

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

# OCCUPATIONAL EDUCATION

2017-2018

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# PROGRAM OVERVIEW & MISSION

## ***1.1 Introduction.***

Occupational Education (OCED) sometimes referred to as Cooperative Work Experience Education (CWEE) or Work Experience 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. OCED courses also provide the critical “soft skills” so many employers discuss as lacking in college graduates. See Catalog Description (Appendix A)

### *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 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 Work Experience students are able to move into permanent positions. Nationally, over 60 percent of Work Experience students go to work permanently for their Work Experience 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 Work Experience 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 Work Experience 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 Work Experience instructor/coordinators and managers.

#### Community Advantages:

1. Work Experience 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 Work Experience Education programs (Appendix B). Title V

describes the basic elements of a Work Experience Education program including types of work experience, 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 Cooperative Work Experience 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 4 courses: Occupational Work Experience (OCED 090), General Work Experience (OCED 091), Occupational Soft Skills (OCED 070), and Occupational Portfolio Development (OCED 071) incorporated in many vocational majors at Solano Community College. Credit awarded for all OCED courses 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 Work Experience 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. 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 near or 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 Summary

Solano Community College's unique Cooperative Education Work Experience program pairs employers and educators with students to assist them with acquiring the skills necessary for a successful career in today's work environment.

Students in the Work Experience program, gain valuable experience with the latest techniques, procedures, and equipment used in community agencies and businesses, making class work more relevant. In addition to receiving credit towards their certificate or degree, students often experience increased on-the-job visibility, learn new skills and take on additional responsibilities, and as result obtain a raise, or are promoted to a new position. They become an asset to their employers through cross-training opportunities.

Students are assisted by the OCED Coordinator who monitors progress and assists with bridging the gap between these learning opportunities and the realities of work.

The program is open to all students in all majors provided that they meet the requirements to enroll in the program. Students must be employed in a paid position, be a volunteer or intern and under the guidance of a participating first line supervisor at a legal business or organization. Students will assume new or expanded job duties. Students in the Occupational Work Experience courses are required to work in a job or internship related to their specific major in order to be able to benefit from their internship or volunteer opportunities. Students must have basic working knowledge or a general understanding of their major course work in

order to gain valuable experience that will enhance their employment marketability upon completing their degree or certificate. Students in the General Work Experience may work or volunteer at any legal business as long as they gain new transferrable skills.

At the beginning of each semester, students are required to develop learning objectives which create new learning experiences with their immediate supervisor and coaching from the OCED Instructor/Coordinator. The instructor/coordinator works with both the student and employer during the semester to monitor progress and provide assistance as needed. At the end of the semester, the employer/supervisor evaluates the student's performance regarding the learning objectives and submits a performance appraisal review to the college Work Experience Instructor/Coordinator. The performance review, their final written report, and a weekly seminar determines the final grade for the course.

Students who are working and getting paid are required to complete a total of 75 hours for 1 unit of credit for which they are enrolled. Students who volunteer are required to complete a total of 60 hours for 1 unit of credit for which they are enrolled. In addition, they must attend a weekly soft skills seminar. The General Work Experience course has a maximum of 6 units student can earn over multiple semesters and the Occupational Work Experience courses has a maximum of 16 units a student can earn over multiple semesters. Up to 12 units of Work Experience may be transferred to CSU generally as elective credit.

Solano College's Work Experience Program is beneficial for students wishing to pursue an active career while in college as well as those who want a successful career in the future, after college. For liability issues, Solano College Work Experience does not offer placement assistance and the student must go through an application and interview process for each employment, internship or volunteer opportunity with a company or organization.

#### *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 will be increased by putting into place an internship site developer (currently in progress) whose sole responsibility would be developing contracts for student placement. Even so, the OCED program supports approx. 200 enrollments per year with students working throughout Solano, Napa, Yolo, Contra Costa, Alameda, Sacramento, San Francisco, and Placer counties. 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 as well as developing career documentation.

In response, a 1 unit non-experiential Occupational Soft Skills course (OCED 101) was developed and was offered for the first time in Spring 2014. In 2015 it was converted to a 1.5 unit transferable course and the number was changed to OCED 070. In 2016 a companion 1.5 unit course Occupational Portfolio Development (OCED 071) was introduced. Employers have responded well to the introduction of these courses. Building on the importance of digital portfolios the OCED Office suggested and assisted in implementing the Portfolium program campus wide.

In 2016 in response to the community, the OCED program developed a Job Direct Certificate for Occupational Soft Skills geared toward Career Technical Education students. (See Appendix A)

### *Staffing*

The OCED program consists of one full-time Coordinator/Faculty member and with the support of the CTE Dean, the OCED office now has one full time clerical/instructional assistant. This is an important element as it now brings the program into compliance with Title V. A part-time Internship Site Developer came onboard on March 8, 2018. In anticipation, the OCED office has created a draft of an Employer Guide to hosting Interns which the Site Developer is currently reviewing and editing.

In Spring 2017 with support from the CTE Dean and the Faculty Association an MOU was crafted and approved to make it possible to now hire adjunct faculty to teach in the Work Experience program. This change allowed the OCED office to offer Work Experiences courses over the summer for the first time. This MOU will allow the program to expand to other campus centers and perhaps develop offerings to be held at the prison. In anticipation of onboarding adjunct faculty the OCED office has created a Faculty Handbook – currently in draft mode.

### *Program Challenges*

One challenge facing the OCED program is the difficulty in getting Internship information out to students. We currently post to the Work Experience Website, send to faculty, do classroom visits, post at the career center, spread flyers around the campus, post on Facebook, LinkedIn and on campus bulletin boards. We need the ability to send emails to all students or to selected students within a major. We have been successful a few times at going through IT to get internships widely broadcasted but not always. The OCED Department needs a more consistent way to get information to students via access to all students emails.

Some of the technology challenges reported in the 2013 program review remain. Because the program does not have a degree or full 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 many cases, we have been able to identify ways to work around the challenges. For example, the



Office of Admissions and Records has a staff member hand enroll students who are allowed to take the 090 and 091 courses over multiple semesters but who are blocked by the registration system. The challenge is that students have to understand to ask to be enrolled again. We are losing students who try to register and receive an error but don't remember or understand they need to contact the OCED office so we can get them hand enrolled. There is no way to know what that number is but anecdotally students will come to the office and tell us they didn't think they could enroll because the system blocked them in previous semesters.

Loss of the variable unit enrollment option has hit the OCED program hard. Until the implementation of Banner in 2008 Work Experience courses were variable unit meaning until close to the end of the semester students could increase or decrease units should their internship hours fluctuate. With the implementation of the Banner system, we lost the ability to schedule Work Experience courses as variable unit. 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. The ease with which student can shift has varied with Admissions management. Some managers have been flexible some not flexible. 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 – may 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. 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 090/091 as a component of their program when their students could fail based on outside conditions and an unsure ability for us to fix it.

The loss of the variable unit option has also resulted in many more CRN numbers to offer fewer meeting times. The large number of sections is confusing to students and unnecessarily time consuming for all involved.

Catalog description, 2016-17:

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**Program Description**

OCED 090 and 091 are variable-unit 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. Students wishing to continue OCED 090 and 091 over multiple semesters must contact the Work Experience Coordinator for enrollment assistance.

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.

For more information on Solano Community College's Work Experience program, please visit  
<http://www.sccworkexperience.com/>

**All unit counts may not be offered in a given semester. Students enrolled in OCED 091 may not enroll in OCED 090 or any other experiential or practicum course and count the same hours during the same semester**

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***Soft Skills for Technicians Job-Direct Certificate*****Program Outcomes**

Students completing a Soft Skills for Technicians Job-Direct Certificate will be able to:

1. Identify and demonstrate proper occupational readiness, solid soft skills, a professional attitude, the ability to work as a team, and identify career goals.
2. Demonstrate the ability to create an accurate and comprehensive set of technical reports.
3. Demonstrate the ability to assess and solve a technical problem through accurately selecting and applying the appropriate measurement and performing calculations to confirm results.

**The required courses must be completed**

with a grade of "C" or better	Units
OCED 070 Occupational Soft Skills	1.5
OCED 071 Occupational Portfolio Development	1.5
IT 151 Vocational Mathematics	3
IT 140 Industrial Mathematics	3
3 units from the following list	3
<b>Total Units</b>	<b>12</b>

**Select 3 units from the following list:**

ATEC 070 Automotive Fundamentals	3
CIS 001 Introduction to Computer Science	3
CIS 050 Microcomputer Applications	3
DRFT 079 Blueprint Reading	3
IT 050 Alternative Energy Technologies	3
IT 101 How Things Work	3
IT 110 Modern Welding	3
OCED 090 Occupational Work Experience	3
OCED 091 Occupational Work Experience	3

# Occupational Education

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## **OCED 070**

**1.5 Units**

### **Occupational Soft Skills**

*Course Advisory: Minimum SCC math and English standard.* Covers the critical tools to help occupational students develop the employability or soft skills needed for a smooth transition to the work force based on the Secretary's Commission on Achieving Necessary Skills (SCANS). Topics include practical elements required to meet employer expectations, create cooperative co-worker interactions and development of positive personal characteristics. This is not a work experience course. *Three hours lecture.*

## **OCED 071**

**1.5 Units**

### **Occupational Portfolio Development**

*Course Advisory: SCC minimum English standard.* Innovative in career planning, career portfolios are designed to assist in demonstrating skills and competencies. In this course, participants will identify personal strengths and weaknesses in key skill areas and develop a plan for obtaining the skills they need. Professional and educational samples will be collected, categorized, and evaluated. Participants will analyze how the career portfolio can be used as a tool for the job search as well as for career advancement. A hard copy and/or electronic career portfolio will be completed by the end of this course. 8-week course. *Three hours lecture.*

## **OCED 090**

**1.0 to 8.0 Units**

### **Occupational Work Experience**

*Corequisite: Student must be working (paid or unpaid) 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 Advisory: SCC minimum English and Math standards.* To Qualify for Occupational Work Experience credit, the student must be working (paid or unpaid) for a legal business in a position directly related to the declared major. Students must work 75 hours per unit of credit for paid work and 60 hours per unit of credit for unpaid work. Students will attend a weekly coordination seminar and develop job-oriented objectives. OCED 090 may be required for some majors and is an elective for all occupational education certificate and degree programs.

Qualified students who are not working or volunteering 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 to a total of 16 units over multiple semesters.

*NOTE: Students enrolled in OCED 90 may not enroll in OCED 91 or any other experiential or practicum course and count the same hours during the same semester. Lab hours are the hours students spend on their job sites. Students wishing to take the maximum OCED units may continue OCED 090 over multiple semesters not to exceed 16 units total for all work experience courses. Students wishing to continue OCED 090 in subsequent semesters must contact the Work Experience Coordinator for enrollment assistance.*

## **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.* To Qualify for General Work Experience credit, the student must be working (paid or unpaid) for a legal business. Students must work 75 hours per unit of credit for paid work and 60 hours per unit of credit for unpaid work. Work does not need to be related to major. Students will attend a weekly coordination seminar and develop job-oriented objectives. OCED 091 is an elective for all occupational education certificate and degree programs. *Course Advisory: SCC minimum English and Math standards.*

Qualified students who are not working or volunteering 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 during the semester to a maximum of 6 units. OCED 091 may be taken over multiple semesters for a maximum of 6 units.

*NOTE: Students enrolled in OCED 91 may not enroll in OCED 90 or any other experiential or practicum course and count the same hours during the same semester. Total work experience units may not be more than 16. Lab hours are the hours students spend on their job sites. Note: CSU will accept up to 12 units for transfer.*

**1.2 Relationship to College Mission.** Describe two or three components of your program that embody the college's mission: "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."

Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities.”

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. OCED also offers soft skills training and portfolio development courses to any student regardless of their current work situation.

Solano Community College’s institutional mission is supported through a cost effective program that brings campus resources directly into local businesses and business resources to the college. 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”.

***Student comments:***

*“After joining OCED, this class taught me how to look deeper into myself before I look at others, in which I thought that I knew what I was doing before I became a part of this class, (NOT). OCED gave me a great deal of confidence to dig deeper into myself so that I can help others at my agency (Fighting Back Partnership), because this is what this agency is all about. OCED taught me how to function properly and professionally for myself and my agency. Moreover, I now have a paid position at FBP, thanks to OCED. I give all praises to OCED and Staff for helping me through my journey of my internship. I am more professional in the work field, and in everything I do at this agency and in everyday life.”* **LaDonna Houston**

*“This class has made me a better teacher and has definitely reduced my stress level. I have learned to communicate in a positive and effective way. My supervisor gave me a higher score on my evaluation because of this class. Thank you for making my job enjoyable again. I haven’t been this happy about coming to work in a year.”* **Stacey Moss**

*“I first came to take this class because I needed the units but now I might just take it again. I think this is one of the few classes where I actually learn something that will be very useful in the real world right now. Best part during this course was I got offered a position to be full-time, but unfortunately I am a full time student and have a long-term different goal so I turned it down. But the fact that it was offered I felt great knowing I could advance using the skills I learned during this course. Thank you!”* **Charan Preet**

*“My last week of interning, my boss told me he wanted to hire me!”* – **Christina Pangelina**

*“I’ve taken many classes towards my goal but it wasn’t till I was actually working as an intern that I realized I had attained my goal and I was “living the dream.” It was like crossing the finish line and not realizing it because you were focused on momentum and not quitting.*

*The experience has given me a solid foundation of experience combined with achievements that can be reflected on a resume. I’m really sad to leave my internship position but I’m looking forward to my next position and the challenges and possibilities that lay ahead for me in the near future.” **Zina Tibbets***

*“Taking this class has brought my immediate supervisor and me closer in regards to my future. She is taking an active role as a mentor and is starting to give me assistance with finding the time to take some of the classes offered by the company. I am now getting paid my hourly wage while taking these classes so it doesn’t hurt my paycheck. This is making a big difference on how many of these classes I am able to take. I feel confident that I will be able to move up in the company with having gained this new found support and training. This class was very instrumental with these changes and I am glad that I took this course.” **Brenda Wentzel***

*“On the attendance objective: I’ve been wrote [sic] up three times in the year I’ve been at KFC/A&W. Honestly I should have been wrote up more. Since this class I’ve been coming to work non-stop. My hours have increase and I’m now a reliable person at my job. I honestly feel needed and special. I received 2 awards: one for my sat learning, another for my excellent hamburger making and side dish making. I do feel appreciated at my job. My supervisor trusts me now and can depend on me to be there. I am going to become shift supervisor and will be receiving higher pay. This class taught me how to improve my work skills. It taught me how to be depend[able] and how to have leadership.” **Melvian Dennis***

**1.3 Enrollment.** Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges.

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. Full-time enrollment for the current 1 coordinator/instructor has been consistently met.

Another reason for consistent enrollment is strong marketing by the OCED office. Flyers [See Appendix C] go out every semester to all areas of the campus; the

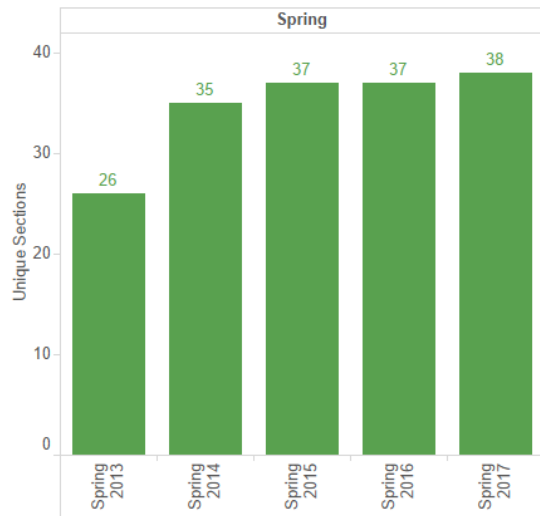
Coordinator/Instructor visits numerous classrooms every semester to share the opportunity to students, in the spring there is often a newsletter [Appendix D] distributed around all campus areas. The addition of the full-time OCED Assistant has allowed increased participation in both on and off campus Preview Days, Open House Events, and hosting OCED tables at many other activities throughout the year, visits to local area high schools and middle schools for Career Days and classroom visits. The OCED office maintains a website for both students and employers to get direct information about the program and posting available internships, a Facebook page, a Twitter Account and a Pinterest page. Even so it is not uncommon for us to hear students say they have been at SCC for numerous semesters and had never heard about the OCED Program. This does indicate even more needs to be done to promote the program. With the addition of the Internship Site Developer, we will have more offerings for students which may increase enrollment.

The SCC OCED program serves a broad spectrum of students in vocational and transfer programs. OCED partners 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. OCED has also collaborated with the new American Sign Language Interpreter Program, which will have students learning how to be effective interpreters while also enrolled in OCED 090 and working in a real business to practice their skills. The Curriculum Committee recently passed a similar partnership with OCED 090 and the new Teacher's Preparation Program. We are currently awaiting C-ID approval for the partnership. Through a collaboration with the Solano County Sheriff's Office OCED now serves a campus Community Service Officer Program. These types of partnership benefit the students by providing a Title V regulated experiential opportunity for students to expand their classroom learning to a real world experience. 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. With the recent addition of an Internship Site Developer it should be possible to expand our collaborations and partnerships.



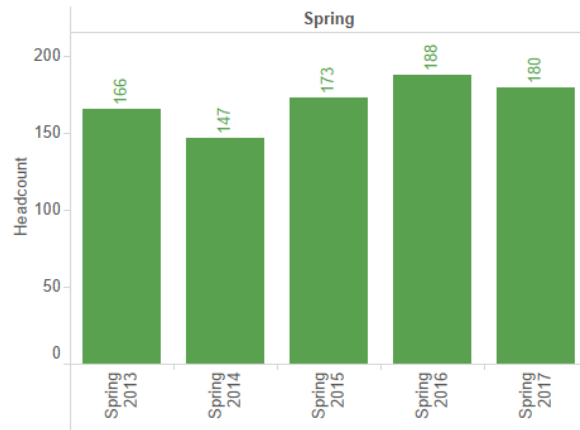
## Sections Offered (Occupational Education/Work Ex)

Chart shows number of sections offered by semester.



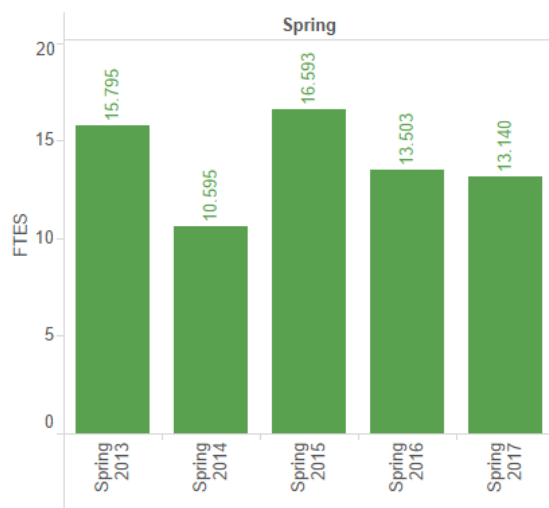
## Headcount - Occupational Education/Work Ex

Chart shows student headcount by Semester within Occupational Education/Work Ex



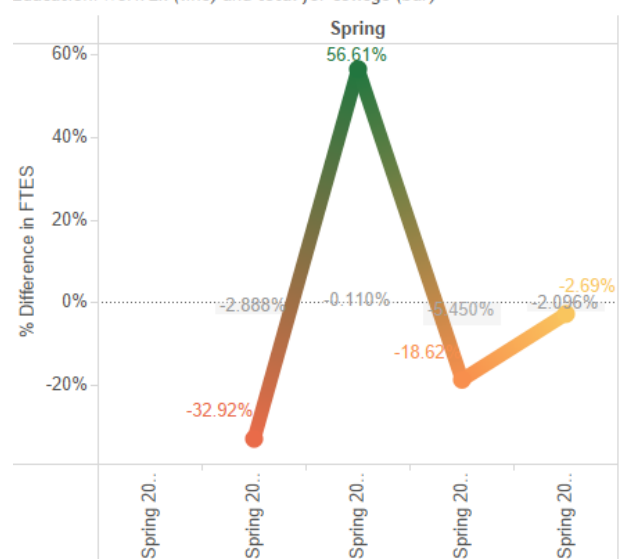
## FTES (Occupational Education/Work Ex)

Chart shows total FTES by Semester within Occupational Education/Work Ex



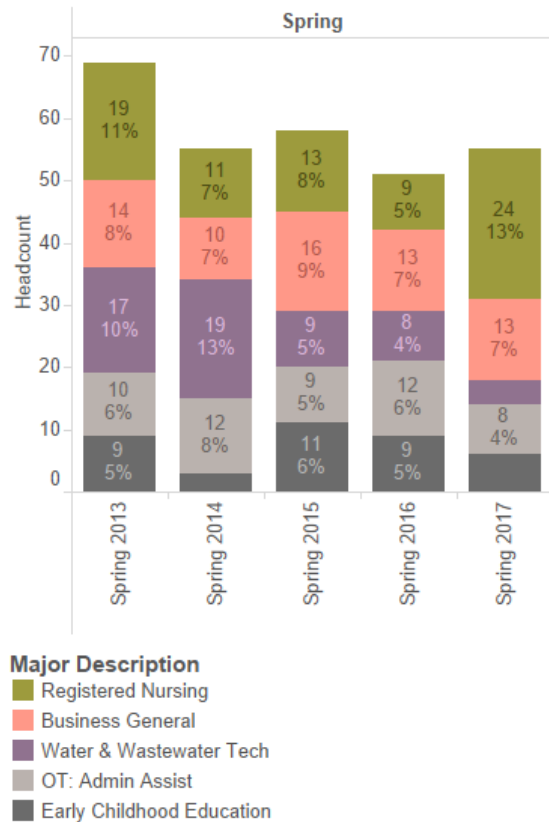
## FTES Pattern Occupational Education/Work Ex

Chart shows total percent change by Semester within Occupational Education/Work Ex (line) and total for college (bar)



## Declared Majors - Occupational Education/Work Ex

Upper chart shows total headcount by major (bar color) for students taking courses in Occupational Education/Work Ex



**1.4 Population Served.** Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

**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.

**Age:** OCED consistently has a higher 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 than the campus average.

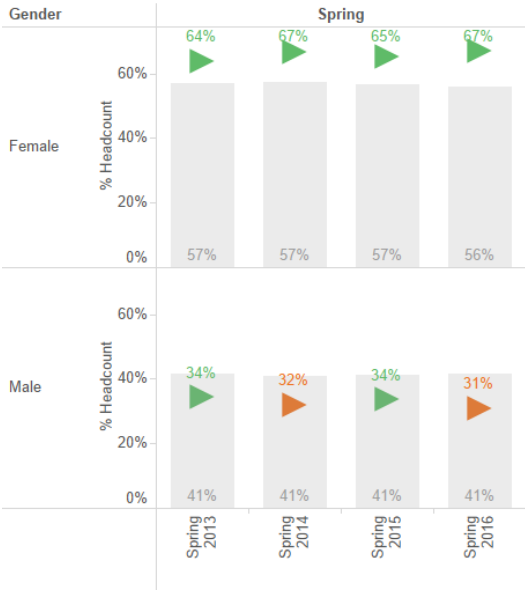
**Ethnicity:** OCED is not out of line when compared to the institutional numbers with the exception of Black Non-Hispanic students. While the institution averages 17%-18% Black Non-Hispanic students the OCED program averages 25%-30%. This could be



explained by the efforts put forth to work with traditionally underserved students through programs such as Foster Youth, Umoja, and local area social service agencies.

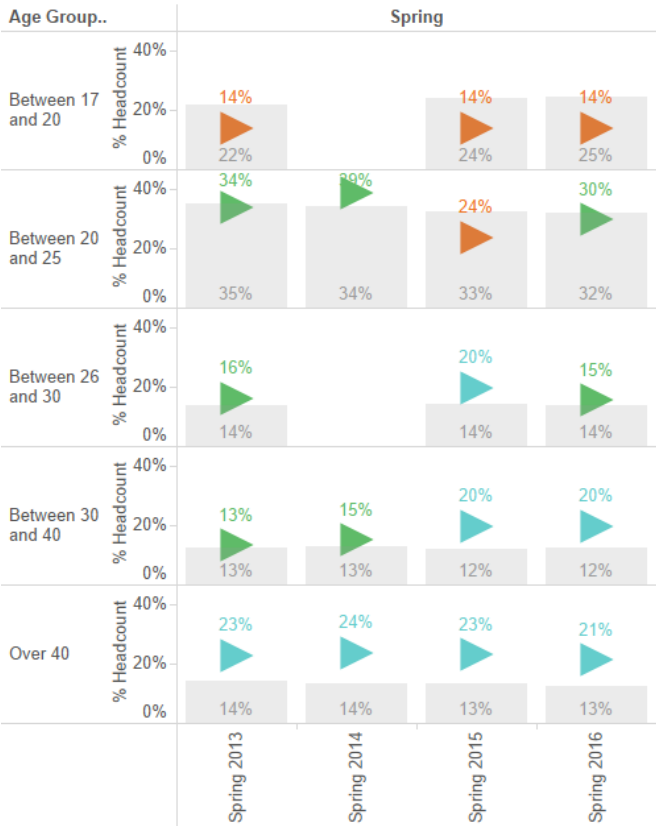
### Pop Served Gender (Occupational Education/Work Ex)

Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 20 students



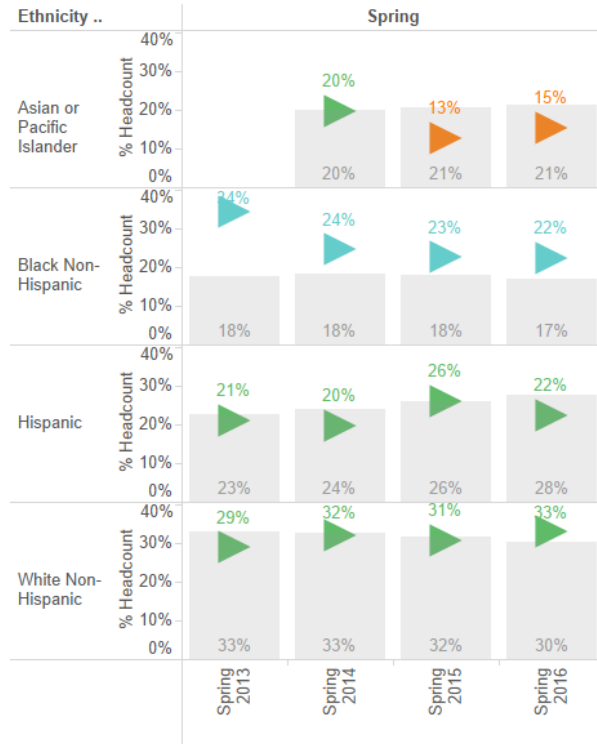
### Pop Served Age (Occupational Education/Work Ex)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 20 students



### Pop Served Ethnicity (Occupational Education/Work Ex)

Chart shows % headcount by ethnicity (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 20 students



**1.5 Status of Progress toward Previous Goals and Recommendations.** Report on the status of goals or recommendations identified in the previous program review or in the most recent update. (Please ensure your goals are updated at least yearly.) For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4.

**Table 1. Status of Previous Goals (from 2013 Program Review)**

Program Goals	Planned Action (s)	Status
Program is up-to-date; no goals at this time		
Assessment Goals	Planned Action (s)	Status
Update/assess SLOs	Continued assessment of course SLO's	<b>Assessments completed as per schedule.</b>
Curriculum Goals	Planned Action (s)	Status
Other	Move online classes from e-College to Canvas.	<b>Completed</b>
Other	Rewrite all online material to convert e-College to Canvas	<b>Completed</b>

Review/change course scheduling	Provide online forms; create online forms and post to website and online course room	<b>Completed but in revision</b>
Other	Expand OCED availability by offering Summer Session after clerical/instructional support is in place	<b>Completed</b>
<b>Campus &amp; Community Integration/Outreach Goals</b>	<b>Planned Action (s)</b>	<b>Status</b>
Other	Establish an interactive database for internship opportunities; Investigate Career Connections website to see if it will meet needs	<b>Career Connections investigated and rejected. A variety of other tools investigated. Project on hold at this time.</b>
Other	Continue to be active with the Curriculum Committee, schedule flex-cal activities on the value of experiential learning, collaborate with faculty across campus.  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.	<b>Coordinator serves on Curriculum Committee, and has presented at Flex-Cal.</b>  <b>OCED has been added as a co-requisite course for participation in the Sheriff's CSO program and will be a co-requisite for the ASL Interpreters program and the new Teacher's Prep program. This is a goal still in progress.</b>
<b>Student Equity &amp; Success Goals</b>	<b>Planned Action (s)</b>	<b>Status</b>
Data shows student success and equity across all modalities and demographics; no goals at this time		
<b>Professional Development Goals</b>	<b>Planned Action (s)</b>	<b>Status</b>
No professional development goals at this time		
<b>Human Resources Goals</b>	<b>Planned Action (s)</b>	<b>Status</b>

Add/replace/change staff position	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.	<b>Currently satisfied – full-time permanent OCED Assistant in place.</b>
Other	Put into place a pay scale for adjunct instructor teaching Summer Session	<b>Completed</b>
Other	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.	<b>New Internship site developer put into place on March 8, 2018.</b>
<b>Technology &amp; Equipment Goals</b>	<b>Planned Action (s)</b>	<b>Status</b>
Technology and equipment are up-to-date; no goals at this time		
<b>Facilities Goals</b>	<b>Planned Action (s)</b>	<b>Status</b>
Facilities are up-to-date; no goals at this time		
<b>Library Resource Goals</b>	<b>Planned Action (s)</b>	<b>Status</b>
Library resources are up-to-date; no goals at this time		
<b>Other Resource Goals</b>	<b>Planned Action (s)</b>	<b>Status</b>

**1.6 Previous Program Review Goals Leading to Improvement.** Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success.

The 3 most prominent improvements have been the hiring of the OCED Assistant, a dedicated Internship Site Developer, and the MOU allowing us to create an adjunct pay scale and offer internship courses over the summer.

The OCED assistant has provided students more consistent help due to extended office hours. Supervisor contacts have improved, as there is now a consistent contact for scheduling and Coordinator/Instructor can spend more time out making the contacts and not monitoring the office or doing data entry. This position also brings the program into Title V compliance.

The OCED assistant has allowed the program to participate in more outreach which increases the number of outside companies who know they can offer internships and student who might take advantage of internships.

The Internship Site Developer is being put into place. It is anticipated that having this position will create stronger partnerships with the community and provide more and stronger internship site for students to pursue.

The ability to offer internship courses over the summer now provides students with a more consistent experience. In the past, students have had a 10 week gap in the internships and for some students – such as Water/Wastewater this has been damaging as they are required to have 1800 hours in a short period of time. Losing 10 weeks was damaging too many of them. There are also opportunities that are only available during the summer which students were not able to take advantage of when there was no summer program.

**1.7 Future Outlook.** Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs. The California Labor Market website allows employment projections by occupation at the state and county level: <http://www.labormarketinfo.edd.ca.gov/> “Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools”: <https://www.calpassplus.org/>. (Limit to one page or less.)

Soft Skills and Internship courses do not have specific labor market data but business surveys and research show there is still a high level of interest and need for students to participate in these types of programs and that the benefits are clear.

From a Gallup Poll released November 2017:

Recent graduates (those who graduated from 2002-2016) who had a relevant job or internship while in school were more than twice as likely to acquire a good job immediately after graduation. More than four in 10 of these graduates (42%) who strongly agree they had a relevant job or internship as an undergraduate had a good job waiting for them upon graduation, compared with just 20% of those who did not strongly agree.

On the other end of the spectrum, having a job or internship cuts graduates' odds of taking a year or more to find a good job in half. Only 8% of those who strongly agree that they had a relevant job or internship took a year or more to find a good job, while 21% of those who did not have an internship took a year or more to land a good job.

Students with these meaningful work experiences are not only finding good jobs quickly, they are also finding them in fields related to their undergraduate studies. Across all majors, students who strongly agreed that they had a job or internship where they could apply what they were learning in the classroom are significantly more likely to be in jobs that are completely related to their undergraduate studies.

Among these recent graduates, 47% of those who are in jobs completely related to their undergraduate studies strongly agree that their education was worth the cost. Meanwhile, only about a third (36%) of graduates in jobs where their work is somewhat related to their college studies – and only 29% of those in jobs where work is not at all related to their undergraduate studies – strongly agree their education was worth the cost. And those who strongly agree their education was worth the cost are also twice as likely to have donated to their alma mater in the last 12 months. (<http://news.gallup.com/opinion/gallup/222497/why-colleges-internships-requirement.aspx>)

In 2015, the Association of American Colleges & Universities published a report “Falling short? College Learning and Career Success” based on surveys of business and non-profit leaders and current college students. Full report can be found at (<https://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf>).

In that report employers overwhelmingly noted that the services OCED provides are among the most desired and also some of the most lacking in college graduates.

**Employers broadly endorse an emphasis on applied learning in college today. They believe that engaging students in applied learning projects would improve learning and better prepare them for career success.**

- Employers see great value in applied learning, and they indicate that there is room to improve college graduates’ preparedness in this area.
  - Fully 80% of employers say that during the hiring process it is very important to them that recent college graduates demonstrate the ability to apply learning in real-world settings.
  - Yet, as is described in Section 5 of this report, just 23% of employers say that recent college graduates are well prepared when it comes to having the ability to apply knowledge and skills in real world settings, and 44% rate them as not that or not at all prepared.

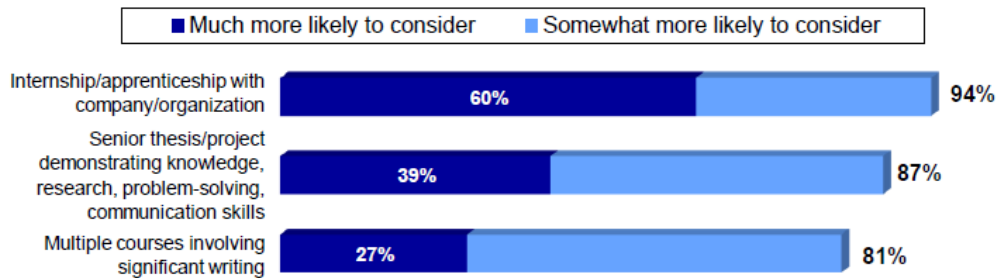
Employers generally value graduates' completion of various applied and project-based learning experiences, indicating that their company would be more likely to consider hiring a recent college graduate if the individual had engaged in these types of experiences.

When it comes to considering a job candidate, employers value completion of an internship or apprenticeship *most* among the applied and project-based learning experiences tested. Nearly all employers say they would be more likely to consider hiring a recent college graduate who had completed an internship or apprenticeship, including three in five (60%) who say their company would be *much* more likely to consider that candidate.

### **Employers say they are more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience.**

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*How much more likely your company is to consider hiring a recent college graduate if they have had this experience, completed this course?*





College students recognize that internships and other applied and project-based learning experiences can give a recent graduate an edge when applying for a job. Large majorities of students think that an individual's completion of each of these college learning experiences will cause an employer to be more likely to consider them as a job candidate.

Two learning experiences that current students are more likely to think employers will value than employers say they do include completion of a field project in a diverse community with people from different backgrounds, and completion of a study abroad program.

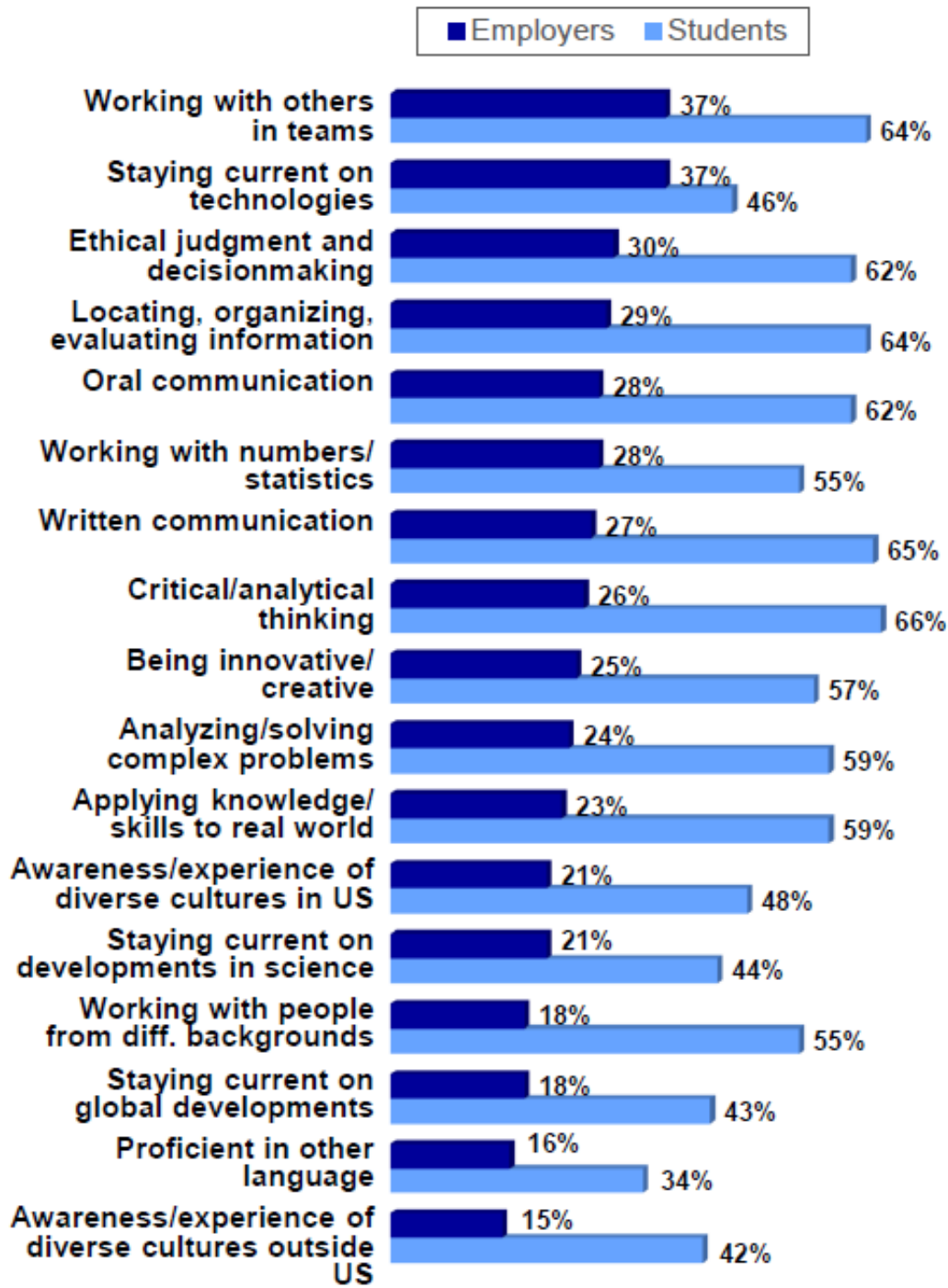
**Students Agree with Employers on the Value of Applied Learning Experiences**  
*Proportion of employers and students who say a company would be more likely to consider hiring a recent college graduate if they have had this experience*

	<u>Employers</u> %	<u>College Students</u> %
Internship/apprenticeship with company/organization	94	95
Senior thesis/project demonstrating knowledge, research, problem-solving, and communication skills	87	89
Multiple courses involving significant writing	81	76
Research project done collaboratively with peers	80	82
Service-learning project with community organizations	69	85
Field project in diverse community with people from different backgrounds/cultures	66	87
Study abroad program	51	71



## Employers give college graduates low scores for preparedness across learning outcomes; students think they are better prepared.

*Proportions saying they/recent college graduates are well prepared in each area\**



\*8-10 ratings on zero-to-ten scale

**Employers say that, when evaluating a job candidate, it would be helpful for them to have access to an electronic portfolio summarizing and demonstrating the individual's accomplishments in key skill and knowledge areas, in addition to a résumé and college transcript.**

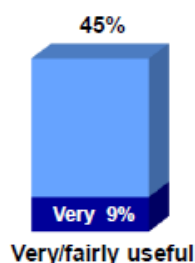
- Fewer than half of employers say that they find the college transcript very (9%) or fairly (36%) useful in helping them to evaluate job applicant's potential to succeed at their company.
- A notably higher 80% of employers say that it would be very (36%) or fairly (44%) useful to be able to see an electronic portfolio of student work that summarizes and demonstrates a candidate's accomplishments in key skill and knowledge areas (e.g. effective communication, knowledge in their field, applied skills, evidence-based reasoning, and ethical decision-making).

**Most employers say they would find e-portfolios useful.**

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*Employers: How useful do you find/would you find this in helping you evaluate job applicants/recent college graduates' potential to succeed at your company?*

College transcript



Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas



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The National Association of Colleges and Employers (NACE) in their 2107 Internship & Co-Op Report note that the retention rates for employees who were interns at one year and 5 years is higher than that of employees who did not have a prior internship or Co-Op experience (<http://www.nacweb.org/uploadedfiles/files/2017/publication/executive-summary/2017-nace-internship-and-co-op-report-exec-summary.pdf>).

- ▶ At the one-year mark, the retention rate in 2017 was 65.5 percent for full-time, entry-level hires who had internships or co-ops with the employers that hired them for their full-time positions (internal), 52.0 percent for these hires who had internships or co-ops with employers other than those that hired them for their full-time positions (external), and 46.2 percent for these hires who had no internship or co-op experience.
- ▶ At the five-year mark, the retention rate this year was 51.8 percent for full-time, entry-level hires who had internal internships or co-ops, 38.8 percent for these hires who had external internships or co-ops, and 35.8 percent for these hires who had no internship or co-op experience.

Interest in Internships and soft skills locally is also high. Since August 2016 Solano College CTE programs have been involved with the community through Doing What Matter for Jobs in Solano County. Almost 200 participants that included local business leaders, SCC Trustees and administrators, elected officials, trade unions, K-12 representatives, community college faculty, and students met to discuss community needs and goals. Soft skills and internships were of high importance. See Doing What Matter Newsletter (Appendix E).

There is also a high interest in the Community for Soft Skills courses to be part of the graduation General Education requirements at Solano Community College to mirror those of other local community Colleges. See Doing What Matters Newsletter (Appendix F) and graduation requirements for other local community colleges (Appendix G). Following the lead of other local colleges is difficult here at SCC because our local requirement does not have a Lifelong Learning category which contains PE and numerous other courses. Solano only has a Health and Physical Education category (Appendix H). This makes it very difficult to provide the desired soft skills courses as part of the requirement for especially CTE students to have as part of their graduation requirements.

Internal conditions affecting the ability of OCED to thrive are mixed. The addition of the full-time clerical support has brought us into alignment with Title V and has allowed the program to serve students much better and also created opportunity for more community outreach.

The placement of an Internship site developer will create a fixed conduit to the community and should increase the number of internship sites available to students.

The new MOU in place to restructure the position of Coordinator/Instructor and development of an adjunct pay scale has already benefitted students by having summer sessions available.

Lack of a Lifelong Skills category in our local degree patterns makes it difficult to work toward the community desire to have soft skills courses as part of the graduation requirements particularly for CTE students.

The continued technology decisions that do not take into account the specialized requirements of the program still cause issues with enrollment.

The need for students to participate in experiential learning opportunities is rising, the expansion of the OCED program will be instrumental 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.

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 or one not run to specified requirements of Title 5.

The Work Experience Office also needs better access to all students when there is an internship opportunity. We currently post on our website, send to the Career Center, post on Facebook AND Linked-in, send the information to other faculty, and put out posters around campus. We have on occasion been able to get IT to post an email to all students this is not consistent. We need the ability to focus specific student populations when an internship comes in. We need to be able to quickly and efficiently reach out to all students who have identified as a matching major to get them this information.

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.

#### Career Technical Education Planning (Non-CTE program proceed to Section 2, Assessment.)

***1.8 Advisory Boards/Licensing (if applicable).*** Describe how program planning has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years in an appendix.

Because OCED services every major on campus, the Coordinator/Instructor and/or the Internship Site Developer attends the Advisory Committee meetings of other vocational programs to meet with industry leaders. Over the past few years, some CTE Departments have held joint meetings because they discovered that many of the same people were part of their committees and joint meetings put less time commitment on community members. OCED has also been an integral part of the Doing What Matters for Jobs in Solano County advisory meetings, which brought together over 200 participants that included local business leaders, SCC Trustees and administrators, elected officials, trade unions, K-12 representatives, community college faculty, and students. The OCED Coordinator/Instructor, OCED Assistant and the incoming Internship Site Developer are part of the Doing What Matters for Jobs in Solano County Advisory Committee so are active in investigating the needs of the community. The OCED Coordinator/ Instructor, Internship Site Developer, and OCED Assistant also meets with members of the community and employers on an individual

basis as a regular part of the work and input is always requested. These methods work 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.

**1.9 Core Indicator Report.** Review the Perkins core indicator reports for your TOP code (General Work Experience 4932, Occupational Work Experience 0999):

[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx) .

What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs)

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
☐ 49 INTERDISCIPLINARY STUDIES	100.00		100.00			
☐ 4930 GENERAL STUDIES	100.00		100.00			

Performance Rate Less Than Goal is Shaded

**Total Count is 10 or Greater**

*Total Count is Less Than 10*

Source:


[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf\\_22\\_116iT0R6R0x4](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf_22_116iT0R6R0x4)

OCED 090 – Tops Code 0999

Summary Core Indicators by TOP Code - Report

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PERKINS IV Core Indicators of Performance by 4-digit Vocational TOP Code

Summary Detail Report for 2017-2018 Fiscal Year Planning

SOLANO COLLEGE

0999 Other Engineering and Related Industrial Technologies

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	88.89	8	9	100.00	3	3	100.00	9	9
Female	75.00	3	4	100.00	3	3	100.00	4	4
Male	100.00	5	5		0	0	100.00	5	5
Non-traditional	75.00	3	4	100.00	3	3	100.00	4	4
Displaced Homemaker	100.00	1	1	100.00	1	1	100.00	1	1
Economically Disadvantaged	80.00	4	5	100.00	3	3	100.00	5	5
Limited English Proficiency		0	0		0	0		0	0
Single Parent	75.00	3	4	100.00	3	3	100.00	4	4
Students with Disabilities		0	0		0	0		0	0
Technical Preparation		0	0		0	0		0	0
District	88.89	8	9	100.00	3	3	100.00	9	9
State	86.92	731	841	84.38	459	544	76.43	629	823

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	0.00	0	1	44.44	4	9	100.00	3	3
Female	0.00	0	1	100.00	4	4	100.00	3	3
Male		0	0	0.00	0	5		0	0
Non-traditional	0.00	0	1	44.44	4	9	100.00	3	3
Displaced Homemaker		0	0	100.00	1	1	100.00	1	1
Economically Disadvantaged	0.00	0	1	80.00	4	5	100.00	3	3
Limited English Proficiency		0	0		0	0		0	0
Single Parent	0.00	0	1	100.00	4	4	100.00	3	3
Students with Disabilities		0	0		0	0		0	0
Technical Preparation		0	0		0	0		0	0
District	0.00	0	1	44.44	4	9	100.00	3	3
State	71.06	361	506	8.38	92	1,098	11.90	75	630

The DR notation indicates privacy requirements - EDO requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 88.17% Performance Goal - ( 2014- 2015)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 88.00% Performance Goal - ( 2014- 2015)

Core 3 - Persistence in Higher Education: 90.00% Performance Goal - ( 2014- 2015)

Core 4 - Employment: 68.00% Performance Goal - ( 2014- 2015)

Core 5 - Training Leading to Non-traditional Employment: Greater than 25.00% Participation & 29.00% Completion - ( 2014- 2015)

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office,

UC Office of the President, 2000 Census, Student Loan Clearing House

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Report Create Date: 02/01/2010

[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx)

General Work Experience 4932. No reporting for 4932 so should I use 4930?

Approved by Academic Senate on 12/05/16

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Navigation: [Negotiation Reports](#) | [Core Indicator Reports](#) | [Documentation](#) | [Contact Us](#)

You are here: Core Indicator Reports/Summary Core Indicators by TOP Code

Summary Core Indicators by TOP Code - Parameter Selection Area

Select Report Type

Select District/College

Select Fiscal Year

Select TOP Code

View Report

Select Report Type

Select District/College

Select Fiscal Year

Select TOP Code

View Report

4 Digit TOP Codes - Summary

Solano Community College

2017-2018

4930 General Studies

View Report

Summary Core Indicators by TOP Code - Report

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PERKINS IV Core Indicators of Performance by 4-digit Vocational TOP Code

Summary Detail Report for 2017-2018 Fiscal Year Planning

SOLANO COLLEGE

4930 General Studies

Core 1 Skill Attainment

Core 2 Completion

Core 3 Persistence

Core 4 Employment

Core 5a NI Participation

Core 5b NI Completion

	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	100.00	1	1		0	0	100.00	1	1		0	0		0	0		0	0
Female	100.00	1	1		0	0	100.00	1	1		0	0		0	0		0	0
Male		0	0		0	0		0	0		0	0		0	0		0	0
Non-traditional		0	0		0	0		0	0		0	0		0	0		0	0
Displaced Homemaker	100.00	1	1		0	0	100.00	1	1		0	0		0	0		0	0
Economically Disadvantaged	100.00	1	1		0	0	100.00	1	1		0	0		0	0		0	0
Limited English Proficiency		0	0		0	0	100.00	1	1		0	0		0	0		0	0
Single Parent	100.00	1	1		0	0	100.00	1	1		0	0		0	0		0	0
Students with Disabilities	100.00	1	1		0	0	100.00	1	1		0	0		0	0		0	0
Technical Preparation		0	0		0	0		0	0		0	0		0	0		0	0
District	100.00	1	1		0	0	100.00	1	1		0	0		0	0		0	0
State	88.21	1,133	1,283	90.98	654	720	90.80	1,185	1,283		0	0		0	0		0	0

	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total		0	0		0	0		0	0
Female		0	0		0	0		0	0
Male		0	0		0	0		0	0
Non-traditional		0	0		0	0		0	0
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged		0	0		0	0		0	0
Limited English Proficiency		0	0		0	0		0	0
Single Parent		0	0		0	0		0	0
Students with Disabilities		0	0		0	0		0	0
Technical Preparation		0	0		0	0		0	0
District		0	0		0	0		0	0
State	88.18	172	202		0	0		0	0

The DR notation indicates privacy requirements - BDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GRA 2.0 & Above: 88.17% Performance Goal - (2014-2015)  
 Core 2 - Completion, Certificate, Degree and Transfer Ready: 90.98% Performance Goal - (2014-2015)  
 Core 3 - Persistence in Higher Education: 90.80% Performance Goal - (2014-2015)  
 Core 4 - Employment: 88.21% Performance Goal - (2014-2015)  
 Core 5 - Training Leading to Non-traditional Employment: Greater than 25.00% Participation & 29.00% Completion - (2014-2015)  
 Source: CCCCC MIS Database, BDD Base Wage File, CSU  
 Chancellor's Office, UC Office of the President, 2000 Census, Student  
 Loan Clearing House

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## ASSESSMENT

### Program Learning Outcomes

**2.1 PLOs and ILOs.** Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurriCUNET and contact the curriculum office to ensure they are updated in the catalogue.

Work Experience is unique in that its courses are part of many degree and certificate requirements, yet as a program it does not award certificates or degrees. Because of this uniqueness, traditional program evaluation methods don't fit. Searches of other institutions do not identify Program Level Outcomes (PLO's) for CWEE programs. We do offer a Job Direct Certificate in Occupational Soft Skills but data is not collected for rate of success or completion for Job Direct Certificates

**Table 2a. Program Learning Outcomes**

Program Learning Outcomes	ILO	How PLO is assessed
N/A	N/A	N/A

**2.2 PLO Mapping.** Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

Work Experience is unique in that its courses are part of many degree and certificate requirements, yet as a program it does not award certificates or degrees. Because of this uniqueness, traditional program evaluation methods don't fit. Searches of other institutions do not identify Program Level Outcomes (PLO's) for CWEE programs. We do offer a Job Direct Certificate in Occupational Soft Skills but data is not collected for rate of success or completion for Job Direct Certificates

**Table 2b. Program Courses and Program Learning Outcomes**

Course	PLO 1	PLO 2
N/A	N/A	N/A

**2.3 PLO Results and Planned Actions.** Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use Table 2c as an Appendix.) Then, in Table 2d, complete the assessment calendar.

Work Experience is unique in that its courses are part of many degree and certificate requirements, yet as a program it does not award certificates or degrees. Because of this uniqueness, traditional program evaluation methods don't fit. Searches of other institutions do not identify Program Level Outcomes (PLO's) for CWEE programs. We do offer a Job Direct Certificate in Occupational Soft Skills but data is not collected for rate of success or completion for Job Direct Certificates

**Table 2c. Program Learning Outcomes Assessments**



PLO 1	
Program Learning Outcome	N/A
Date(s) Assessed	N/A
Results	N/A
Action Plan	N/A

**Table 2d. PLO Assessment Calendar**

Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place (refer to the assessment schedule, p. 2).

N/A

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1										
PLO2										

**2.4 PLOs Leading to Improvements.** Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments.

N/A

Student Learning Outcomes

**2.5 SLOs Status.** Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4).

- Are there 2-4 measurable SLOs for each course in your discipline?
  - *Yes. SLO's were updated and entered into Curricunet Meta in Fall 2017*
- Have success criteria rubrics been created to standardize the evaluation of student success?
  - *Student success is measured via rubrics and standardized forms.*
- Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar (at least twice in a program review cycle)? You may wish to include a SLO assessment calendar for each course in the discipline (Table 3); move to appendix if lengthy. Do the assessments follow the guidelines for quality outlined in the *SLO Quality Assessment Rubric*?
  - *Courses have been assessed but rules and requirements have changed so the next Assessment will adopt the guidelines.*
- Have faculty engaged in discussions about SLOs, success criteria, and their assessments as they relate to the improvement of student success and the challenges students face?
  - *Only one faculty member involved with OCED so conversations have occurred with faculty in other CTE areas whose students have enrolled in OCED courses.*

- Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom (for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.)?
  - *Yes – it is generally discovered that students who fail to participate in the initial orientations fare poorer than those students who attend. A lack of reading and writing skills is also noted among students who struggle with the OCED courses.*
- If deficiencies are noted in any of the above areas, describe planned actions for change.
  - *Scheduling more make-up orientations to accommodate student schedules better. Referring students to the Student Success and Tutoring Centers to improve reading and writing skills.*

**Table 3: SLO assessment calendar** (optional, recommended)

Under relevant assessment semester/year, note initials of likely assessing faculty or FT/PT for unspecified faculty.

Course #	Semester & Year of Assessment	Modality of Course (Face to Face, Online, Hybrid)	Person(s) Responsible (or FT/PT for unspecified faculty)
<b>OCED090</b>	Fall 2018	Hybrid and Face to Face	Debra Berrett
<b>OCED091</b>	Spring 2019	Hybrid and Face to Face	Debra Berrett
<b>OCED070</b>	Fall 2018	Online	Debra Berrett
<b>OCED071</b>	Spring 2019	Online	Debra Berrett

**2.6 SLOs Leading to Improvements.** Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

Hiring the OCED Assistant has improved the ability of the Coordinator Instructor to have more effective contact with supervisors. The addition of an Internship Site Developer will provide employers with more pre-internship training and guidance. The more informed the supervisors are the better the experience that students will have.

General Education & Institutional Learning Outcomes

**2.7 GELOs and ILOs.** Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in

the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction.

N/A

## CURRICULUM

**3.1 Course offerings.** Attach a copy of the course descriptions from the most current catalogue.

See Appendix A for catalog course descriptions (2017-18).

Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven't been offered in the past two years, state the course(s) and note the reason(s) they haven't been offered (no faculty to teach, low enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. Also state whether any new degrees of certificates have been created and the rationale for doing so. For baccalaureate programs, include any upper division general education courses as part of the report.

OCED 090 (Occupational Work Experience) and 091 (General Work Experience) have not had any major revisions although most of the topics have been updated to reflect current laws and changes in industry since the last program review.

Based on input from local advisory committees the following courses have been changed and added:

OCED 101 Occupational Soft Skills was renumbered OCED 070 to reflect the ability to transfer the course to CSU. It was also increased from 1 unit to 1.5 units to better cover the material.

OCED 071 Occupational Portfolio Development is a 1.5 unit course designed to assist students in developing a digital portfolio. Employers have noted that the portfolio is a more powerful indicator of ability than just a degree or certificate.

OCED 070 and 071 are both 8 week courses and are both offered as early and late start sections. This allows students to take both over one semester to make up a 3 unit block.

Direct Job Certificate in Occupational Soft Skills. Employers were insistent that there be incentives or requirements for students to have more soft skills courses. The Job Direct Certificate in Soft Skills is based on courses most CTE students are taking as part of their degree and noted as areas of concern for employers IT Math and Industrial Materials which is where students learn to write reports. OCED 070 and 071 are included along with a 3 unit requirement

of another course that builds some of the employability skills employers seek such as computer science.

**3.2 Scheduling and Sequencing.** Discuss efforts to optimize access through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for student's timely progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes. (Limit to 1-2 paragraphs)

There is no pathway through the OCED courses. OCED 070 and 071 are 8 week courses and both are offered both early and late in the Fall and Spring semesters and also during the summer. Students may take the courses in any order. There is no work component so may be taken by any student.

OCED 090 and 091 are offered both as Hybrid and face to face sections. They are offered as full semester, 12-week and 8 week sessions during Spring and Fall semester. Face to face sections are offered during both the day and the evening. OCED 090 is not a lead in to OCED 091. Students choose the course based on where they work. OCED 090 – Occupational Work Experience - is limited to students working, volunteering or interning in a job directly related to their declared major and they may take this course over multiple semesters. OCED 091 – General Work Experience is available to students working, volunteering or interning in a job not related to their major and they may take this course over multiple semesters. We hope to see students who start in OCED 091 find an internship related to their major and then shift courses but this is not required.

When Banner was implemented as the registration system and we lost the ability to offer OCED 090 and 091 as variable unit courses the number of sections increased to almost 100 just to maintain the status quo. In the next semester, we were allowed to increase the number of Work Experience units we could offer per semester and that change would have increased the number of CRNS to 268. The loss of the variable unit section number created too many section numbers for one faculty member to manage or students to navigate in the course schedule so the program was gutted. Sections offered at the centers were dropped. With the new MOU in place that provides a formula to pay adjunct faculty we could bring back some of the sections offered at the centers. This does not change the difficulty students have navigating the many, many, many CRN numbers in the schedule and figuring out how to enroll.

Offering OCED 090 and 091 at night has become problematic. Work Experience courses are elective courses designed to run in between core courses allowing students the best opportunity to attend. The day class is offered during the traditional lunch break and the evening class is offered before the start of night classes. Originally OCED 090/091 was offered from 5:30-6:30 allowing students time to get to school after work, take the OCED course and have a 30 minute break before night classes, which started at 7 began. Over the years night classes moved earlier. At 6:30 it was still possible for OCED to fill a night class before students started their core courses at 6:30. However, in recent years night classes have been starting at 6pm. Scheduling

OCED from 5:30-6:30 was now interfering with student's ability to take both OCED and their core courses. This means OCED has 2 choices. Run from 5-6 which means the target audience – working adults - have difficulty getting there in time after work, or run from 6-7 which puts students in the position to having to choose the OCED elective over core courses. Solano County is a bedroom community with many potential night students working in Sacramento, Contra Costa, Napa and Marin. With night classes beginning so early many students are unable to make it here after work. We may need to discuss the practicality of continuing offering night sections of OCED unless an overall schedule change of night class start time takes place. The alternative might be to offer late start online sections. OCED 090 and 091 are not wholly online courses they are actually hybrid courses but the complication of scheduling them in Banner has them coded as online.

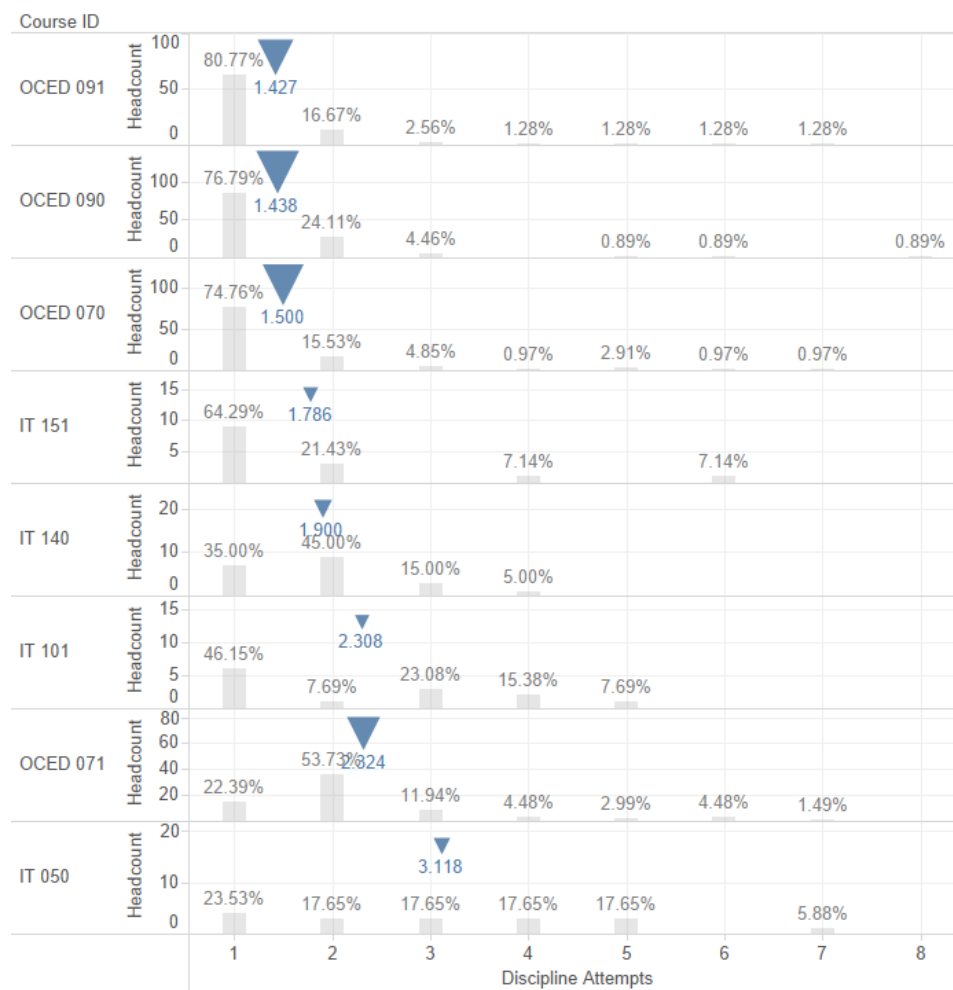
## Scheduling (Fall & Spring)

*Chart shows number of sections offered by course id, campus and semester.*

Course ID	Campus Sched Type	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
OCED 090	Main Campus - Fairfi..	11	10	14	14	14	14	14	14	20	20
	Online/Hybrid	5	6	5	6	6	6	6	6		
OCED 091	Main Campus - Fairfi..	6	6	10	10	14	10	10	14	14	14
	Online/Hybrid	4	4	4	4	6	6	4			
OCED 070	Online/Hybrid							1	2	2	2
OCED 071	Online/Hybrid								1	2	2
OCED 101	Online/Hybrid				1	1	1				

## Student Sequencing (Industrial Technology & Occupational Education/Work Ex - Fall 2016 & Spring 2017)

Chart shows % of students by course and attempt number in sequence, blue triangle shows average attempt number. Shows student major - All



**3.3 Student Survey.** Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses? Please include the student survey and any relevant charts as an appendix.

### OCED 090/091 Program Survey (Appendix I)

OCED 090 and 091 students in general are satisfied with the offerings. The main comments we find re scheduling are students wishing the short term sections were also available as online/hybrid. That is not unexpected since ALL OCED 090/091 students are working or volunteering in addition to attending school and the online/hybrid scheduling for weekly seminars is more convenient. Online students would prefer an online orientation instead of the mandatory one time in person orientation.

In surveys administered over Fall 2017-Spring 2017:

Most students surveyed found the course beneficial (91-96%).

Most report they learned new skills on the job (84-89%). We find this number low since the objectives for the course is supposed to be new learning and improved skills. However, in conversation with students they noted they saw improved skills as being different from new learning. We may be revising the survey to capture that difference.

Most also report that writing or planning objectives was helpful in identifying areas of improvement or growth in their job/career (86-97%).

Almost half reported that participation in the work experience program contributed to increased responsibilities or promotion (47-48%).

OCED 070 and 071 have new surveys which have not collected data yet.

**3.4 Fill rates/Class size.** Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment. (Limit to 1-2 paragraphs)

OCED is a specialized program. While OCED 070 and 071 are standard lecture courses the core of the OCED program and the majority of enrollment is in the Work Experience courses OCED 090 and 091. Title V and the SCFA Contract set enrollment requirements for the OCED coordinator that are not attached to the number of sections offered like traditional courses. Work Experience also has a number of sections that meet at the same time and differ only by the number of units students are taking. Because right now there is only one instructor all sections are combined. For the fill rate we only look at the total number of students enrolled in ALL sections assigned to an instructor not the fill rate of individual CRN numbers.

For OCED 090 and 091 fill rates and drop rates by CRN don't have a lot of meaning. Because we have to offer a different section for each unit of credit an empty section only means we might not have anyone taking 2 units – they may be in mostly 1 or 4 unit sections.

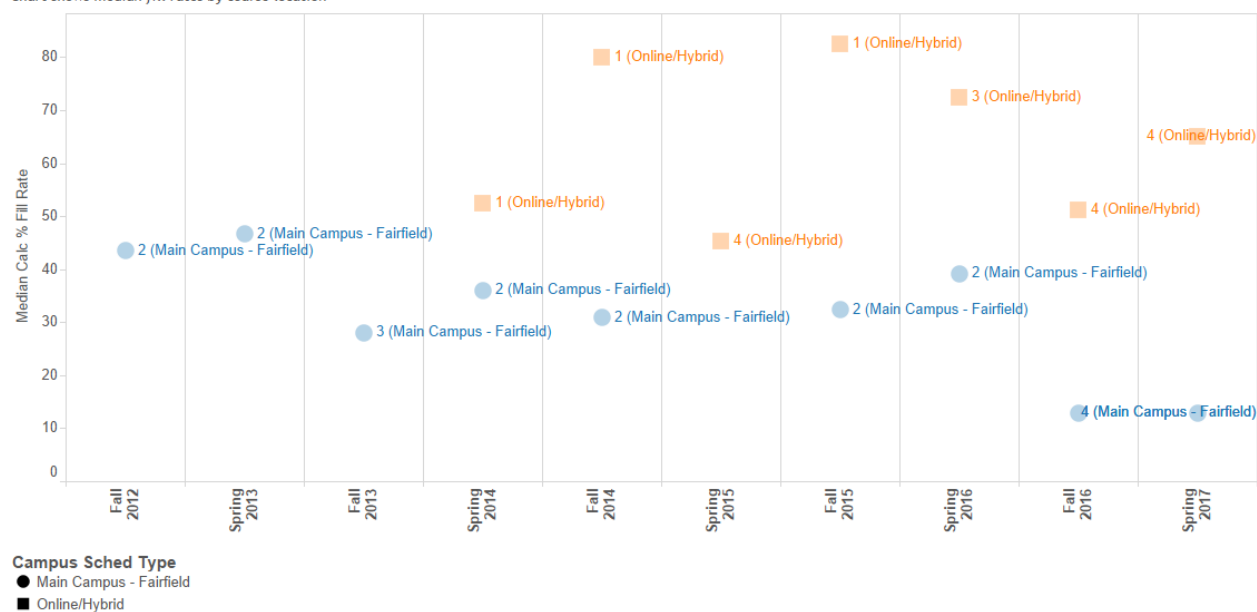
OCED 090 and 091 students also tend to shift around during the enrollment period – they may have enrolled in the incorrect number of units or after talking with their supervisor they may decide to take a different number of units. Some students switch sections 2 or 3 times before settling into to a CRN. This creates the illusion that many students are dropping the course when in reality they are switching around.

OCED 070 and 071 are still relatively new so are still in the growing phase. Late sections tend to fill more than early sections.



### Fill Rates Median by Location (Occupational Education/Work Ex)

Chart shows median fill rates by course location



**3.5 Four-year articulation (if applicable).** Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (Limit to 1-2 paragraphs).

All OCED courses currently transfer to the California State University System. We are in the process of determining whether OCED 070 and 071 could be included in the Lifelong Learning category for CSU.

**3.6 High school articulation (if applicable).** Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (Limit to 1-2 paragraphs).

OCED does not have articulation agreements with high schools but there is outreach via attendance at career fairs and school visits. High school students may enroll in any OCED course however enrollment in OCED 090 or 091 is limited if the student has a Work Experience course at their high school. We do not issue Work Permits – students must visit their high school counselor for a valid work permit.

**3.7 Distance Education (if applicable).** Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs)



All OCED courses are offered as online or hybrid courses. OCED 090 and 091 are actually hybrid courses but because of the complication of how OCED is scheduled and what Banner will allow they are listed as online courses. Because all 090 and 091 students are working or volunteering the implementation of hybrid courses immediately increased and sustained higher enrollment. Face to face sections have lower enrollment and there are requests to expand the hybrid options to the 12 and 8 week sections.

For online students enrolled in OCED 090/091 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.

OCED 070 and 071 are primarily online. OCED 070 has a strong social media component and OCED 071 is focusing on e-portfolios to match employer preferences.

## CAMPUS & COMMUNITY INTEGRATION

**4.1 Campus Integration.** Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole. (Limit to 1-3 paragraphs)

OCED Coordinator serves on:

1. Curriculum Committee
2. Doing What Matters for Jobs in Solano County Steering Committee
3. Statewide Campus-Wide Course Management System Committee – subcommittee of the Online Education Initiative.
4. Certified Instructor for World of Work Curriculum and member of Community of Practice for 21st Century Skills.
5. Member Cooperative Education and Internship Association (past Secretary, and 2 year rep).
6. Flex-Cal presentations on Portfolium, and Work Experience
7. Presenter at AGS conference.

OCED office regularly hosts tables at job and career fairs and other college and community outreach events.

OCED courses are electives in all CTE programs – whether noted in the catalog or not. There are also multiple collaborations wherein OCED is a co-requisite. OCED 090 is a co-requisite for OT151, FLNG101, and the new ASL program and if the C-ID is approved for the Teacher Prep Program. OCED 090 is also a requirement for participation in the Solano County Sheriff's Community Service Office program.

OCED also works with the Umoja Program and Federal Work Study.

The OCED Program recommends and makes available to all enrolled students opportunities for Student Success workshops offered on campus, career related workshops offered by the Career Center and the Small Business Center.

**4.2 Counseling.** Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs).

Attended Counseling meeting in December of 2016 and shared program elements. Flyers and schedules are regularly sent to the counseling office and we also send emails during enrollment periods to inform counselors of enrollment opportunities.

**4.3 Community Ties.** Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 1-3 paragraphs)

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.

Coordinator maintains a campus linked website containing the latest information on OCED requirements, forms, and internship opportunities in the community, a Facebook page, Twitter Account and Pinterest pages on a variety of soft skills. Creating a live database where employers could post 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.

Integration into the local labor market will be increased when the Internship Site Developer begins in March 2018. The Internship Site Developer's sole responsibility will be developing contracts for student internships.

OCED regularly receives employer feedback from vocational program advisory committees for the purpose of curriculum development.

## STUDENT EQUITY & SUCCESS

### **5.1 Student Success/Underprepared Students**

- **Anecdotally describe how the program works to promote student success for *all* students**

Hybrid OCED 090/091 students are required to attend a mandatory coordination meeting where they are introduced to the LMS and we can assist right away students who are having difficulty in navigation.

Having an OCED Assistant means there is someone in the OCED office on a regular basis so students will find a live person more often than the OCED Coordinator's office hours. If the

OCED Assistant can't answer the question she can instantly contact the Coordinator/Instructor to get a response. The OCED office sends regular emails and makes phone calls to students who are not getting work in to offer assistance.

Coordinator checks emails at least once a day 7 days a week. Students who are having particular difficulties are given Coordinator's cell phone number.

Students are asked every semester what might make the course work better and we do make changes based on the feedback.

- **Include how program faculty support *underprepared students* in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc.**

Students who have particular problems are referred to the Tutoring center, library, DSP, SARS and the academic success center.

- **Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success?**

NA

- **If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses**

NA

- **If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success**

NA

**5.2 Success Analysis.** Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole. Then, analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success.

Data reflects the OCED Department generally meets or exceeds college success rates in all dimensions. At this time we see no need to change our procedures and student support as they appear to be succeeding.

## Success by Modality (Occupational Education/Work Ex)

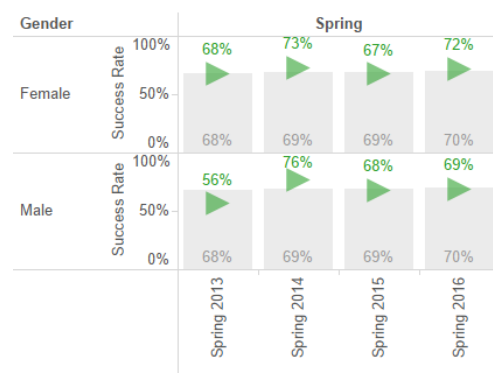
Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (outside of green shading) is noted in triangle color.



Note: Online success rates in OCED are compared with success rates of online classes at SCC as a whole.

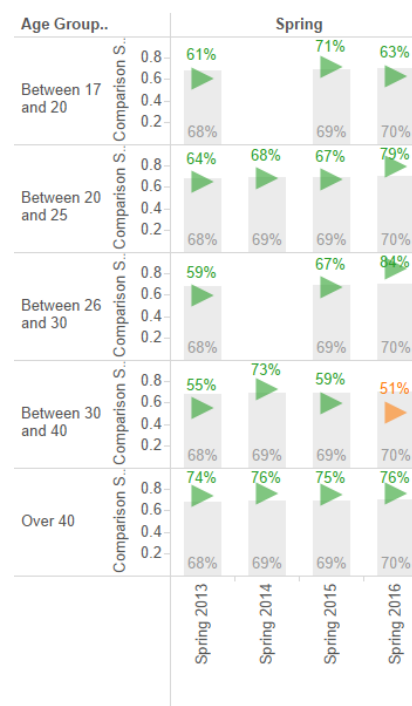
## Success by Gender (Occupational Education/Work Ex)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 20 students



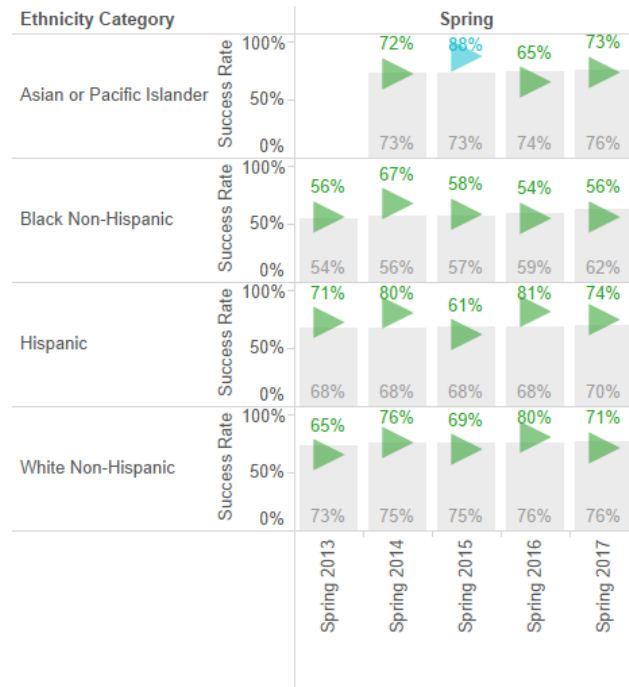
## Success by Age Group (Occupational Education/Work Ex)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 20 students



## Success by Ethnicity (Occupational Education/Work Ex)

Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 20 students



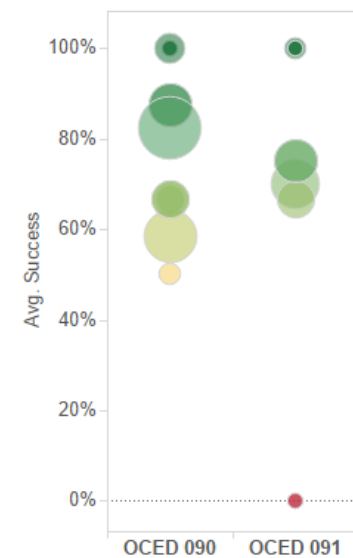
Note: Ethnicity success rates in OCED are compared with success rates for all students at SCC with that ethnicity.

Finally, in courses with many sections (5 or more per semester), compare success rates by CRN. Without naming instructors, note if there is large variance in success rates by section. If so, what are the planned actions to standardize success criteria, and to support student success across all courses?

For OCED 090 and 091 which are the bulk of the offerings in the OCED department, this field is not useful. Many sections are offered – most at the same time, because each section represents only a different unit count. The enrollment of any section depends on the number of hours enrolled students are working that semester. So a section that did not fill or filled low simply means there were not many students that semester who needed that number of units or worked enough hours to take a different section. In a semester, for example, a section might have only 1 student and if that student does not succeed it affects the entire CRN. Most programs would not run a section with only one or 2 students but that is often the case with OCED 090 and 091.

## Success by CRN Occupational Education/Work Ex

Chart shows success rate by course section number for courses with more than 5 offerings in the Spring 2017



**5.3 Cross-Discipline Collaboration (if applicable).** For certificates or degree programs with required courses outside the discipline, look at the success rates of students in those classes. Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups, tutoring, curriculum additions/examples that may make learning meaningful cross-disciplines, etc.). (Limit to 1-2 paragraphs)

Course ID	Fall										Spring										Summer									
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		Summer 2013		Summer 2014		Summer 2015		Summer 2016		Summer 2017	
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
ATEC 070					60.00	72%	73.00	74%	46.00	70%					42.00	67%	31.00	77%	28.00	46%										
CIS 001	383.00	56%	264.00	65%	341.00	58%	338.00	59%	251.00	59%	293.00	60%	332.00	59%	262.00	61%	242.00	64%	204.00	63%	111.00	68%	135.00	64%	155.00	72%	131.00	69%	101.00	
CIS 050	151.00	68%	103.00	73%	148.00	65%	160.00	64%	129.00	67%	118.00	61%	150.00	64%	150.00	72%	158.00	60%	173.00	78%	39.00	77%					38.00	61%	36.00	
DRFT 079					24.00	42%	22.00	82%	21.00	67%	24.00	67%																		
IT 050	27.00	63%																												
IT 101											32.00	63%	32.00	84%	25.00	80%	23.00	74%												
IT 110																					26.00	92%	24.00	88%	25.00	92%				
IT 140	25.00	76%	34.00	91%	26.00	77%	25.00	84%																						
IT 151	26.00	42%	22.00	73%	22.00	27%	24.00	29%			24.00	42%	21.00	67%	23.00	52%														
OCED 070							33.00	79%	44.00	66%							46.00	57%	60.00	68%										
OCED 071									26.00	46%							23.00	57%	42.00	55%										
OCED 090	94.00	56%	92.00	79%	73.00	62%	60.00	78%	52.00	81%	103.00	64%	91.00	79%	96.00	67%	89.00	82%	69.00	77%										
OCED 091	61.00	63%	51.00	69%	36.00	61%	53.00	70%	43.00	79%	63.00	63%	38.00	62%	62.00	71%	49.00	71%	39.00	72%										
OCED 101					21.00	65%							22.00	73%	25.00	64%														

At this point in time because there is only a job direct certificate, there have been collaborations about student cohorts.

**5.4 Degrees/Certificates Awarded (if applicable).** Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

No ITRP data available for number of job-direct certificates issued.

**5.5 Transfer (if applicable).** Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs). For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs. (Limit to 1-2 paragraphs)

Every semester there are numerous students planning to transfer but in the OCED classes, we focus more on job skills. We do post information about transfer fairs and information about how to transfer their OCED units.

**5.6 Career Technical Programs (if applicable).** For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/

licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data. (Limit to 1-2 paragraphs)

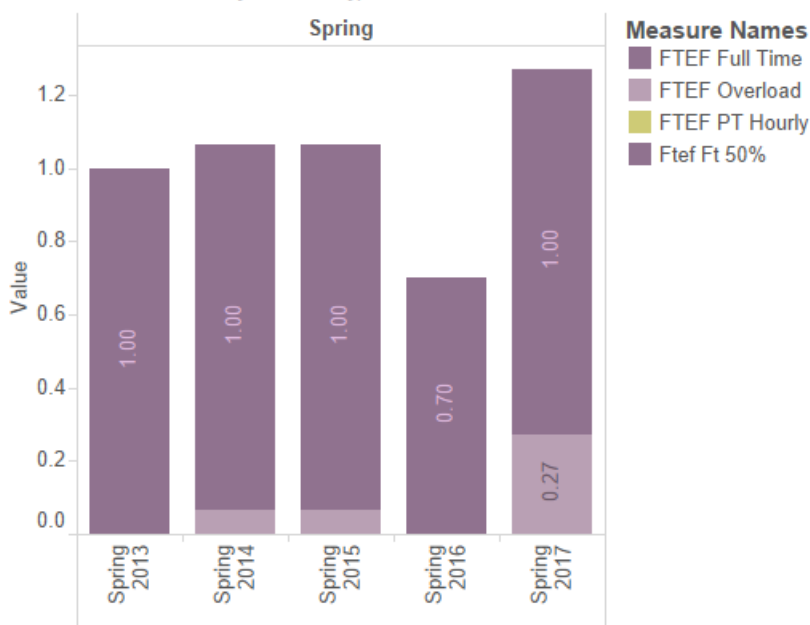
Everything about the OCED courses are designed to prepare students for employment. Some students are enrolled because their industry requires internship hours (i.e. Water/Wastewater). Every element from filling out applications to coursework in soft skills is designed to prepare students for gainful employment. While we do not place students, some interns who are working part-time and/or unpaid are hired at their jobsite.

## RESOURCES

**6.1 Human Resources.** Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs)

### FTEF (Occupational Education/Work Ex)

Chart shows total FTEF by contract type



The OCED program consists of one full-time Coordinator/Faculty member, one full-time OCED Assistant and one coming on board is a part-time Internship Site Developer.

Coordinator/Faculty:



Debra Berrett is on the Curriculum Committee and Curriculum Tech Review Committee. Regularly attends advisory committee meetings, high school career days, and hiring committees. Currently serves on the Doing What Matters for Jobs in Solano County Steering Committee and the California Community College Online Education Initiative Common Course Management Committee. Has previously served on the Distance Education Committee, eTeachers, Solano College Faculty Advancement Committee, Institutional Review Board Committee, and been a Puente Mentor. For 3 years served as Co-Chair of the Career Education Fair. 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: Member of 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. Current 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.

OCED Assistant – Julene Calvo: Maintains student files and office management. Sets up employer meetings, inputs OCED schedule. Analyzes and updates paperwork to reflect latest changes in title 5 and labor law. Updates and creates flyers and classroom materials. Is the de facto CTE contact person on campus guiding and directing inquiries regarding CTE programs to the correct resource. Regularly organizes and attends advisory committee meetings and serves on hiring committees. Outreach tabling at local high school's college and career fair days as well as various county events giving the information on the CTE programs that we offer and building relationships with our community. Currently serves on the Doing What Matters for Jobs in Solano County Steering Committee. Assists with the development of the new Solano College Makerspace.

Internship Site Developer – Marilyn Ashlin: Has long time experience in workforce development including Work Experience, grant development, and guided pathways.

Work Study Students and Student Volunteers – The OCED office currently has 2 student volunteers who are honing their business, clerical, and graphic arts skills.

Current staffing is sufficient but with the ability to now hire adjunct faculty we have expanded work experience into the summer and will be able to explore further expansion, for example into the prison program.

When the OCED assistant position was designed, it was new and we really did not realize what this person would be doing. Now seeing what the job entails we recommend either reclassifying the position to reflect the complexity or restructure the position to an OCED Specialist.

**6.2 Technology & Equipment.** Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs)

Equipment needs for the OCED program are small. OCED currently has a desktop office computer for keeping sensitive student data, a laptop for online teaching, and 2 previously used laser printers. Coordinator laptop needs updating to system with the ability for a wired and wireless connection to accommodate travel.

**6.3 Facilities.** Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs)

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.

**6.4 Library Resources.** Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix.

Most resources for the OCED classes can be found online so students can access materials they need at any library computer. There are no special collections needed.

**6.5 Budget/Fiscal Profile.** Provide a five-year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

Other than the salary and benefits for the Coordinator/Instructor, OCED Assistant, and Internship Site Developer there have been small amounts allocated to occasional student help, and mileage.

## GOALS & PLANNING

*This section will be submitted to the Superintendent-President as an overview of programmatic strengths and areas of growth.*

**7.1 Program Strengths and Areas for Improvement.** Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement.

OCED maintains face-to-face and online/hybrid sections running full-semester, 12-week, and 8-weeks during Fall and Spring and has added 8 week online/hybrid courses during the summer, affording students an almost constant opportunity to enter into experiential learning. Interns are

being hired and promoted. 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. There is a strong need in the community for well-trained graduates and internship and soft skills training are considered essential.

Addition of the full-time OCED Assistant has been just what the program has needed to expand student access, employer engagement, and community contact with the program. The Coordinator/Instructor has more time to work with employers and attend advisory meetings and the OCED office is open most days to allow students to come in for assistance and direction. Employers calling about Internships reach a real person and now with the addition of the Internship Site Developer they will get a faster, hands on assistance in setting up a strong internship site than they have in previous years.

We have recently collaborated with the new ASL and Education programs to offer Work Experience as a co-requisite to allow students to gain real world experience. Further consideration as to how OCED can be incorporated into additional degree/certificate program requirements should be considered.

Previous 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.

#### Areas for Improvement:

The OCED program needs to work more with students to show them the value of an internship. There are often excellent opportunities that employers offer but students don't take. Part of the issue may be students misunderstanding of what an internship is and part may be that they are not seeing the opportunities.

The OCED program has difficulty in getting Internship information out to students. We currently post to the Work Experience Website, send to faculty, do classroom visits, post at the career center, spread flyers around the campus, post on Facebook, LinkedIn, Twitter and on campus bulletin boards. We need the ability to send emails to all students or to selected students within a major. We have been successful a few times at going through IT to get internships widely broadcasted but not always. The OCED Department needs a more consistent way to get information to students via access to all students' emails. We might also investigate using other resources to connect with students such as Snapchat, Instagram, and Tumblr to disseminate internship information.

**7.2 Program Goals.** Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. Then for all goals provide a priority ranking. These goals will be utilized in multiple aspects of the integrated planning process. They will be discussed with the dean, inputted in CurriCUNET and shared

with the relevant planning committees (tech committee, professional dev, etc.). They will also be utilized by the Academic Program Review Committee and the Vice President of Academic Affairs to determine themes and areas of need across campus. Yearly, faculty will collaboratively update the goals during fall flex in CurriCUNET.

**Table 4. Program Goals**

**PROGRAM OVERVIEW & MISSION (Sections 1.1-1.9)**

<b>Program Goals</b> (click on text below for drop-down options, add goals as necessary)	<b>Planned Action (s)</b>	<b>Person(s) Responsible</b>	<b>Priority ranking of program goals</b>
<b>Other</b>	Create a badging system for soft skills	CTE Dean Debra Berrett Julene Calvo	

**ASSESSMENT (Sections 2.1-2.7)**

<b>Assessment Goals</b> (click on text below for drop-down options, add goals as necessary)	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking of assessment goals</b>
<b>Update/assess SLOs</b>	As per schedule	Debra Berrett	2
Build Common rubrics	Put rubrics into assignments in Canvas via Portfolium	Debra Berrett	1
Analyze Assessment results	Review success of rubrics and update as needed	Debra Berrett	3

**CURRICULUM (Sections 3.1-3.7)**

<b>Curriculum Goals</b> (click on text below for drop-down options, add goals as necessary)	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>

<b>Other</b>	Try to get OCED 070 and 071 accepted as Lifelong Learning via IGETE	Debra Berrett Articulation Officer Curriculum Committee	
Have OCED and other soft skills courses added to the list of graduation requirements in the local degree requirement.	<b>Work with other soft skills instructor and curriculum to examine our local degree and include a life-long learning category to better align with other schools.</b>	Debra Berrett Julene Calvo Internship Site Developer Adrienne Cary CTE Dean Curriculum Chair	

#### CAMPUS & COMMUNITY INTEGRATION (Sections 4.1-4.3)

<b>Campus &amp; Community Integration/Outreach goals</b> (click on text below for drop-down options, add goals as necessary)	<b>Planned Action</b>	<b>Person(s) Responsible</b>	<b>Priority ranking</b>
<b>Expand advertising</b>	Explore venues more students are using as a way to connect with today's younger student	Julene Calvo	
Expand coordination with counselors	Create more materials to assist counselors understand work experience and ask for more visits to their dept. meetings.	Debra Berrett	
Work to expand the use of Portfolium to include campus clubs, and alumni.	Work with ASSC and Foundation to integrate Portfolium.	Debra Berrett and Julene Calvo	
Expand student knowledge of internships	<b>More classroom visits to introduce internships, attend student events, career fairs, etc.</b>	Debra Berrett and Julene Calvo	
Expand internship sites	<b>More teacher meetings to discuss possible internship sites, connecting to outside entities such as the WDB, Chambers of Commerce</b>	Internship site developer	

#### STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

Student Equity & Success Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Data shows student success and equity across all modalities and demographics; no goals at this time			

#### PROFESSIONAL DEVELOPMENT (all sections)

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
<b>Development in other area(s)</b>	<div> <div>MBTI Certification, Professional</div> <div>Résumé Writer Certification,</div> <div>Professional Employment</div> <div>Interview Certification, and</div> <div>Certified Professional Career Coach</div> </div>	Debra Berrett	

#### RESOURCES (Sections 6.1-6.5)

Human Resources Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
<b>Add/replace/change staff position</b>	The incoming Internship site developer is a temporary position put in via Strong Workforce funding. We need to work to make it a regular position. OCED Assistant position was not drafted with the realities of what the position entails.	CTE Dean Debra Berrett HR	1

	Recommend either reclassification or change of title to OCED Specialist.		
Expand adjunct pool	Create opportunities to offer OCED at the centers and perhaps at the prison.	CTE Dean Debra Berrett HR	2
<b>Technology &amp; Equipment Goals</b> (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
<b>Add/upgrade office technology/equipment</b>	Replace current laptop with newer version that has the ability for wired connection in addition to wireless	CTE Dean Debra Berrett	
<b>Facilities Goals</b> (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Facilities are up-to-date; no goals at this time			
<b>Library Resource Goals</b> (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Library resources are up-to-date; no goals at this time			
<b>Other Resource Goals</b> (add below)	Planned Action	Person(s) Responsible	Priority ranking



SIGNATURE PAGE

*Please include all full-time faculty and as many part-time faculty as possible.*

**The undersigned faculty in the Occupational Education Program have read and have had the opportunity to provide feedback on the attached program review self-study, dated**

\_\_\_\_\_.

\_\_\_\_Debra Berrett\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Faculty Name

# APPENDIX

**Appendix A: Catalog Course Descriptions (2017-18)**

**Appendix B: Title V Regulations for Work Experience**

**Appendix C: OCED Schedule sample**

**Appendix D: OCED Newsletter sample**

**Appendix E: Doing What Matters Newsletter Issue 2**

**Appendix F: Doing What Matters Newsletter Issue 1**

**Appendix G: Soft skills classes as part of General Education at local community colleges.**

**Appendix H: Solano Community College Graduation requirements**

**Appendix I: OCED 090/091 Program Survey**

## APPENDIX A

### Catalog Course Descriptions (2017-2018)

#### *Occupational Education*

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##### *Occupational Education*

###### **Description**

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. OCED 090 and 091 are variable-unit work experience courses available to all occupational education certificate and degree programs students. Students wishing to continue OCED 090 and 091 over multiple semesters must contact the Work Experience Coordinator for enrollment assistance.

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.

For more information on Solano Community College's Work Experience program, please visit

<http://www.sccworkexperience.com/>.

**All unit counts may not be offered in a given semester. Students enrolled in OCED 091 may not enroll in OCED 090 or any other experiential or practicum course and count the same hours during the same semester.**

##### *Soft Skills for Technicians Job-Direct Certificate*

###### **Program Outcomes**

Students completing a Soft Skills for Technicians Job-Direct Certificate will be able to:

1. Identify and demonstrate proper occupational readiness, solid soft skills, a professional attitude, the ability to work as a team, and identify career goals.
2. Demonstrate the ability to create an accurate and comprehensive set of technical reports.
3. Demonstrate the ability to assess and solve a technical problem through accurately selecting and applying the appropriate measurement and performing calculations to confirm results.

**The required courses must be completed with a grade of "C" or better**

<b>REQUIRED COURSES</b>	<b>Units</b>
OCED 070 Occupational Soft Skills .....	1.5
OCED 071 Occupational Portfolio Development .....	1.5
IT 140 Industrial Mathematics .....	3
IT 151 Vocational Mathematics .....	3
3 units from Recommended Electives .....	3
<b>Total Units</b> .....	<b>12</b>

<b>Recommended Electives: (select 3 units).....</b>	<b>Units</b>
ATEC 070 Automotive Fundamentals .....	3
CIS 001 Introduction to Computer Science .....	3
CIS 050 Microcomputer Applications .....	3
DRFT 079 Blueprint Reading.....	3
IT 050 Alternative Energy Technologies .....	3
IT 101 How Things Work .....	3
IT 110 Modern Welding .....	3
OCED 090 Occupational Work Experience .....	3
OCED 091 Occupational Work Experience .....	3

# Occupational Education

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## **OCED 070**

**1.5 Units**

### **Occupational Soft Skills**

*Course Advisory: Minimum SCC math and English standard.* Covers the critical tools to help occupational students develop the employability or soft skills needed for a smooth transition to the work force based on the Secretary's Commission on Achieving Necessary Skills (SCANS). Topics include practical elements required to meet employer expectations, create cooperative co-worker interactions and development of positive personal characteristics. This is not a work experience course. *Three hours lecture.*

## **OCED 071**

**1.5 Units**

### **Occupational Portfolio Development**

*Course Advisory: SCC minimum English standard.* Innovative in career planning, career portfolios are designed to assist in demonstrating skills and competencies. In this course, participants will identify personal strengths and weaknesses in key skill areas and develop a plan for obtaining the skills they need. Professional and educational samples will be collected, categorized, and evaluated. Participants will analyze how the career portfolio can be used as a tool for the job search as well as for career advancement. A hard copy and/or electronic career portfolio will be completed by the end of this course. *8-week course. Three hours lecture.*

## **OCED 090**

**1.0 to 8.0 Units**

### **Occupational Work Experience**

*Corequisite: Student must be working (paid or unpaid) 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 Advisory: SCC minimum English and Math standards.* To Qualify for Occupational Work Experience credit, the student must be working (paid or unpaid) for a legal business in a position directly related to the declared major. Students must work 75 hours per unit of credit for paid work and 60 hours per unit of credit for unpaid work. Students will attend a weekly coordination seminar and develop job-oriented objectives. OCED 090 may be required for some majors and is an elective for all occupational education certificate and degree programs.

Qualified students who are not working or volunteering 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 to a total of 16 units over multiple semesters.

*NOTE: Students enrolled in OCED 90 may not enroll in OCED 91 or any other experiential or practicum course and count the same hours during the same semester. Lab hours are the hours students spend on their job sites. Students wishing to take the maximum OCED units may continue OCED 090 over multiple semesters not to exceed 16 units total for all work experience courses. Students wishing to continue OCED 090 in subsequent semesters must contact the Work Experience Coordinator for enrollment assistance.*

## **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. To Qualify for General Work Experience credit, the student must be working (paid or unpaid) for a legal business. Students must work 75 hours per unit of credit for paid work and 60 hours per unit of credit for unpaid work. Work does not need to be related to major. Students will attend a weekly coordination seminar and develop job-oriented objectives. OCED 091 is an elective for all occupational education certificate and degree programs. Course Advisory: SCC minimum English and Math standards.*

Qualified students who are not working or volunteering 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 during the semester to a maximum of 6 units. OCED 091 may be taken over multiple semesters for a maximum of 6 units.

*NOTE: Students enrolled in OCED 91 may not enroll in OCED 90 or any other experiential or practicum course and count the same hours during the same semester. Total work experience units may not be more than 16. Lab hours are the hours students spend on their job sites. Note: CSU will accept up to 12 units for transfer.*

**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 Advisory: SCC minimum English and Math standards. To Qualify for General Work Experience credit, the student must be working (paid or unpaid) for a legal business. Students must work 75 hours per unit of credit for paid work and 60 hours per unit of credit for unpaid work. Work does not need to be related to major. Students will attend a weekly coordination seminar and develop job-oriented objectives. OCED 091 is an elective for all occupational education certificate and degree programs. Qualified students who are not working or volunteering 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 during the semester to a maximum of 6 units. OCED 091 may be taken over multiple semesters for a maximum of 6 units. NOTE: Students enrolled in OCED 91 may not enroll in OCED 90 or any other experiential or practicum course and count the same hours during the same semester. Total work experience units may not be more than 16. Lab hours are the hours students spend on their job sites. Note: CSU will accept up to 12 units for transfer.*

**ATEC 070** **3.0 Units**  
**Automotive Fundamentals**

*Course Advisory: SCC minimum English and Math standards. This course serves as the pre-requisite for all automotive technology certificate and/or degree applicable courses and provides the knowledge and skills needed to prepare students for entry into the automotive core curriculum. The study of automotive industry fundamentals including careers; safety; fasteners; hand tool identification and usage; vehicle systems; electrical fundamentals; service information access and use; automotive chemical and fluid applications; hazardous waste handling; general shop equipment usage, and vehicle servicing. The course is designed in conjunction with Automotive Service Excellence (ASE) standards and subsequently will in part prepare the student for the ASE Maintenance and Light Repair G1 Certification Examination. Two hours lecture, three hours lab.*

**CIS 001** **3.0 Units**  
**Introduction To Computer Science**

*Course Advisory: SCC minimum English and Math standards; keyboarding 30 wpm. An introduction to the hardware and software components of basic computer information systems. Also, an examination of information systems and their role in business. A review of historical, social and cultural implications of computer technology in today's society. Course content will include hands-on familiarization with a computer operating system and common application software. Additionally, the course includes an introduction to computer programming using the Visual Basic .Net language. Students will learn to develop problem specifications, detailed analysis, design algorithms, and construct structured computer programs. Three hours lecture, one hour lab.*

**CIS 050** **3.0 Units**  
**Microcomputer Applications**

*Course Advisory: Basic keyboarding skills at 30 wpm; SCC minimum English and Math standards. This course will serve as an introduction to microcomputers and the more frequently used applications software. The course is designed for the microcomputer user who is not a computer science major. The purpose of this course is to help students to understand the concepts and fundamentals of working with: an operating system with its associated graphical user interface, word processing, spreadsheets, databases and presentation software. Three hours lecture.*

**DRFT 079** **3.0 Units**  
**Blueprint Reading**

*Course Advisory: SCC minimum English and Math standards. Designed to provide an understanding and interpretation of a variety of blueprints. Emphasizes the ability to recognize and identify features of mechanical blueprints and architectural blueprints. Also includes basic development of freehand sketching abilities. Two and one-half hours lecture, one and one-half hours lab.*



## ***Industrial Management***

**IT 050 3.0 Units**

### **Alternative Energy Technologies**

*Course Advisory: SCC minimum English and Math standards.* Introduces the topics of power generation, transmission, and consumption of both conventional and alternative energy sources. Students will be exposed to an in-depth analysis of the design and use of fossil fuel based systems and then compare those systems to alternatives. Energy use in transportation, industrial, commercial, and residential applications will be examined. *Three hours lecture.*

**IT 101 3.0 Units**

### **How Things Work**

*Course Advisory: SCC minimum English and Math standards.* Provides an understanding of how the technology in our lives works using only basic concepts and rudimentary mathematics. This course considers objects from our daily environment and focuses on their principles of operation, histories, and relationships to one another. Students learn about common technologies through lecture, classroom discussion, and laboratory experiments. *Two hours lecture, three hours lab.*

**IT 110 3.0 Units**

### **Modern Welding**

*Course Advisory: SCC minimum English standard.* Designed to acquaint the student with the fields of arc and acetylene welding, the tools and equipment used, shop safety and employment opportunities. *Two hours lecture, three hours lab.*

**IT 140 3.0 Units**

### **Industrial Material**

*Course Advisory: SCC minimum English standard.* A broad overview of the characteristics and comparative qualities of naturally occurring, alloyed and man-made materials used in industry. Testing and practical use of materials are required. *Two hours lecture, three hours lab.*

**IT 151 3.0 Units**

### **Vocational Mathematics**

*Course Advisory: SCC minimum English and Math standards.* Focuses on mathematical functions, plane and solid geometry, measurement systems, algebra, and trigonometry applied to specific vocational areas. *Three hours lecture.*



## APPENDIX B

# Title V Regulations for Work Experience

### Title V: Education

Division 6: California Community Colleges

Chapter 6: Curriculum and Instruction

Subchapter 3: Alternative Instructional Methodologies

### Article 4: Cooperative Work Experience Education

Effective 04/10

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#### § 55250. Approved Plan Required.

Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

#### § 55250.2. Laws or Rules Applicable to Minor Students in Work Experience.

All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses.

#### § 55250.3. "Work Experience Education."

Work-experience education authorized by this article includes the employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees.

#### § 55250.4. Funds for Work Experience Programs for Students with Developmental Disabilities.

The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.

The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the workexperience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.

**§ 55250.5. Work-Experience Education Involving Apprenticeable Occupations.**

Work-experience education involving apprenticeable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council.

**§ 55250.6. Work Experience Outside of District.**

The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district.

**§ 55250.7. Wages and Workers' Compensation.**

The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

**§ 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.

**§ 55252. Types of Cooperative Work Experience Education.**

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

(a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.

(b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal.

**§ 55253. College Credit and Repetition.**

(a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:

(1) General Work Experience Education.

A maximum of six semester credit hours or nine quarter credit hours may be earned during one enrollment period in general work experience education.

(2) Occupational Work Experience Education.

A maximum of eight credit hours may be earned during one enrollment period in occupational work experience education.

(b) If a college offers only one course in occupational work experience in a given field and that course is not offered as a variable unit open-entry/open-exit course, the district policy on course repetition adopted pursuant to section 55040 may permit a student to repeat that course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161,

attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

**§ 55254. Student Qualifications.**

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.
- (c) Have the approval of the academic personnel.
- (d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
  - (1) Assist the student in identifying new or expanded on-the-job learning objectives.
  - (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
  - (3) Validate hours worked.

**§ 55255. District Services.**

(a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:

- (1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
- (2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
- (3) Consultation with students in person to discuss students' educational growth on the job.

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to

the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

**§ 55256. Records.**

(a) The district shall maintain records which shall include at least the following:

- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.
- (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
- (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
- (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.

(b) Records must be maintained which are signed and dated by academic personnel documenting:

- (1) Consultation(s) in person with the employer or designated representative.
- (2) Personal consultation(s) with the student.
- (3) Evaluation of the student's achievement of the on-the-job learning objectives.
- (4) The final grade.

**§ 55257. Job Learning Stations.**

Job learning stations shall meet the following criteria:



(a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.

(b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.

(c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.

(d) Employers agree to comply with all appropriate federal and state employment regulations.

## Appendix C

### OCED Schedule Sample

#### Get College Credits For Working or Volunteering!

Enroll in Work Experience OCED 090 or 091 OR  
Occupational Soft Skills OCED 070 or  
Portfolio Development OCED 071, Spring 2018



OCED 090 and 091 require a student be working paid or unpaid. OCED 090 and 091 may NOT be taken concurrently. See reverse for requirements.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
Full Semester Online Sections						
10168	1	1/16	1 in person meeting required*		online	10542
10170	2	1/16	1 in person meeting required*		online	10543
10171	3	1/16	1 in person meeting required*		online	10544
10173	4	1/16	1 in person meeting required*		online	10546
10175	5	1/16	1 in person meeting required*		online	None
10176	6	1/16	1 in person meeting required*		online	None
*The above online sections of OCED require a one time in-person attendance at one of the two on-campus orientations held in room 1818 (Bldg. 1800), (1) Friday, Jan. 19, 6-8 PM or (2) Saturday, Jan. 20, 12-2 pm. The remaining meetings are online.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
12- week Face-to Face-Sections (meet in person every week)						
10507	1	2/14	W	12:00-12:50	1818	10548
10530	1	2/14	W	6:00-6:50	1818	10560
10514	2	2/14	W	12:00-12:50	1818	10556
10531	2	2/14	W	6:00-6:50	1818	10561
10518	3	2/14	W	12:00-12:50	1818	10562
10533	3	2/14	W	6:00-6:50	1818	10557
10521	4	2/14	W	12:00-12:50	1818	None
10535	4	2/14	W	6:00-6:50	1818	None
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
8- week Face-to Face-Sections (meet in person every week)						
10523	1	3/15	W	12:00-12:50	1818	10558
10537	1	3/15	W	6:00-6:50	1818	10563
10525	2	3/15	W	12:00-12:50	1818	10559
10538	2	3/15	W	6:00-6:50	1818	10564
10528	3	3/15	W	12:00-12:50	1818	None
10539	3	3/15	W	6:00-6:50	1818	None
OCED 070 and 071 are NOT work experience courses, there is no work requirement and these courses may be taken concurrently with OCED 090 or 091.						
OCED 070 CRN#	UNITS	START DATES	DAYS	LENGTH	WORK REQUIREMENT	
10161	1.5	01/16	Online	8 Weeks	None	
10162	1.5	03/15	Online	8 Weeks	None	
OCED 071 CRN#	UNITS	START DATES	DAYS	LENGTH	WORK REQUIREMENT	
10163	1.5	01/16	Online	8 Weeks	None	
10165	1.5	3/15	Online	8 Weeks	None	

For more information, visit the SCC Work Experience Office in Room 1811 or call Debra Berrett at 864-7139.

E-mail: [debra.berrett@solano.edu](mailto:debra.berrett@solano.edu) Web site: [www.sccworkexperience.org](http://www.sccworkexperience.org)

Linked-in Groups: SCC Work Experience; Twitter: @SCCWORKEXP



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

<b>Occupational Work Experience OCED 090</b>	<b>General Work Experience OCED 091</b>	<b>Occupational Soft Skills OCED 070 (was OCED 101)</b>	<b>Portfolio Development OCED 071</b>
Currently employed (paid or unpaid) for a licensed business in the public or private sector.		No employment required	No employment required
Job related to Declared Major	Job not related to Major	N/A	N/A
Earn 1-6 units per semester.	Earn 1-4 units per semester	1.5 unit	1.5 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	Not repeatable
Attend weekly seminar, complete required paperwork and work hours		Weekly activity, discussion & quiz	Weekly activity, discussion & quiz
Full Semester: Online only. 12 week and 8 week sections face-to-face only.		8 week online only	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. For a 12 week semester each 7 hours per week will earn 1 unit. 8 week courses require 10 hours per week to fulfill the requirement.

### 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. For a 12 week semester each 6 hours per week will earn 1 unit. 8 week courses require 8 hours per week to fulfill the requirement.

### How do I enroll?

Choose your CRN number for OCED 090 or 091 by first determining how many units you wish to earn based on the number of hours you work. If you are unsure email [debra.berrett@solano.edu](mailto:debra.berrett@solano.edu) for assistance.

### How many units can I earn per semester (units offered may vary from semester to semester)?

For a 12-week semester you may earn from 1 – 4 units in OCED 090 or 1-3 units in OCED 091.

For an 8-week semester you may earn 1-3 units in OCED 090 or 1-2 units in OCED 091.

Sections may not be combined to increase unit enrollment. Concurrent enrollment in OCED 090 and 091 or any other Work Experience/practicum course where the same hours would be used is not allowed.

OCED 070 and 071 are 8 week 1.5 unit courses 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 are offered for the full semester only. 12 and 8 week sections meet one hour weekly on the days/time noted on the reverse side. **OCED 070 and 071:** No in person meeting but please log in as soon as the course room opens, usually several days before the start of the semester. Access the online courses on the Canvas site at <https://solano.instructure.com>. Your username and password are the same as your MySolano account.

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

**OCED 090 and 091:** Yes – you must be working or volunteering for a licensed legal business or organization. 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. For help in finding an internship or volunteer opportunity please visit our webpage at <http://www.sccworkexperience.org/internship-opportunities/>

**OCED 070 and 071:** No requirement to work. These are not work experience courses.

**\*Continuing OCED 090/091 students:** If you have previously completed a semester of OCED 090/091 you will get an error when you try to register for additional semesters via MySolano. Continuing OCED 090/091 students need to enroll in person at admissions or send your full name, student ID number, course name and desired CRN to [Debra.Berrett@solano.edu](mailto:Debra.Berrett@solano.edu).

## Appendix D

### OCED Newsletter sample



## Solano College Work Experience

Volume 1 Issue 17

### How do I decide which Work Experience is right for me?

Occupational Work Experience (OCED 090)	General Work Experience (OCED 091)	Occupational Soft Skills (OCED 070)	Portfolio Development (OCED 071)
Currently working (paid or unpaid) for a licensed business in the public or private sector.	No employment required.		
Job related to DECLARED MAJOR.	Job not related to major.	N/A	N/A
Earn 1-6 units in Spring 2017	Earn 1-4 units in Spring 2017	1.5 units	1.5 units
May take up to 16 units total over multiple semesters.	May take up to 6 units total over multiple semesters.	Not repeatable	
Attend weekly activity meetings, complete required paperwork and work hours.		Weekly activity, discussion & quiz.	
Full-Semester sections online only. 12 and 8 week sections face-to-face only.		8 week online only.	

How to Earn Units in OCED 090/091

For paid work: Each 75 hrs. worked is equal to 1 unit. 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. ♦

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

### From the Experts

**How your online identity can help you get (or lose) a job.** At a friends wedding you danced with a beer in your hand and pictures were posted to your social media pages. No big deal, right? Right—unless the photo is seen online by a potential employer who thinks you look frivolous. First impressions no longer start with a handshake—it's with a Google search. A recent survey confirms this: A whopping 70% of U.S. business managers say they decided not to hire someone based on something they found online. How do you keep your virtual self virtuous? Clean up your pages: Social media sites appear high in search results, so opt for the highest privacy settings. Also, remove complaints about your job or boss, any confidential work information and photos of yourself acting in a way that could be construed as inappropriate. *John A. Challenger, CEO, Gray & Christmas, international outplacement consulting firm.*

**Social media can be helpful**—SCC Work Experience posts valuable articles, internship and career opportunities on Facebook (sccworkexperience); on Pinterest (Solano College Work Experience); and Twitter (@SCCWORKEXP). Join us!

**Table manners play an important part in making a favorable impression.** They are visible signals of the state of our manners and therefore are essential to professional success. The point of etiquette rules is to make you feel comfortable - not uncomfortable. -*United States Dining Etiquette* ♦

### Inside this issue:

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## How to Land an Internship

It's one of the most common and frustrating career dilemmas college students face: "To get a good job after graduation, I need experience. But how do I get experience without having a job in the first place?" One common -- and wise -- solution: An internship, paid or unpaid, part-time or full-time.

### Work with the Internship Program / Career Center at Your School

Your Internship Coordinator and Career Center know where other students from your school are interning now or have interned before. While they do not do actual placement they can be a source of leads. Start your search at: [www.sccworkexperience.org](http://www.sccworkexperience.org)

### Talk to Your Professors

Your professors may also know where at least some students are interning now or have interned before. Additionally, many professors have consulting, research, and other ties to various companies and organizations outside of academia; thus, they may be aware of internship programs hosted by these organizations.

### Network with Your Fellow Students

If a student you know has an internship that intrigues you, ask for advice on landing a similar internship yourself, either with the same organization or elsewhere. Chances are that students who have internships now have a better sense of the many internship opportunities that exist, in both their own organizations and in others. So be sure to tap into their collective knowledge, especially as it relates to people you should contact.

### Use Your School's Alumni Network

Most campuses, usually through their Alumni Services or Foundation work hard to establish and maintain contacts with alumni working in various organizations and industries. Consider contacting some alumni from your school to check into internships in their places of employment. You'd be surprised by how strong the fellow alum tie can be.

(internship cont.)

### Tap into the Resources of Your Own Family, Friends and Acquaintances

Does your mother's company have an internship program? Does your sister's friend's nonprofit organization offer any volunteer possibilities? Many college students don't think to ask their family members, friends and acquaintances to help them with career-related tasks like internship/volunteer hunting. Be sure you don't fall into this trap.

### Check Out Internship Sites on the Web

Search for internship opportunities on the Web through sites such as [Voluntermatch.org](http://Voluntermatch.org); [Internmatch.com](http://Internmatch.com) or [internweb.com](http://internweb.com).

Once you have developed a list of internships, you can work to ready yourself for the important tasks to follow. Among them: developing and writing a resume and cover letter, learning how to follow up with prospective internship providers to keep yourself in the front of their minds, and preparing for internship interviews.

Remember that at SCC you can earn college credit for the internship hours whether they are paid or unpaid. If you are in an unpaid internship or volunteer position and are properly enrolled in the Work Experience Program you are covered under the school's Worker's Comp which is attractive to many potential internship sites.

With time and diligence, your efforts will pay off -- in an internship that gives you the experience you need to land the future job you want.

Source: <http://career-advice.monster.com/job-search/getting-started/land-a-great-internship/article.aspx> ♦



## The Importance of Soft Skills

[https://www.mindtools.com/pages/article/newCDV\\_34.htm](https://www.mindtools.com/pages/article/newCDV_34.htm)

While your technical skills may get your foot in the door, your people skills are what open most of the doors to come. Your work ethic, your attitude, your communication skills, your emotional intelligence and a whole host of other personal attributes are the soft skills that are crucial for career success.

With these soft skills you can excel as a leader. Problem solving, delegating, motivating, and team building are all much easier if you have good soft skills. Knowing how to get along with people -- and displaying a positive attitude -- are crucial for success.

The problem is, the importance of these soft skills is often undervalued, and there is far less training provided for them than hard skills. For some reason, organizations seem to expect people know how to behave on the job. They tend to assume that everyone knows and understands the importance of being on time, taking initiative, being friendly, and producing high quality work.

Develop those critical soft skills here at SCC by enrolling in OCED 070 Occupational Soft skills. Online 1.5 units, 8 weeks. CRN 10287 starts Jan 17. CRN 10288 starts March 22 ♦

### How to Stay Organized While Working and Going to School

The choice to work or volunteer during college can be very beneficial. Although it does take extra effort to hold down a job and still get good grades, you can do it.

- Optimize your time
- Create a flexible schedule
- Prioritize your activities
- Establish a plan
- Stay focused
- Keep a to-do-list that syncs to your phone
- Find a network of support
- Take advantage of campus resources
- Keep your mind on the bigger picture, your end goal
- Seek balance
- Reward yourself



(How to stay organized—continued) As a working student, you have to be ready to adapt to new assignments, unexpected errands, and sudden work crises that need to be addressed immediately. You should fit homework and studying in when you're either not in class or not at work. Build a routine you can stick to. Be sure to communicate your schedule to your employers, friends, clients, and family, so that the people around you know where you'll be and when. Relieve your stress by taking much-needed breaks to give yourself time to collect yourself when you need it the most, so you can re-approach things with a clear head. You may not have enough time for everything, so be sure to get your priorities straight and don't beat yourself up if you do not accomplish everything in one day. Stay positive and don't forget to enjoy life! From: <http://www.wikihow.com/Balance-School-and-Work-as-an-Adult> ♦

### Did you know?

One social network that is essential for professionals to participate on is LinkedIn. LinkedIn is one of the largest professional networks where you can discover professional opportunities, business deals, and new ventures. You can also get the latest news, inspiration, and insights you need to be great at what you do. <https://www.linkedin.com/> Search 'SCC Work Experience' on LinkedIn and request to join this group of students and employers and learn how to develop a professional online presence, see job opportunities and more. ♦

California is an "at-will" state. This means, at least in theory, that the employer may terminate employment at any time, with or without cause including they are just in a bad mood and you happened to be the first person to cross their path.

Statutory exceptions include terminating an employee for reasons based on discrimination laws; for participating in union activity; or for refusing to carry out an activity that violates the law. For more information about what "at-will" means visit: [www.calaborlaw.com](http://www.calaborlaw.com) ♦



"Leadership experience? I have 13 people following me on Twitter!"

### Your Job Skills Portfolio: Giving You An Edge To The Marketplace by Randall S. Hansen, Ph.D

An old job-hunting tool is making a big comeback. For years, graphic artists, journalists, teachers, and other creative types have used career portfolios while job hunting, but it is only recently that the idea has caught on for all types of job seekers.

What is a job skills, job search, or career portfolio? It is a job hunting tool that you develop that gives employers a complete picture of who you are — your experience, your education, your accomplishments, your skill sets — and what you have the potential to become — much more than just a cover letter and resume can provide. You can use your career portfolio in job interviews to showcase a point, to illustrate the depth of your skills and experience, or to use as a tool to get a second interview. ♦ Learn how to create a winning digital portfolio in the new online 1.5 unit 8 week OCED 071 course here at SCC. CRN 102879 starts Jan 17. CRN 10290 starts March 22 ♦



## Get College Credits For Working or Volunteering!



Enroll in Work Experience OCED 090 or 091 OR  
Occupational Soft Skills OCED 070 or 071, Spring 2017

OCED 090 and 091 require a student be working paid or unpaid. OCED 090 and 091 may <u>NOT</u> be taken concurrently. See reverse for requirements.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>Full Semester Online Sections</b>						
10126	1	1/17	1 in person meeting required*		online	10146
10127	2	1/17	1 in person meeting required*		online	10147
10128	3	1/17	1 in person meeting required*		online	10148
10129	4	1/17	1 in person meeting required*		online	10149
10130	5	1/17	1 in person meeting required*		None	None
10131	6	1/17	1 in person meeting required*		None	None
*The above online sections of OCED require attendance at one of the mandatory in-person coordination meetings. Both are held on the Fairfield campus in room 1818 (Bldg. 1800), (1) Friday, Jan 20, 6-8 PM or (2) Saturday, Jan 21, 12-2 pm. The remaining meetings are online.						
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>12-week Face-to Face-Sections (meet in person every week)</b>						
10132	1	2/22	W	12:00-12:50	1818	10150
10139	1	2/22	W	6:00-6:50	1877	10155
10133	2	2/22	W	12:00-12:50	1818	10151
10140	2	2/22	W	6:00-6:50	1877	10156
10134	3	2/22	W	12:00-12:50	1818	10152
10141	3	2/22	W	6:00-6:50	1877	10157
10135	4	2/22	W	12:00-12:50	None	None
10142	4	2/22	W	6:00-6:50	None	None
OCED 090 CRN#	UNITS	START DATES	DAYS	TIMES	LOCATION	OCED 091 CRN#
<b>8-week Face-to Face-Sections (meet in person every week)</b>						
10136	1	3/22	W	12:00-12:50	1818	10153
10143	1	3/22	W	6:00-6:50	1877	10158
10137	2	3/22	W	12:00-12:50	1818	10154
10144	2	3/22	W	6:00-6:50	1877	10159
10138	3	3/22	W	12:00-12:50	None	None
10145	3	3/22	W	6:00-6:50	None	None
OCED 070 and 071 are NOT work experience courses, there is no work requirement and these courses may be taken concurrently with OCED 090 or 091.						
OCED 070 CRN#	UNITS	START DATES	DAYS	LENGTH	WORK REQUIREMENT	
10287	1.5	1/17	Online	8 Weeks	None	
10288	1.5	3/22	Online	8 Weeks	None	
OCED 071 CRN#	UNITS	START DATES	DAYS	LENGTH	WORK REQUIREMENT	
10289	1.5	1/17	Online	8 Weeks	None	
10290	1.5	3/22	Online	8 Weeks	None	

For more information, visit the SCC Work Experience Office in Room 1811 or call Debra Berrett at 864-7139.  
E-mail: [debra.berrett@solano.edu](mailto:debra.berrett@solano.edu) Web site: [www.sccworkexperience.org](http://www.sccworkexperience.org)  
Linked-in Groups: SCC Work Experience; Twitter: @SCCWORKEXP

## Appendix E

### **Doing What Matters Newsletter Issue 2**

# Doing What Matters for Jobs in Solano County newsletter

Volume 1/Issue 2

SOLANO COLLEGE  
CAREER TECHNICAL  
EDUCATION

BUILDING CAREERS



SUPPORTING LOCAL  
INDUSTRY

## WORK EXPERIENCE AND SOFT SKILLS

One of the key employer concerns at the Doing What Matters for Solano County meetings is the need for soft skills training. Solano Community College (SCC) can meet those needs by offering both occupational and general Work Experience (OCED 090 and 091). Students work either paid or unpaid in local industry where a workplace supervisor helps set realistic learning goals for practical real world skills. Students also attend weekly seminars on a variety of soft skills. Class topics include interest surveys, job searches, applications and resumes, email and phone etiquette, teamwork, interviewing, getting along with difficult co-workers, and how to be promotable. These CSU transferable courses can be taken over multiple semesters.

"Many companies find hosting interns is a great way to build their future employee pool," said Work Experience Coordinator Debra Berrett.

For more information on hosting a Solano College intern contact Professor Berrett at [debra.berrett@solano.edu](mailto:debra.berrett@solano.edu).

## DEDICATED SOFT SKILLS CLASSES

Solano College has several non-experiential courses covering a wide range of soft skills.

**BUS 100 – Work Readiness.** Covers the process of assessing the job market and completing a resume and application. The skills needed in the workplace are emphasized along with the social and communication skills, personal characteristics and habits, and expectations of the employer.

**OCED 070 – Occupational Soft Skills** includes practical elements required to meet employer expectations, create cooperative co-worker interactions and the development of positive personal characteristics for a career technical education job. Includes professional use of popular social media tools. CSU Transferable.

**OCED 071 – Occupational Portfolio Development** – students identify personal strengths and weaknesses in key skill areas. Professional and educational samples are collected, categorized and evaluated. At the end of the course the students will have developed a useable career portfolio in either digital or hard copy format. CSU Transferable.

Solano College also has a new 12 unit Soft Skills for Technicians Job Direct Certificate. See web site for details.

If you are an employer and would like to offer soft skills classes for multiple employees please contact Professor Debra Berrett, Business Professor Adrienne Cary [adrienne.cary@solano.edu](mailto:adrienne.cary@solano.edu), or Maire Morinec ([Maire.Morinec@solano.edu](mailto:Maire.Morinec@solano.edu)) the Dean of School of Applied Technology & Business, to discuss the possibility of arranging one of these courses to be offered at a time and location that is convenient for your workforce.

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"People ask me all the time: 'What is it like to be a woman at Google?' I'm not a woman at Google, I'm a geek at Google. And being a Geek is just great. I'm a geek, I like to code."

Marissa Mayer, CEO of Yahoo, former engineer at Google

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## MORE GOOD NEWS FROM WORK EXPERIENCE!

Solano College Work Experience is teaming with the Solano County Sheriff's Office to begin a Community Service Officer internship program here on campus. The college will pick up the cost of the Live Scan/background check and provide uniforms. Although it will take some time for the background checks, students who begin the process now should have enough lead time to start with the Feb 22 sections of OCED 090. Email Debra Berrett for more information.

## CTE STUDENT SUCCESS STORIES – FROM CLASSROOM TO CAREER

Julene Calvo is a homegrown SCC success story. A single mom with a 4-year old son, Julene graduated in May 2016 with A.S. degrees in both Accounting and Office Technology. In addition to classroom work, she learned valuable workplace skills through the SCC internship and federal work study programs. Julene is now one of the newest members of the SCC family after being hired as the Office Assistant in the Work Experience/Occupation Education program. "I really appreciate my education at Solano College, and especially my instructors Debra Berrett, Kevin Anderson, Katherine Knox and Marylou Francesco," said Julene. "I am excited about working with our students. I have been in their shoes. I understand the challenges. But I also have experienced the great opportunities at Solano College."

Haley Thomas was working in low wage fast food industry jobs before finding her way to the Welding Department at SCC. After graduation she joined Local 378 union in Benicia and enhanced her training with advanced projects for TIG/GTAW Gas Tungsten Arc Weld certifications. She is now on a 10-month contract where she will earn \$101,000.

Justin Duhow graduated from SCC in May 2014 after taking courses in Engineering and Drafting, before moving on to U.C. Davis where he earned his degree in Mechanical Engineering. Justin shined brightly at SCC by (among other things) taking first prize at a Statewide Drafting/Design completion using Solidworks software he learned at SCC (See video <https://youtu.be/2zR8Hh6GRZU>). Justin is now a mechanical engineer at Hill Engineering, a company that specializes in measuring and analyzing residual stress in critical components in the aerospace industry. "I love my job and the people I work with!" said Justin.

Do you have a SCC CTE student success story to share? Contact our team at [strongworkforceforsolano@gmail.com](mailto:strongworkforceforsolano@gmail.com)

## DOING WHAT MATTERS FOR JOBS IN SOLANO COUNTY STEERING COMMITTEE

Debbie Berrett – Solano College Faculty Association

Karen Cook – Solano College Faculty Association

Mark DeWeerd – Workforce Development Board

Anna Eng – Bay Area Industrial Areas Foundation

Brian Hooker – Workforce Development Board of Solano County

Diana Lisi – California Teachers Association

Maire Morinec – Solano Community College District

Jon Riley – Napa/Solano Labor Council

Steve Savage – California Teachers Association

Michael Wyly – Solano Collage Faculty Senate



WORKFORCE DEVELOPMENT BOARD  
OF SOLANO COUNTY



## Appendix F

### Doing What Matters Newsletter Issue 1

# Doing What Matters for Jobs in Solano County newsletter

Volume 1 / Issue 1

#### BIOTECHNOLOGY BACCALAUREATE DEGREE AT SOLANO COLLEGE!



#### BIG NEWS!

The Bachelor of Science in Biomanufacturing program at Solano Community College has been formally approved by the state's accrediting agency.

The Accrediting Commission for Community and Junior Colleges (ACCJC) notified the college Nov. 21 that the Baccalaureate program was approved and that the college can now proceed with its plans to offer the four-year program. The program is one of a handful approved in 2015 by the state to provide education in high-tech fields.

The SCC program is an extension of its current Industrial Biotechnology program, from which students can receive a Certificate of Achievement. Students with four-year degrees in Biomanufacturing are prepared to work in cutting-edge fields within the biotechnology industry. The upper division courses will begin to be offered in Fall 2017, with registration beginning in Spring 2017. Applications will begin to be accepted now.

"We are delighted about this program," said Superintendent-President Dr. Celia Esposito-Noy. "This will give our students the opportunity to learn state-of-the-art skills and prepare for exciting careers in Biomanufacturing."

#### MORE NEWS

Drafting Instructor Karen Cook has been granted a sabbatical for fall 2017 to write new curriculum for 3D printing (Additive Manufacturing) courses, additional coursework in 3D design software programs such as REVIT, a certificate program in 3D Printing/Design, and to develop plans for a Maker Space at Solano Community College.

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"If we teach today as we taught yesterday, we rob our children of tomorrow."

John Dewey

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#### HOW THIS ALL STARTED

Last Spring the Solano College Faculty Association formed a steering committee comprised of the Napa-Solano Central Labor Council, the Workforce Development Board of Solano County, Industrial Areas Foundation, the Solano Community College District and the California Teachers Association to organize a public forum focused on Career Technical Education (CTE) programs at Solano Community College.

The forum took place on August 12th and quickly became known as the *'Doing What Matters for Jobs in Solano County'* initiative. The event brought together business leaders, elected officials, college and K-12 educators, organized labor unions, and students. The discussions began with the question, "What makes for a strong workforce and how can the Solano Community College assist in meeting that goal?"

A second meeting followed the forum in early September which consisted of Solano Community College managers who then took the ideas and skills gaps identified at the August 12<sup>th</sup> forum and targeted areas in which they felt the college could address in a timely manner.

The October 21<sup>st</sup> convening was the third meeting of the *'Doing What Matters for Jobs in Solano County'* initiative. This meeting was held to bring to the table organizations in Solano County that also have programs aimed at building a stronger workforce and creating a more robust regional economy. These organizations included the Solano County Office of Education, Solano County Health & Human Services Department, Solano Economic Development Corporation, California Department of Rehabilitation, the Fairfield-Suisun and Vallejo Adult Schools, and several local Chambers of Commerce and city Economic Development Departments.

All of these organizations are currently engaging businesses to either address their industry needs, or to seek guidance and assistance with job placement programs, Career Pathways, or Career Technical Education (CTE) curriculum. Therefore it was essential that these organizations join in the conversation around the *'Doing What Matters for Jobs in Solano County'* initiative.

This last meeting on October 21<sup>st</sup> moved the initiative forward by bringing together these agencies and organizations that have already been working toward economic prosperity, job development and career growth. Each organization provided a quick update on a specific project or program they're working on that relates to the *'Doing What Matters for Jobs in Solano County'* initiative. The attendees reviewed the results of the two prior meetings, and then broke out into groups to discuss the identified skills gaps, and possible ways in which these organizations may be able to collaborate with one another to address the workforce needs of Solano County employers. Attendees then developed goals they believe Solano Community College can achieve in a relatively short period of time, but that would also still have an immediate impact on the development of a strong workforce. These goals are:

1. **Work towards adjusting graduation requirements to include soft skills classes as part of the general education selections for graduation following the lead of Cosumnes River College, American River College, and Sacramento City College.**
2. **Increase marketing for CTE programs.**
3. **Identify a single point of contact at SCC for programs and departments such as the Career Center, Workforce Development, and Internships.**

Also discussed was the establishment of a robust Advanced Manufacturing/Robotics/Mechatronics program at Solano College in response to the needs of local industry leaders.

Thank you to lead facilitators Mark DeWeerd from the California Teachers Association and Solano Community College Superintendent President Celia Esposito-Noy, and to all of our guests for taking the time to engage in these important discussions.

#### DOING WHAT MATTERS FOR SOLANO COUNTY STEERING COMMITTEE

Debbie Berrett – Solano College Faculty Assoc.

Karen Cook – Solano College Faculty Assoc.

Mark DeWeerd – Workforce Development Board

Anna Eng - Bay Area Industrial Areas Foundation

Brian Hooker - Workforce Development Board of Solano County

Diana Lisi - California Teachers Association

Maire Moriner - Solano Community College District

Jon Riley - Napa/Solano Labor Council

Steve Savage – California Teachers Association

Michael Wryly – Solano Collage Faculty Senate





## Appendix G

# Soft skills classes as part of General Education at local community colleges

### GENERAL EDUCATION

## ARC General Education Requirements 2017-2018

### I. HUMANITIES: One course from the following (3 units minimum):

**ART** 300, 312, 320, 322, 324, 339, 430, 440; **ARTH** 300, 302, 308, 310, 322#, 333, 334, 335; **ARTNM** 305, 310, 322, 331; **ARTPH** 300, 305, 340, 345; **DEAF** 310, 312, 314, 316, 318, 380#; **ECE** 361, 363; **ENGLT** 300, 304, 308#, 310, 311, 320, 321, 327#, 338#, 340, 341, 345, 360, 365, 370, 378, 380, 382, 392, 403, 494; **FASHN** 330; **FREN** 401, 402, 411, 412; **GERM** 401, 402, 411, 412; **HIST** 300\*, 302\*, 305\*, 307\*#, 308\*#, 364\*, 365\*, 399\*, 480\*, 481\*; **HUM** 300, 301, 302#, 310, 320#, 326, 330#, 355#, 360, 365; **IDES** 310, 312; **ITAL** 401, 402, 411, 412; **JAPAN** 401, 402; **MUFHL** 300, 308, 310, 311, 315#, 321, 330#, 400; **PHIL** 300, 310, 315, 330, 331, 350, 360; **RUSS** 401, 402, 411, 413; **SPAN** 401, 402, 411, 412; **TA** 300, 302, 303, 306#, 350, 406, 435, 480; **TAFILM** 300, 302, 303, 304, 307#, 320

### II. LANGUAGE & RATIONALITY: Two courses from the following (3 units must be completed from each area):

#### a) English Composition: One course from the following: (3 units minimum)

**BUS** 310; **ENGWR** 300, 480; **ESLW** 340

#### b) Communication & Analytical Thinking: One additional course from the following: (3 units minimum)

**ANTH** 341\*#; **AT** 105; **BUS** 105; **CISA** 305, 315, 320; **CISC** 300\*; **CISP** 300, 315, 350, 360, 400, 440, 480; **DEAF** 370; **ENGCRW** 400, 430; **ENGED** 305; **ENGRD** 310, 312; **ENGWR** 301, 302, 303, 481, 482; **ESL** 350; **GEOG** 330, 375; **JOUR** 300; **MGMT** 360; **MATH** 120, 124, 125, 129, 133, 300, 310, 311, 320, 325, 330, 336, 340, 342, 350, 355, 356, 370, 400; **PHIL** 320, 324; **PSYC** 330; **SPEECH** 301, 331, 361; **STAT** 300, 305; **WELD** 140

### III. LIVING SKILLS: Two courses from the following – One course must be completed in each area (3 units minimum):

#### a) One Physical Education activity course with any of the following prefixes:

**ADAPT**, **DANCE**, **FITNS**, **PACT**, **TMACT**, **SPORT**

#### b) Life Development Skills: (Minimum of 2 units from the following)

**AT** 107; **BIOT** 308; **BUS** 312, 320\*; **CISC** 300\*; **ECE** 330, 350; **ECON** 320\*; **ENGED** 320, 322, 324; **ET** 250; **GERON** 300, 330, 334; **HCD** 160, 310, 318, 330, 331, 336, 382; **HEED** 300, 352; **HIST** 399\*; **HSER** 340; **KINES** 300; **LIBR** 310, 318, 325; **NUTRI** 300\*, 302\*, 305; **PSYC** 340, 342, 354, 356#, 358, 359, 370\*, 378, 379, 390, 400, 481; **SOC** 335; **SPEECH** 321; **WELD** 150; all ARC **WEXP** courses numbered 198, 298 & 498

### IV. NATURAL SCIENCES: One course from the following (3 units minimum):

**ANTH** 300, 303, 480; **ASTR** 300, 310, 320, 330, 481; **BIOL** 102, 103, 115, 116, 300, 301, 303, 305, 310, 332, 352, 370, 375, 400, 430, 431, 482; **CHEM** 305, 309, 310, 400; **ENERGY** 303; **ET** 303; **FT** 304; **GEOG** 300, 305, 306, 307, 308, 331; **GEOL** 300, 305, 310, 320, 325, 330, 345; **HEED** 308; **HORT** 300; **NATR** 300, 302, 303, 304, 305, 310, 320, 330, 332, 346; **NUTRI** 300\*, 302\*; **PHYS** 310, 311, 312, 350, 410; **PS** 300; **PSYC** 310

### V. SOCIAL & BEHAVIORAL SCIENCES: Two courses – 3 units must be completed in each area:

#### a) AMERICAN INSTITUTIONS: One course from the following (3 units minimum):

**HIST** 310, 311, 318, 320#, 321#, 323#, 325#, 327#, 330#, 483, 484; **POLS** 301, 304, 481

#### b) SOCIAL/BEHAVIORAL SCIENCES: One additional course from the following (3 units minimum):

**ADMJ** 300, 302#, 304, 320; **ANTH** 310#, 319, 320, 321, 330#, 333#, 334#, 336#, 341\*#, 481#; **BUS** 110, 300, 320\*, 330#, 345; **DEAF** 351#, 352, 355#; **ECE** 312, 314, 430#; **ECON** 302, 304, 305, 320; **GEOG** 310#, 320#, 322#; **GERON** 302; **HIST** 300\*, 302\*, 305\*, 307\*#, 308\*#, 340, 341, 343, 364\*, 365\*, 367, 373, 374#, 375#, 480\*, 481\*, 494; **HSER** 330#; **IS** 305#, 310#, 312#; **JOUR** 310, 320#; **MGMT** 374; **NATR** 307; **NUTRI** 310#, 481#; **POLS** 302, 310, 320, 330, 332, 342, 480; **PSYC** 300, 305, 320, 361#, 365#, 370\*, 372, 373, 374, 383, 415, 480; **SOC** 300, 301, 309, 318, 320#, 325#, 342#, 350, 480

### VI. ETHNIC / MULTICULTURAL STUDIES: (3 units minimum):

**ADMJ** 302#; **ANTH** 310#, 330#, 333#, 334#, 336#, 341#, 481#; **ARTH** 322#; **BIOL** 322; **BUS** 330#; **DANCE** 300#; **DEAF** 351#, 355#, 380#; **ECE** 430#; **ENGLT** 308#, 327#, 338#, 365#; **GEOG** 310#, 320#, 322#; **HIST** 307\*#, 308\*#, 320#, 321#, 323#, 325#, 327#, 330#, 374#, 375#; **HUM** 302#, 320#, 330#, 355#; **HSER** 330#; **IS** 305#, 310#, 312#; **JOUR** 320#; **MUFHL** 315#, 330#; **NUTRI** 310#, 481#; **PSYC** 356#, 361#, 365#; **SOC** 320#, 325#, 342#; **SPEECH** 325; **TA** 306#; **TAFILM** 307#

Note: \* Courses appearing in more than one category may be used to satisfy only one category.  
# These multicultural courses can also satisfy general education category requirements.

# 2017-2018 CRC Graduation Requirements

WHILE YOU ARE HERE

- A. Satisfactory completion of 60 units of collegiate work:** Must earn an overall 'C' (2.0 grade point average) in a curriculum that LRCCD accepts toward the degree & meet Graduation Competency Requirements (see Table 1 below). At least 12 units must be earned at Cosumnes River College.
- B. Major:** Complete one of the degree programs listed in this catalog with a minimum of a 'C' grade in each course for the CRC major.
- C. Demonstrate Graduation Competencies,** as listed in Table 1 below.
- D. Complete General Education (GE) requirements** listed in Table 2 below.
- E. Complete Ethnic/Multicultural Studies** as listed in Table 3 below. Courses approved for General Education may also be used to satisfy this requirement. See courses marked with a "\*" in Table 2.

**TABLE 1: GRADUATION COMPETENCY REQUIREMENTS**

**Demonstrate college-level competence in reading, in written expression and in mathematics by completing the following:**

- 1. Reading Competency – a.** Completion with a grade of 'C' or better in ENGRD 200, 310 or 312 or an equivalent college reading course at a regionally accredited college. OR Obtain a satisfactory score on a college level reading examination administered in the Los Rios District; **OR b.** Complete either CSU-GE Breadth or IGETC; **OR c.** Students who possess an AA/AS degree or higher shall be deemed competent in reading.
- 2. Written Expression Competency –** Completion with a grade of 'C' or better in ENGWR 300, ENGWR 480, ESLW 340, HONOR 375, or BUS 310 or an equivalent course at an accredited college.
- 3. Mathematics Competency – a.** Completion with a grade of "C" or better in MATH 110, 120, 125, 144, OR designated higher level mathematics/statistics course, OR ECON 310, OR PSYC 330, OR college math course at a regionally accredited college. OR b. Obtain a satisfactory score on a mathematics competency examination used district-wide for graduation.

**Note:** Effective beginning summer 2004, students who possess a BA/BS or higher degree from a regionally accredited college or university in the United States are deemed to have met the General Education and Graduation Competency Requirements for an AA/AS degree.

**TABLE 2: GENERAL EDUCATION REQUIREMENTS FOR AA/AS DEGREES**

**I: Humanities – One course from the following (3 units minimum)**

ARCH 310, 332; ART 300, 301, 304, 320, 323, 324, 330, 338, 361, 362, 364, 370, 372, 394, 430; ARTH 300, 303, 307, 309, 311, 312, 324#, 325#, 328#, 332#, 333; ARTNM 324; ARTPH 301, 342; DEAF 310, 312, 314, 316; ENGOW 480; ENGLT 303, 310, 311, 320, 321, 330, 336#, 340#, 341, 343#, 345#, 360#, 370, 402, 488; ENGWR 301; FMS 300, 305, 310, 320, 488, 489; GEOG 481; HIST 364\*, 365\*; HONOR 350, 352, 360, 378, 382; HUM 300, 301, 310, 320, 324#, 331#, 332#, 484, 488; MUFHL 300, 308, 310, 311, 315, 330#, MUP 357, 358, 360, 362; MUSM 334, 370; PHIL 304#, 310, 330, 331, 338, 350, 352#, 356; PHOTO 301, 302, 420; RTVF 302, 305, 368; SPAN 101, 102, 401, 402, 411, 412, 413, 415, 425, 426, 427; TA 300, 302, 303, 306#, 350, 401; VIET 401, 402, 411, 412.

**II: Languages and Rationality – To include at least one course from 'a.' and one course from 'b.' (total of 6 units minimum)**

**a. English Composition (3 units minimum)**

BUS 310; ENGED 305; ENGWR 300, 341, 480; ESLW 340; HONOR 375

**b. Communication and Analytical Thinking (3 units minimum)**

ACCT 101, 301; CISC 310\*; CISP 300, 350, 360, 370, 400; COMM 301, 311, 315, 331, 361, 363; ECON 310; ENGOW 400, 410, 420, 430; ENGLT 488; ENGRD 310; ENGWR 302; HONOR 378; JOUR 300; MATH 110, 120, 125, 144, 300, 310, 335, 341, 343, 350, 351, 370, 400, 401, 402, 410, 420; PHIL 300, 320, 325; PSYC 330, 335; RTVF 306; SOC 305\*; STAT 300

**III: Living Skills – To include at least one course from 'a.' and one course from 'b.' (total of 3 units minimum)**

**a. One course (minimum) from any of the following designators (physical education activity courses)\*\***

ADAPT; DANCE; FITNS; PACT; SPORT; TMACT

**b. One course (minimum) from Life Development Skills (2 units minimum)**

BUSTEC 302, 306; CISC 302, 310; COMM 321; ECE 312, 314, 322, 350, 415, 430#; ENGED 320; FCS 322, 324; HCD 110, 112, 122, 132, 310, 340, 346; HEED 300, 350; HSER 302; INDIS 313; JOUR 330; KINES 300, 301, 330, 416; LIBR 318, 325; MATH 315; NUTRI 300, 303, 322, 331; PSYC 340\*, 356, 371; SGVT 300, 315; SOC 310; Work Experience Courses: Any courses numbered 196, 296, or 498

**Note:** The 3-unit requirement for this category, Living Skills can also be fulfilled by Military Service Credit (Honorable discharge) with a minimum of one (1) year active duty service. Please submit a copy of form DD214 to the Admissions Office as verification.

- Categories IV, V, and VI continued on next page -

\* Courses with an asterisk (\*) are listed in more than one category but may be used to satisfy a requirement in ONLY ONE GENERAL EDUCATION CATEGORY (see Categories I, through VI).

\*\* Students with medical excuses on file may enroll in Adapted PE (ADAPT), or be exempt from this requirement; students receiving this exemption for any reason must complete a minimum of three units under Category III.b. listed above.

# Courses with the "\*" can be used to satisfy General Education requirements as well as the Ethnic/Multicultural Studies requirement (Category VI)

## Appendix H

# Solano Community College General Education requirements



## General Education Option A

2017-2018

In using this option to complete the Solano College general education (GE) requirement, students should note:

1. Students must complete at least 21 units with a minimum of 3 units from each Area A, B1, C, D1, D3 and E, as well as the local District Health and Kinesiology requirement.
2. After meeting the minimum units required for each area, a student may select remaining units from all courses listed under the above areas or from Area B2 or D4. If two courses are selected from the same GE area, they must have a different course prefix for both to be used in satisfying GE requirements. Exceptions: English and Mathematics.
3. See Area D2 below for options to satisfy the Reading requirement.
4. Courses with the same prefix as the student's major may not be used to fulfill general education requirements. Exceptions: ENGL 001 (Area D1), ENGL 062 (Area D2) and Mathematics (Area D3).
5. Courses used to satisfy the English (Area D1), Reading (Area D2) and Mathematics (Area D3) requirements must be completed with a grade of "C" or better or a "P" if the course is taken on a Pass/No Pass basis.

**21** GE Units (from this sheet) + \_\_\_\_\_ Major Units (see SCC Degrees/Certificates) + \_\_\_\_\_ Electives (any class 001-199) = 60 Units for AA/AS

AREA A – Natural Science (minimum of 3 units)			
	C	IP	P
<b>Physical Science</b> ASTR 010, 030, 040; CHEM 001, 002, 003, 004, 010, 011, 012, 051, 160; ENGR 030; GEOG 001; GEOL 001, 005; PHSC 012; PHYS 002, 004, 006, 007, 008, 010 Course from another college _____ AP Exam _____			
<b>Biological Science</b> ANTH 001, 001L BIO 002, 003, 004, 005, 012, 015, 014, 016, 018, 019, 020, 025 Course from another college _____ AP Exam _____			
<b>Other courses that may be used to satisfy this requirement:</b> HORT 050; NUTR 010			
AREA B – Social and Behavioral Studies (minimum of 3 units from Area B1)			
	C	IP	P
<b>B1.</b> HIST 017, 018, 028, 029, 037*; IR 001; PLSC 001, 004, 005*; SOC 002 Course from another college _____ AP Exam _____			
<b>B2.</b> The following courses do not fulfill the Area B requirement, but may be used if additional units are needed to meet the minimum 21 unit GE requirement ANTH 002, 007; CDFS 038, 040, 050, 053*, 054, 070; COUN 005, 015/055, 023/083, 058, CJ 001; ECON 001, 002; GEOG 002, 004, 006; HIST 010, 025, 030, 031; JOUR 011; LR 010, 012; PLSC 002, 003, 006, 016, 019; 048G PSYC 001, 002, 004, 005, 010, 020, 024, 030; SOC 001, 023; SOCS 022*, 023, 025, 027, 028, 030 Course from another college _____ AP Exam _____			
AREA C – Humanities (minimum of 3 units)			
	C	IP	P
ART 001, 002, 003A/B, 010, 011, 012*, 030B; ASL 046, 047; CINA 010, 011*; COMM 015; ENGL 002, 018, 021, 023, 024, 030, 031, 034, 040, 041, 044, 058; FREN 001, 002, 003, 004 011, 031-034; HIST 002, 003, 004, 005; HUMN 001, 002, 003*; MUSC 005, 007, 008, 009, 010, 011, 013*, 014, 015, 017, 020, 021, 024, 025, 026; PHIL 003, 004, 005; PHOT 035; SPAN 001, 002, 003, 004, 031-034; THEA 006, 010, 011, 013*; TV 050 Course from another college _____ AP Exam _____			



AREA D – Language and Rationality			
(minimum of 6 units)			
All three sections (D1, D2, & D3) must be satisfied including one course selected from D1 and D3 below			
	C	IP	P
D1. Writing ENGL 001 (course must be completed with a "C" or better or "P" if taken on a Pass/No Pass basis). Course from another college _____ AP Exam _____			
D2. Reading This requirement may be satisfied by any <u>one</u> of the options listed below or SAT/ACT score <ul style="list-style-type: none"> <li>a. Achieve a college level score of 95 or better on the SCC reading comprehension section of the assessment test.</li> <li>b. Achieve a grade of "C" or better in a college-level reading class ENGL 062, completion of ENGL 002 or 004 or equivalent with a grade of "C" or better. (No units given)</li> <li>c. Proof of one of the following: <ul style="list-style-type: none"> <li>1. An associate degree or higher from a regionally accredited institution.</li> <li>2. A grade of "C" or better in a college-level reading course from another community college.</li> <li>3. College-level reading test scores from another college, or a score of 550 or more on the Critical Reading (CrRdg) section of the SAT, or a score of 23 or better on the English section of the ACT.</li> </ul> </li> </ul> Course from another college _____			
D3. Quantitative and Analytical Thinking This requirement may be satisfied by any <u>one</u> of the options listed below. Courses used to fulfill this requirement must be completed with a grade of "C" or better or a "P" if taken on a Pass/No Pass basis. <ul style="list-style-type: none"> <li>a. A minimum of three units of an Intermediate Algebra level math course. MATH 104, 112, 114</li> <li>b. A minimum of three units of a transfer level math course. MATH 002, 004, 011, 012, 020, 021, 022, 023, 030, 031, 040, 051</li> </ul> Course from another college _____ AP Exam _____			
D4. The following courses do not fulfill the Area D requirement, but may be used if additional units are needed to meet the minimum 21 unit GE requirement.  COMM 001, 002, 006, 010, 060; CIS 001, 020, 023; ENGL 004; LR 010; PHIL 001			
AREA E – Cross-Cultural Studies			
(Minimum of 3 units)			
	C	IP	P
ART 012*; CUIS 053*; CINA 011*; COMM 012; COUN 015* ENGL 012*, 036; HIST 037*; HUMN 003*; MUSC 013*; PLSC 005*; PSYC 007; THEA 013*; SOCS 022*			
Local District Requirements – Health and Physical Education			
Choose one of the following:	C	IP	P
a. Two KINE activity courses or two ATHL/Intercollegiate sport courses or b. One KINE activity course and one ATHL/Intercollegiate sport course or c. One of the following: HED 002, 003; KINE 020A, 020V, 020W, 057; DD214 (military experience)			



## Appendix I

# OCED 090/091 Program Survey

### Program Survey – Side 1

Not accepted late. Due May 16 (12 and 8 week sections) May 20 (full semester)

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 to re-enroll in Work Experience in future semesters?
- If no why?
- \_\_\_\_\_
- \_\_\_\_\_

### PROGRAM COMPONENTS

- Y N 11. After attending the mandatory coordination meeting (or first day class meeting) did you understand the program requirements?
- Y N 12. What recommendations do you have for improving the mandatory coordination meeting?
- \_\_\_\_\_
- 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 weekly topics on the job or in your personal life?
16. Which weekly topic did you find most useful? Why? \_\_\_\_\_
17. Please list any weekly topics you would like to see added. \_\_\_\_\_
- \_\_\_\_\_

## Program Survey – Side 2

(not accepted late)

- 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

### INSTRUCTOR

31. My Instructor is:
- 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 J

### LIBRARY COLLECTION EVALUATION FORM FOR PROGRAM REVIEW

**PROGRAM:**

**REVIEWED BY DEBRA BERRETT:**

**DATE:**

**REVIEWED BY (LIBRARY FACULTY):**

**Please answer YES or NO to the questions in the table below for each collection listed. Please follow-up any “NO” answers with written explanation. Answer N/A when applicable.**

<b>Collection Types:</b>	<b>Are core subject materials represented?</b>	<b>Currency (are items up to date? Outdated?)</b>	<b>Appropriateness for student needs and learning levels?</b>	<b>Gaps in subject coverage?</b>	<b>Adequacy for faculty professional development?</b>	<b>Adequate for meeting the needs of DE and Center students?</b>
<b>Books</b> (online/print)	<b>Y Books on general business behavior</b>	<b>Y</b>	<b>Y</b>	<b>No gaps</b>	<b>NA</b>	<b>Y</b>
<b>Databases</b>	<b>Search engines such as Proquest and Ebscohot</b>	<b>Y</b>	<b>Y</b>	<b>No gaps</b>	<b>NA</b>	<b>Y</b>
<b>Reference Materials</b> (online/print)	<b>Large selection of online periodicals covering the topics.</b>	<b>Y</b>	<b>Y</b>	<b>No gaps</b>	<b>NA</b>	<b>Y</b>
<b>Periodicals (print)</b>	<b>Selection of business periodicals.</b>	<b>Y</b>	<b>Y</b>	<b>No gaps</b>	<b>NA</b>	<b>Y</b>
<b>Media</b> (online/physical)	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Textbooks</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

<b>Other</b> (bones/rocks/misc.)	NA	NA	NA	NA	NA	NA
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**I/we have reviewed the library's holdings for the program and do:**  
**recommend additional resources in the subject areas on the attached list.**  
**recommend the withdrawal of items on the attached list.**

**Summary of Evaluation Findings:**

The OCED program tends to need general business types of books and articles discussion proper behavior and soft skills, employment and hiring information and portfolio development. There are few books and periodicals that deal with just these topic but the vast majority of the information can be found in general business and employment guides. Most of the very specific topics can be found in the online databases and online periodicals. The library very much meets the needs of the OCED program.