Verification Team Report  
Fall 2007

Program: Work Experience

PEP Team Members: Nadine Wade-Gravett

Verification Team Members: Ann Counihan, Richard Della Valle, Laura Ecklin

Statement of Completion:

This is to verify that the Work Experience Program Evaluation and Planning Report (PEPR) is complete and accurate. It contains and addresses all of the applicable elements of program review.

The WOEX faculty updated all curriculum in the spring 2007 semester. A program level SLO is under development.

Strengths of the Program:

With relation to successful course completion rates for equity groups, the data indicate that there is no disproportionate impact among equity groups.

The WOEX faculty should be commended on their high retention and successful completion rates. Comments from students indicate a high level of satisfaction with the faculty and curriculum. The WOEX faculty utilizes a variety of teaching methods to address the diverse learning needs of NVC students. The Verification Team commends the WOEX faculty on their commitment to diversity and cultural awareness.

The Verification Team supports the WOEX faculty’s desire to re-establish connections with local high schools and to utilize current technologies in the classroom. The Verification Team also supports the department’s goal of centralizing all WOEX students, including students from the Viticulture and Administration of Justice programs.

WOEX works effectively with the Vocational Education Division of the college and is on the Tech-Prep Committees of Vintage and Napa High Schools. WOEX also works closely with Lauralynn Bauer of the Career Center.

Areas for Program Improvement:

The PEP Team addressed a concern about the enrollments being very erratic. The faculty have rewritten the courses to go on-line and to be open entry. Many students start late and in the past the department was unable to capture these students. The Verification Team commends the WOEX faculty on its concern in this area.

Advertising dollars need to be spent in this area. A small increase in advertising assistance will result in many more enrollments. Colleges that are the same size as NVC have WOEX enrollments of 300-400. WOEX can become a potential growth area. We concur with the faculty for an increase in the advertising budget of $500 to cover the production of a program brochure.
No new faculty request is being made at this time; however, the 20% time allocation for the program coordinator does not permit marketing and recruitment of students and employers, and development of the WOEX program. A budget for student interns to assist the WOEX program should be established.

The work experience budget should be increased to cover workshops, conferences and training. This funding will keep the program vital, current, and an asset to students, employers and the community.

Summary of Verification Team Recommendations:

The Verification Team supports:

1. Centralizing all WOEX students including students from Viticulture and Administration of Justice Programs.
2. Continued development of SLO’s and SLO assessment measures.
3. Development of a brochure and other marketing efforts.
4. Development of a student intern program.
5. Increased Professional Development for faculty in this area.
6. Rewriting of the curriculum for on-line and open entry.

INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 1

PROGRAM: Work Experience
DATE: May 1, 2007

1. MISSION
   A. Program Mission Statement
      Work Experience is a sustaining link between students, the college, and local business and
      industry. It provides an opportunity to apply learned skills from the classroom to the workplace.
      Work Experience is designed to help students become more productive and efficient employees
      and improve communication between the college and business and industry.

   B. The program falls within one or more of the following categories (check all that apply):
      - Transfer/Degree
      - Vocational
      - Remediation
      - Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS
   A. Review the Accreditation Planning Summary and results of previous program
      evaluations. Discuss the recommendations of the review teams relevant to the program
      and how the program responded.
      Not applicable

   B. Indicate the sources of information used in Question 2A.
      - Accreditation Self-Study Planning Agenda
      - Accreditation Final Report
      - Previous program evaluation recommendations
      Not applicable

   C. Review the recommendations from any other licensing or accreditation bodies. Discuss
      the recommendations of the review teams relevant to the program and how the program
      responded.
      Not applicable

   D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write
      objectives for improvement on Schedule A, Program/Discipline Plan.
3. CURRICULUM AND INSTRUCTION

A. Prepare/revise the Student Learning Outcomes Matrix.
   Under development.

B. Review the course outlines of record:
   ▪ Assess the appropriateness of the degree and certificate requirements.
     The program consists of three standalone classes; hence, there are no degree or certificate
     requirements.
   ▪ Evaluate the appropriateness of courses to the program.
     The three courses in the program (WOEX 901, 191, 193) have been reviewed by the program
     coordinator and are appropriate. The content is effective and current and does not need
     updating, since the courses were revised and submitted to the Curriculum Committee in
     Spring 2007. We are exploring moving the venue for the 190 seminar course from live class
     meetings to an online format.
   ▪ Assess the appropriateness of current pre- and co-requisites and recommended
     preparation.
     The co-requisites are appropriate, as determined by Title V regulations, which mandate that
     students take both courses, the 190 seminar and the 191 or 193 on-the-job work experience
     class, concurrently.
   ▪ Determine which course outlines have not been updated since the last program
     evaluation or within the past five years.
     Courses were updated during Spring 2007 Semester and are in the curriculum process.
   ▪ Write SLOs and Assessment Guides for the program and for each course.
     Under development.

C. If you have not developed or revised program SLOs and course outlines for every
   course in your program, complete the Curriculum Action Plan. Follow the directions
   provided by the Curriculum Committee.
   See attached Curriculum Action Plan.

D. Describe how your program ensures that the syllabi for each instructor are congruent
   with the course outline. Describe what measures are taken if any syllabi are incongruent
   with the course outline.
   The program coordinator is the only instructor in the program and has rewritten course syllabi to
   reflect the updated course outlines and workplace best practices.

E. Assess Student Learning Outcomes
   ▪ Explain the methods used to assess student learning outcomes. Which student
     performances were assessed and where the assessment occurred (please be
     specific).
     Student learning outcomes are assessed through a combination of written assignments and
     longer papers, workplace learning objectives (developed in concert with the employer), soft
     skills (personal and interpersonal work-related behaviors) and employer evaluation (which is
     considered by the instructor in evaluating student performance and determining grades).
- Summarize your findings from the data.
  Data have not yet been collected. WOEX will collect and analyze data during 2008-2009.

- How did you use the data findings and results to improve teaching and student learning?
  Data have not yet been collected. WOEX will collect and analyze data during 2008-2009.

- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  - [X] Syllabi
  - [ ] Catalog
  - [X] Brochure
  - [ ] Articulation/Transfer agreements
  - [X] Website
  - [ ] Other ______________________________

F. Instructional Methods

- Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline.
  The program coordinator is the only instructor in the program, and this ensures consistency.

- Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.
  The Work Experience program treats each student as an individual. The instructor meets with students individually and designs an individual program to meet each student’s needs.

- Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence.
  The program employs a wide variety of pedagogical methods, including lectures, discussions, videos and audiovisual presentations, career-related surveys, and one-on-one student-instructor interaction to address different learning styles.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?
Not applicable.

H. Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

4. COMMUNITY OUTREACH AND ARTICULATION

A. What recruitment and/or community outreach activities has the program engaged in or initiated?
  The coordinator works with local high school work experience coordinators, makes presentations to the Counseling Division to help them advise students in career and program choices, and participates in the NVC Job Fair each semester (as the teaching schedule permits). The program has developed handouts and is interested, pending funding, in creating a color brochure for distribution to high schools, NVC students, and the community.
B. What has the program done to establish relationships with secondary schools and/or four-year institutions?
   See 4A above for high school activities. The coordinator is interested in working with regional CSU campuses to develop internships for their students, if funding can be secured to provide the time required for this substantial effort.

C. What has the program done to establish relationships with the business community (if a vocational program)?
   The program coordinator meets with employers each semester to assess students’ performance and evaluate the program’s effectiveness.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
   Not applicable; there is no advisory committee for the program, since there is no formally defined Work Experience program but simply an aggregation of the three courses offered.

E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.

Reviews and Signatures

Part I of the program evaluation report is to be reviewed by program faculty and staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: ______________________________
5. **Student Success and Equity**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Enrollment in Work Experience decreased by approximately 26% between 2004-05 and 2005-06, while the college experienced a credit enrollment decrease of 4% over this two-year period. In 2006-07, the program grew by 10% compared to overall college growth of 2.6%. This may indicate a need for a focused or targeted marketing effort for Work Experience.

The program mirrors the college in male/female enrollments; females represented 55% of enrollments, 54% of those retained, and 57% of those completing courses. WOEX African-American enrollment is more than double that of the college at 13.8% versus 6.4%. Hispanic enrollments are 10% higher than those of the college, while enrollments of other ethnicities represented are lower. White student enrollment is about 17% higher than the general college. An analysis of data by college researcher Robyn Wornall found that “The following groups claimed a significantly smaller proportion of enrollments in WOEX than they did in NVC credit programs as a whole: 2004-2005—males, Filipinos, Others, students age 21-29 and 30-39, and students that are not disabled; 2005-2006—Asians/Pacific Islanders, students age 40-49, and students that are not disabled; 2006-2007—Asians/Pacific Islanders, Filipinos, students age 30-39, and students that are not disabled.”

Retention rates of the WOEX program exceed NVC’s retention rates. The College has averaged 84% retention rate for 2004-07, while the WOEX program has averaged 92%. Retention for men, women, and all ethnicities was far higher than the college, perhaps because the students are given the responsibility to drop their WOEX classes themselves.

WOEX successful course completion rates for 2004-2007 range from 62.3% to 69.2%. During this time, the college’s completion rate was 70.1%. This may be because students are required to drop from the program themselves. The instructor places this requirement on the course expectation sheet handed out to every student. Successful course completion rates were similar to those for the college, with a slightly lower rate for male completion. Some rates for ethnicities rates were higher and some were lower, so no specific trends emerged.

A research analysis by Robyn Wornall of retention and successful course completion rates among equity groups for 2006-2007 indicated that there were no issues: “No equity group claimed a disproportionately small proportion of the population of students that were retained or successfully completed courses relative to the proportion the group claimed among the enrolled population.”
B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.
   Students meet weekly with the instructor, and all plans to resolve problems are pursued during the meeting time. The instructor also contacts the employers to discuss any potential problem areas. The instructor also meets with counselors and staff from Disabled Students Services for assistance with students who are experiencing difficulties.

C. What has the program done to formalize links with support services for students?
   The WOEX coordinator works directly with the coordinator from Human Services and with the coordinator from Disability Services. For students receiving financial aid, the coordinator completes all student evaluations in order to resolve any potential issues.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.
   What ratio? We only have one full time instructor teaching the class.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)
   While the college issues no degree for Work Experience, many vocational programs require Work Experience as part of the degree and certificate program. Work Experience requires that students are employed or volunteering at a job.

F. Reflect on your responses in Section 5 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan.

6. ENROLLMENT TRENDS AND STUDENT SATISFACTION

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?
   Enrollment in Work Experience decreased by one-third in 2005-06, while the college experienced an enrollment decrease of 6.6%. In 2006-07, the program grew by 10% compared to overall college growth of 2.6%. This may indicate a need for a focused or targeted marketing effort for Work Experience. Ideas include presentations to the local chamber of Commerce, high school student, and locally with the college counselors. These efforts will result in a greater awareness of the program.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.
   A review and analysis of the data by college researcher Robyn Wornall indicated “Load in WOEX tends to exceed load among college credit programs.” Robyn also pointed out that “Productivity in WOEX tends to exceed productivity among college credit programs.” Average class size has been stable at 9-10, but the average is lower than that of the institution’s 23-24. The apparently small class size is explained by the fact that six classes are offered concurrently; hence, the high productivity figure.

C. Review the program’s schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.
   The schedule of classes is designed to meet the needs of the day student and the evening student. Efforts will be made to add an online section to cover the non-traditional student,
D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

The student surveys did not reveal any significant areas for improvement for WOEX. Robyn Wornall noted in her analysis of the surveys that, “The following areas are highlighted as potential areas for improvement because at least 15% of respondents (at least 2 students) indicated that they were neutral on the issue.”

<table>
<thead>
<tr>
<th>The courses in this program provide an appropriate balance of lecture, group work, and other activities.</th>
<th>77% of respondents agreed or strongly agreed with this statement. The remaining 23% were neutral. One response to the open-ended question asking students to identify areas for improvement suggested, “Do more activities.” The responses to the question about in-class activities suggest that more variety among in-class activities might be needed (92% of respondents indicated that lecture occurs during class time; 23% indicated that projects or simulations occur; 8% indicated that student presentations or small group work occur).</th>
</tr>
</thead>
<tbody>
<tr>
<td>The courses affiliated with this program are offered at convenient times.</td>
<td>85% of respondents agreed or strongly agreed with this statement. 15% were neutral. Since survey respondents were able to enroll in the courses offered and adjust their schedules to make that possible, the survey likely underestimates the number of students that are not satisfied with the times WOEX courses are offered.</td>
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</table>

The program coordinator is cognizant of the findings above and will monitor student satisfaction. In order to meet nontraditional student needs, the WOEX Coordinator has initiated an online course, so the program will be highly accessible at times convenient to the student.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Students enrolled in the WOEX program are representative of many different majors and occupations. The program is divided into those students who are enrolled in general experience and those who are focusing on vocational work experience. Therefore, the program widely supports labor market demand in the local and regional area.

F. Reflect on your responses to Section 6 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

7. **Planning & Budget Requests**

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. Program/Discipline Plan

Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.
B. **Staffing**

Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete **Schedule B**, Request for New Permanent Faculty and Staff.

C. **Operational Budget**

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete **Schedule C**, Request for Operating Budget Augmentation.

D. **Program-Specific Equipment**

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete **Schedule D**, Program-Specific Equipment Request.

E. **Technology**

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete **Schedule E**, Technology Request.

F. **Facilities Improvement/Renovation**

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete **Schedule F**, Facilities Improvement/Renovation Request.

G. **Professional Development**

1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program.

2) Complete **Schedule G**, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. **Note:** Budget requests for Travel & Conference should be addressed on **Schedule C**, Operating Budget Augmentation.

H. **Learning Resources/Media Materials**

Complete **Schedule H**, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success.
## Program/Discipline Plan

### Work Experience

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3, 4</td>
<td>3b; 6c, d Curriculum Action Plan</td>
<td>1. Implement online WOEX seminar course (WOEX 190)</td>
<td>1</td>
<td>1. Write course outline and submit to Curriculum Committee for approval.</td>
<td>1. None required; the course was submitted in Fall 2007.</td>
</tr>
<tr>
<td>1, 3</td>
<td>5A, 6A</td>
<td>2. Implement marketing plan to increase WOEX enrollment.</td>
<td>2</td>
<td>2. Work with marketing specialist to design and implement marketing plan for WOEX; $500 for brochure.</td>
<td>2. Time; assistance of marketing specialist; access to Counseling faculty and staff</td>
</tr>
<tr>
<td>1, 3</td>
<td>4B</td>
<td>3. Develop Internship focus within the WOEX program.</td>
<td>3</td>
<td>3. Design and establish internships program, to work with local business and industry.</td>
<td>3. 50% WOEX Internships Specialist Classified position; see Schedule B</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

### Program Evaluation Section

- 2. Accreditation & External Reviews
- 3. Curriculum & Instruction
- 4. Community Outreach & Articulation
- 5. Student Success & Equity
- 6. Enrollment Trends & Student Satisfaction
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Experience Internships Specialist</td>
<td>N</td>
<td>.5</td>
<td>TBA</td>
</tr>
</tbody>
</table>

No new faculty request is being made at this time. However, the 20% time allocation for the program coordinator does not permit marketing and recruitment of students and employers, and development of the Work Experience program. The WOEX program should be developed to include internships (typically included in work experience programs). An internships component benefits the student by providing onsite instruction directly applicable to their major; benefits the employer by providing a skilled and experienced potential workforce; and benefits the college through enrollment growth and a presence in the business/industry community. Internship programs are typically coordinated by a Classified employee working under the direction of the program coordinator.

*N=New, R=Replacement

Submitted By: ___________________________   Approved By: ___________________________

Budget Center Manager      President/Vice President
**REQUEST FOR OPERATING BUDGET AUGMENTATION**

Budget Center: 4421       Activity: 4930

**Accreditation Reference:** Financial planning is integrated with and supports all institutional planning.

**Operating Budget**

This section is used to request and justify non-capital outlay additions to your department's budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. **List in priority order.**

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Experience</td>
<td>$1500</td>
<td>Travel/Conference Funding</td>
</tr>
</tbody>
</table>

The Work Experience program has a total budget of $500 per year. This barely covers supplies. Funding for conferences, workshops, and training is necessary, requiring a budget augmentation. To keep the program current, vital, and an asset to students, employers, and the community, it is essential that the program coordinator engage in conferences, to ascertain and apply best practices.

| Work Experience | $500 | Program Brochure |

A component of the WOEX marketing plan, the program brochure would be distributed to potential employers and students and serve as a recruitment and information tool for the program.

Submitted By:__________________________________  Approved By:__________________________________

__________________________________  ___________________________
Budget Center Manager               President/Vice President
Program-Specific Equipment Request

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td>No request.</td>
<td></td>
<td></td>
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<tr>
<td>B. Non-instructional</td>
<td>No request.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: ___________________________   Approved By: ___________________________  

Budget Center Manager                                  President/Vice President
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

Access to a campus computer lab, so students could use online resume-builder software, research careers and job outlook and availability.

Submitted By: ___________________________   Approved By: ___________________________

Budget Center Manager      President/Vice President
**FACILITIES IMPROVEMENT/RENOVATIONS REQUEST**

**Accreditation reference:** Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

**List in priority order.**
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

No request.

Cost estimates will be provided for priority projects only.

Submitted By: ______________________   Approved By: ______________________

Budget Center Manager  President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   Funding for conferences/workshops/training in Work Experience for the program coordinator. Heretofore, there has not been funding provided for professional development.

2. What pedagogical training needs have been identified in your program review?
   More time to share best practices between business and industry leaders, so the program can more effectively provide timely and relevant instruction as to industry standards.

3. What types of technology does your program use? What technology training needs have you identified?
   Currently use computers for teaching and hosting online classes. Software training needs are ongoing.

4. What are the leading publications specific to your discipline and/or program?
   These titles are already in the NVC Library collection.

Submitted By: 

Approved By: 

Budget Center Manager

President/Vice President
# LEARNING RESOURCES/MEDIA MATERIALS REQUEST

## Books including Reference:

<table>
<thead>
<tr>
<th>Number of titles to add</th>
<th>None at this time</th>
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Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

<table>
<thead>
<tr>
<th>Recommendations/ comments</th>
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<tr>
<th>Estimated cost for new materials</th>
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## Periodical Titles: (Newspapers, Journals, Magazines)

<table>
<thead>
<tr>
<th>Number of titles to add</th>
<th>None at this time</th>
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<th>Estimated cost for new materials</th>
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## Electronic Databases and Indexes:

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<th>Number of databases to add</th>
<th>None at this time</th>
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<th>Estimated cost for new materials</th>
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## Media Collection (closed captioned or DVD):

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<tr>
<th>Number of titles to add</th>
<th>5-10 DVDs. We need assistance from the Library/Media Center, since we have been unable to find suitable video material that is closed-captioned.</th>
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<thead>
<tr>
<th>Recommendations/comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Estimated cost for new materials</th>
<th>$500</th>
</tr>
</thead>
</table>

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Yes X No__ Are library/ learning resource service hours adequate for this course/ program?

Yes X No__ Is the quantity of materials sufficient for students within needed time frame?

Yes X No__ Will library/learning resources assignments be used in your course?

Yes ___ No X Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

X I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

X To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.
PROGRAM EVALUATION SUMMARY FOR

Work Experience

Complete the following sections based on the completed program evaluation. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)
- Reviewed and restructured curriculum to update course offerings
- Deleted superfluous course offerings and increased repeatability of remaining courses to simplify enrollment
- Developed online seminar class
- Established college connection with over forty local businesses and industries
- Purchased video series to address workplace issues of gender, age, disability, race, ethnicity, religion, respect, and tolerance; video series addresses diverse learning styles
- Integrated Work Experience into vocational degree and certificate programs
- Presented speakers from business and industry to Work Experience students

Strengths (unique characteristics, special capacities)
- Students are taught what is expected of them in the workplace
- The program addresses issues of gender, age, disability, race, ethnicity, religion in the workplace, providing understanding of laws and intent, as well as personal responsibility
- Students learn skills necessary to become a valued employee
- Faculty coordinator is dedicated to efforts to establish a better workforce
- Faculty coordinator is committed to further developing the program, to address student academic, vocational, learning style, and access to education needs (e.g., online instruction), and to address employer and community needs for a highly skilled and motivated workforce

Challenges (concerns, difficulties, areas for improvement)
- Lack of awareness of program offerings by students, faculty, and local business and industry (need for targeted marketing effort, beginning with a brochure)
- Need to increase enrollment at the start of the semester, rather than in the third-fourth week
- Lack of funds to provide travel/conference opportunities for program coordinator
- Lack of internship component for WOEX program; need for staffing to support the development and management of internship program
- Class often conflicts with students’ work schedules, indicating the need for online instruction opportunities
- Need to centralize Work Experience Program in college organizational structure
- Program is conducted as overload assignment for full-time faculty member

Process: Briefly describe the process used to complete the PEP Report.
As the program coordinator and the only instructor in the program, I know the Work Experience program intimately, and direct its activities, development, and growth. I have worked with the Technical Division Dean and vocational program coordinators to determine the future course of the program.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?
It would be interesting to survey business and industry representatives and measure their satisfaction with the program.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Vice President (Instruction or Student Services) or President, with a copy to the Office of Research, Planning, and Development by October 18, 2007 for the verification phase.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: ____________________________________________________________________

VERIFICATION PHASE

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services).

Verified on: ____________________________________________________________________
Verification Committee Signatures: ________________________________________________

ACKNOWLEDGEMENT PHASE

The Vice President (or President for administrative services) reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program evaluation results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

Vice President/President _______________________________________________________
Date Letter Sent: ____________________________________________________________________
Recommend review in 2 years: Yes _____ No _____
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

WORK EXPERIENCE

Demonstrate achievement of SCANS (Secretary’s Commission on Achievement of Necessary Skills):

- Career Competencies: Resources, Interpersonal, Information, Systems, Technology
- Foundation Skills and Personal Qualities: Basic Skills, Thinking Skills, Personal Qualities
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### Work Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>#1 Demonstrate achievement of SCANS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOEX 190</td>
<td>X</td>
</tr>
<tr>
<td>WOEX 191</td>
<td>X</td>
</tr>
<tr>
<td>WOEX 193</td>
<td>X</td>
</tr>
</tbody>
</table>
PROGRAM: Work Experience
Program Faculty: Nadine Wade-Gravett
DATE: March 27, 2007

1. COURSE REVIEW LIST AND TIMELINE

A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS
   The following courses were submitted to the Curriculum Committee in Spring 2007 and it is expected that the proposed revisions will be approved.
   WOEX 190, 191, 193

B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2007
   The coordinator will prepare additions to the course outline for WOEX 190 to allow for online offerings of the course.

C. COURSES TO BE MOVED TO ARCHIVED OR OBSOLETE STATUS
   Through the curriculum process, the Work Experience Coordinator recommended to the Curriculum Committee that several second-semester courses be moved to inactive status, since the proposed revisions of WOEX 190, 191, and 193 allow for repeatability.
   Archive: WOEX 192, 194, 292, 294

2. NEW COURSES
   None. The program was revised and updated in Spring 2007.

3. COURSE-LEVEL STUDENT LEARNING OUTCOMES
   Under development.

4. DEGREE OR CERTIFICATE REVISION TIMELINE
   Not applicable.