

Valid driver's license and current automobile insurance

Ability to travel locally to sites as needed.

**LANGUAGE SKILLS:**

Ability to read and interpret regulatory policies such as those required by Title 5.

Ability to write routine reports and correspondence using correct English usage, grammar, spelling, punctuation and vocabulary.

Ability to effectively present information in person or on the telephone to students, staff or the public.

Ability to speak effectively before groups of students and staff.

**MATHEMATICAL SKILLS:**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Able to compute percentages.

**REASONING ABILITY:**

Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Ability to deal effectively with problems involving several elements in regular situations.

Ability to learn quickly and apply specific rules, policies and procedures of the program and function to which assigned.

**CERTIFICATES, LICENSES, REGISTRATIONS:**

None are required for this classification.

**OTHER SKILLS AND ABILITIES:**

Demonstrate knowledge of:

Modern office practices, procedures and equipment, including letter and report writing, record-keeping, receptionist and telephone techniques.

Demonstrate competence in the use and operation of computer software systems and applications such as Microsoft Word, Excel, PowerPoint, Front Page, Publisher, Outlook and Access database design.

Operate office equipment including copier, calculator, facsimile machine, and others.

Work independently with minimal direction.

Format, type, proofread, and distribute documents and other written materials.

Meet schedules and timelines.

Maintain accurate site records.

Plan and organize work.

Establish and maintain effective and cooperative working relationships with others.

Work confidentially with discretion.

Demonstrate a sensitivity to relate to persons with diverse socio-economic, cultural, and ethnic backgrounds, including the disabled.

Assist potential internship sites in understanding and training according to the principles of Occupational Education.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties outlined in this classification, employees in this classification are regularly required to sit for long periods of time, use hands and fingers to operate an electronic keyboard or other office machines, reach with hands and arms, stoop or kneel or crouch to file, speak clearly and distinctly to answer telephones and to provide information; and hear and understand voices over telephone and in person. Employees in this classification are frequently required to drive to outside locations and interact with local employers. Potential sites range from retail space to factory settings.

Employees assigned to this classification frequently must lift, carry and/or move objects weighing up to 10 pounds.

Specific vision abilities required for positions assigned to this classification include close vision (clear vision at 20 inches or less), color vision (ability to identify and distinguish colors), ability to adjust focus (ability to adjust the eye to bring an object into sharp focus).

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work assigned to this classification is typically performed in a combination of an instructional program office environment and potential off campus worksites ranging from indoor retail, factory, construction sites or agriculture. While performing the duties of this classification, the employee regularly is subjected to frequent interruptions. The environment is moderately noisy.

Work hours are generally Monday through Friday but occasional evening and weekends are required to meet the various time schedules of Internship Sites.

## APPENDIX N

### Master Plan Pertaining to Work Experience

#### Pg 43

Factors that will have the most impact on reversing this decline in the School of Career Technical Education and Business include:

- Focusing on locally needed skills such as trades and medical professionals that are tied to the economic recovery and retirements;
- The ongoing need for basic workplace skills courses including the use of standard software;
- Expanding on occupational education and the small business center to support entrepreneurship; and
- Active development of emerging industries such as high-tech manufacturing, sustainable building technology, modern/hybrid automotive repair, green energy and biotechnology.

#### Pg. 52

**Program:** Occupational Education

**Strategies:**

- Provide short courses focused on developing employment skills ("soft skills")
- Increase capacity of program website, including an internship placement system
- Continue to develop student and employer databases
- Work with core faculty to determine placements for student internships.

**Rationale:**

With the high rate of unemployment and the increased competition for jobs, having an edge is a great advantage. Occupational Education helps provide students with the ability to leave school with an education, valuable on-the-job experience, and soft skills training. Any student who eventually plans to become part of the workforce can benefit from the type of training Occupational Education provides and employers are increasingly requesting from successful graduates.

#### Pg. 112

## Potential Facility Actions for Discussion

The following potential facility actions have also been considered during this process and are put forth for discussion by the group.

**P-1. Locate a County Courthouse on SCCD property, connected to Administration of Justice and other SCCD offerings**

Objectives: Engage as a partner in community efforts; Develop workforce-ready career/technical graduates

High Growth and New Program Areas:

- Occupational Education

**P-2. Add solar panels to parking facilities**