Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Economic and Workforce Development

Program Code: 6820 - COMMUNITY SERVICE

Review Type: Administrative
Student Support

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
Yes

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The Economic and Workforce Development Department at Chaffey College directs the following programs: CalWORKs, Career Technical Education (CTE) Community Collaborative, Workforce Training Institute (Contract Ed/Customized Training), Community Education (fee-based) as well as several Workforce Development Grants. These programs align well with the college's mission in providing equal access to an underserved, underrepresented population as well as by providing learning-centered career technical education and short-term intensive training programs. CalWORKs provides services and support to CalWORKs students enrolled in credit programs as well as short-term not-for-credit training through contracts with San Bernardino County Transistional Assistance Department guiding individuals from welfare dependency to self-sufficiency; the Workforce Training Institute serves business and industry by providing cost effective and efficient access to customized training for the incumbent workforce; Community Education offers fee-based classes based on community interest as well as continuing education classes to serve our professional population and supports the college mission by providing
equal access to individuals seeking not-for-credit education while encouraging consideration of Chaffey College as a post-secondary credit option; CTE Community Collaborative Grant supports the college mission providing equal access to occupational programs by increasing awareness of CTE post-secondary education and career opportunities as it bridges the gap between secondary education classroom learning in science, technology, engineering and math to real world application by exposing secondary students to industry and promoting Chaffey College as a post-secondary education option; Workforce Development Grants and Employment Training Panel (ETP) funding allow the college to offer short-term, intensive training in response to the economic and workforce development needs of our community and invite students and incumbent employees into the community college system who otherwise may never have accessed additional education and/or training. Please note the programs directed under the Economic and Workforce Development Department are self-supporting and do not negatively impact the General Fund. Department effectiveness in meeting the college mission is evaluated in each program through surveys (including student, employee, employer evaluations), enrollment data, advisory committees, contract/grant goals and objectives reporting including program outcomes.

Review Team Response
This is a clear and thorough overview.

PROGRAM DATA

Enrollment

Enrollment by Day, Evening, Online, Arranged ()
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
### Retention Rate by Day, Evening, Online, Arranged ()

![Retention Rate Graph](image)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's and how have you responded to the
results?

What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.
Counselors meet with students each semester to discuss academic and career goals as well as to identify any possible barriers that may negatively impact the student's academic performance. The Admin. Asst. communicates with students on a regular basis to continually offer resources, remind students of college activities, inform students of upcoming appointments and county requirements, and inquire as to how the student is progressing through the semester.

Discuss how you evaluate your effectiveness in meeting students' needs.
Students are called, emailed, and/or texted on a regular basis. At least two appointments are scheduled for each student, each semester with a CalWORKs counselor. CalWORKs office staff work with county staff to streamline processes and procedures for students. SLO's assessment tools have been implemented.

How and when has your service reviewed or revised SLO?s and/or AUO?s.
SLO's are reviewed each semester.

How has your program utilized SLO/AUO assessment results for program improvement?
We just received 2010 assessment results and are waiting for fall 2011 results. We plan to re-evaluate SLO's using these results at the end of spring 2012 semester.

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

ADVISORY COMMITTEE INFORMATION
An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).

Review Team Response

EXTERNAL REGULATIONS
Organization: County of San Bernardino Human Services Department
Last Review: 11/01/2011
Recommendations: 1. Ensure that all certificates of completion issued to customers include beginning and end dates of participation. 2. Immediately implement procedures to ensure each case file has a signed HS39.
Budgetary Recommendations: None
Addressed Satisfactorily: Yes
Status of Recommendation: All certificates of completion now include beginning and end dates of participation.
Next Review: 11/01/2012

Organization: Chancellor’s Office Core CTE Community Collaborative Grant
Last Review: 02/13/2012
Recommendations: None
Budgetary Recommendations: None
Addressed Satisfactorily: Yes
Status of Recommendation: N/A
Next Review: 04/30/2012

Organization: Chancellor’s Office Supplemental CTE Community Collaborative Grant
Last Review: 02/13/2012
Recommendations: None
Budgetary Recommendations: None
Addressed Satisfactorily: Yes
Status of Recommendation: N/A
Next Review: 04/30/2012

Organization: Chancellor’s Office Workforce Innovation Partnership Grant
Last Review: 02/13/2012
Recommendations: None
Budgetary Recommendations: None
Addressed Satisfactorily: Yes
Status of Recommendation: N/A
Next Review: 02/28/2012

Organization: Employment Training Panel Through Chancellor’s Office Contract #10-0234
Review Team Response
Given the bewildering amount of information and accountability in this section, it is remarkable how clear this section is.

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?
The Economic and Workforce Development Department provides outreach, services, training and resources to the college by collaborating with governmental, industry, faith-based, and community-based entities and organizations to better serve all community residents and employers. These relationships build bridges to the college providing fiscal and in-kind resources as well as industry-specific expertise. The CalWORKs program provides critical support and advocacy to CalWORKs students enrolled in credit programs as well as to CalWORKs participants enrolled in short-term training. Workforce Development grant funded trainings serve underserved, underrepresented populations. These students have limited time to complete education and/or training requiring additional support and resources to remain in compliance with federal, state, and county regulations. For example, each CalWORKs
student is required to participate in 32-40 hours of approved Welfare-to-Work activities which often includes employment. Counselors and staff work closely with students which results in increased retention, persistence, completion and job placement. The college’s CTE Community Collaborative Grant programs support the outreach operations of the college through outreach activities involving middle school and secondary students as well as professional development activities involving faculty, counseling staff, and administrators. In 2010-11, the CTE Collaborative Grant served over 1,843 students, teachers, counselors, and administrators as evidenced through data collected to meet grant deliverables. Program services and activities are evaluated through surveys and assessments documenting the effectiveness of this program. The Workforce Training Institute (Contract Education/Customized Training) not only expands the footprint of the college by taking education and training to the worksite, but also brings expertise to the college that enhances collaboration with business and industry. In the last year alone, fiscal resources from this program outfitted a computer lab at the Chino Technology Center (CHTC) to better serve CISCO courses, provided computer training to Chaffey staff, and provided funding to pay for part of the salary of the college’s new Resource Specialist (grant writer). Community Education expands the life-long learning efforts of the college by making not-for-credit education available to residents with varying educational needs. This is evidenced through program enrollment data. In fiscal year 2010-11, 175 fee-based classes were offered and 1,461 individuals were served. Of these individuals, 52% were age 17 and below and 15% were age 50 and above. This data indicates the population accessing the Community Education programs differs significantly in age from the population accessing credit courses. Only 5% of the 2010-11 program population has enrolled in credit course offerings. This data indicates the program provided life-long learning to 1,387 individuals who were not otherwise accessing services of the college. Community Education supports professional development operations of the college through a collaborative partnership with the college’s Classified Professionals Advisory Committee (CPAC), one of the staff development components of the larger Professional Development Committee. This partnership is anticipated to result in expanded skills development opportunities for college personnel. Additionally, support of professional development operations occurs through arranging for department-specific training services. An example is a recent Pediatric CPR and First Aid class offered at the request of the Director of the Child Development Center to meet the licensing needs of Center staff.

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

The Director of Economic and Workforce Development oversees 18 employees located in five different offices on three of the district's campuses. Kathy Dutton has a master's degree and over 30 years of economic and workforce development experience within the public education and private business arenas. Chaffey's programs under her direction have been recognized at the county, state, and national levels acknowledging innovation and positive outcomes; $2,992,974 in funding was realized in fiscal year 2010-11. She chairs the Career Vision's Executive Committee which is charged with bringing collaboration and resources together to meet the workforce development needs in the west end of San Bernardino County. Education (K-12, community colleges, 4-year universities), government, business/industry, community organizations are represented on this committee which meets quarterly. She also serves on the board of Goodwill Southern California, Manufacturers' Council, The Leadership Connection, CalWORKs statewide Advisory Committee as well as several local committees and councils that align with college goals and objectives. The Director also serves on several college-wide committees and chairs the Economic
Development Committee. Under the direction of the Director of Economic and Workforce Development the following individuals oversee key operations: CalWORKs is under the coordination of the Director; a Workforce Development Generalist with over 5 years experience working in the CalWORKs program, and 3 adjunct CalWORKs counselors serve students at all three campus locations. The CalWORKs office works closely with county welfare offices providing advocacy for the student to gain the necessary skills to find employment at self-sustaining wages. Monthly CalWORKs collaborative meetings are held with the Welfare-to-Work county managers and Deputy Director to advocate on the students' behalf often resulting in the streamlining of processes and procedures for students to easily access supportive services including child care, transportation, book vouchers etc. Workforce Training Coordinator with over 16 years of experience in vocational education and workforce development oversees daily operations and coordinates the delivery of a multitude of training projects; short-term workers support this position. Short-term, intensive training is evaluated through the use of surveys to all constituents as well as meeting the objectives and deliverables that are detailed in each specific grant and/or contract. The Community Education and CTE Community Collaborative Coordinator, prepared at a master degree level with over 12 years of administrative experience in higher education and workforce development, provides leadership in program operations; an Administrative Assistant II with work experience in higher education admissions and records and community education provides daily operational support; and a professional expert prepared at a master degree level with secondary education counseling experience delivers outreach services and major events and serves as a liaison between the grant program and secondary education faculty, counseling staff, and administrators. Staff members in this program are involved in college committees and governance including Enrollment and Success Management, President’s Equity Council, Classified Professionals Advisory Committee, Outreach Committee, and Classified Senate. The CTE Community Collaborative Grant evaluates its effectiveness in day-to-day operations based on adherence to college policies and procedures, responsiveness to internal and external inquiries and requests, and the extent that the program is able to address the grant deliverables as monitored by the Chancellor’s Office. Community Education evaluates its effectiveness in day-to-day operations through adherenece to college policies and procedures, prompt and efficient service to the public, responsiveness to internal inquiries and requests, and ongoing efforts to partner with college constituents to improve and align the delivery of the program to the college's mission. Workforce Training Institute (Contract Education/Customized Training) facilitator, prepared at a master's degree level with over 15 years experience in corporate training, meets with business and industry partners to identify training needs, secures expert trainers to meet identified needs and schedules training and skills implementation; she is responsible for securing resources to fund training where possible as well as documenting outcomes and completing reports that are required from each funding source; one professional expert as a business liaison to assist in managing this training; one short-term worker is dedicated for support. Surveys, skills assessment, interviews and consulting are used to evaluate the effectiveness of these trainings, events and activities.

Review Team Response
All of the questions are addressed clearly and thoroughly.

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program
The Economic and Workforce Development Department serves under-served, under-represented populations from welfare recipients enrolled in credit courses to the unemployed, recently paroled as well as incumbent employees providing not-for-credit short-term intensive training in response to industry needs. All programs facilitate access to learning for a myriad of individuals who may not otherwise ever be introduced to the college.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
<tr>
<td>CalWORKs</td>
<td>Counseling and Career Guidance/Workshops</td>
<td>385</td>
<td>441</td>
</tr>
<tr>
<td>Contract Education Training</td>
<td>Customize Training</td>
<td>1378</td>
<td>1067</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response
This section does well in identifying and discussing access issues.

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

The Economic and Workforce Development Department serves credit CalWORKs students as well as not-for-credit CalWORKs students, unemployed/underserved populations and incumbent workers. All of our programs provide assessments, career and academic counseling, job readiness and job placement services and follow-up services to ensure a positive transition into the workforce. The department only has Student Learning Outcomes developed for the CalWORKs credit program; hence, only CalWORKs credit student data is provided below.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career Counseling</td>
<td>08-09</td>
<td>09-10</td>
</tr>
<tr>
<td>CalWORKs Credit Student Counseling</td>
<td>Welfare-to-Work Program Services and Responsibilities</td>
<td>385</td>
<td>441</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
The Economic and Workforce Development Department will offer comprehensive services to business and industry following a strategic plan that aligns with the college’s Educational Master Plan.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Collaborate with faculty and administrators in developing and initiating a strategic planning process. Develop department goals and objectives into a working and evolving strategic plan utilizing results in the report generated by the consultant engaged by the college to identify opportunities for Economic and Workforce development in this region. Engage appropriate personnel to support deliverables of strategic plan. Create a Resource Development Committee that reviews all grants being considered college-wide to better align internal and external needs and goals. Evaluate effectiveness of activities each semester and adjust as needed. Draft Strategic Plan document to be completed by August 2012. Permanent full-time positions hired to support plan. Collaborate with at least one school to secure grant beneficial to school and this department using the Resource Development Committee. Evaluation tool is developed and implemented to ensure the efficiency and effectiveness of new processes and committee.

Year 2 Steps to Success (activities) and VIP Assessment:
Implement marketing plan identified in strategic plan. Secure at least 10% in additional funding in collaboration with college CTE programs. Economic Development Department further engaged in college community. Marketing materials, news articles and community awareness are assessed through multiple assessment tools and strategies to ensure effectiveness. At least a 10% increase in department funding is reported in department's board monitoring report specific to CTE funding activities. Economic Development Department is further engaged in college community as documented in survey distributed to college community.

Year Three Goal:
Ensure sustainability of CTE Community Collaborative grant objectives as required by the Chancellor's Office through leveraging funds, using sustainable partnerships, and selection of industry pathways.

To which planning direction does this goal apply?
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Leverage funds by using grant funds to develop camps and student conferences, and by using Community Education to deliver such programs on a fee basis. Hold biannual advisory committee meetings to maintain sustainable partnerships with industry representatives and invested leaders in education. Select industry pathways that are thriving in Chaffey College's region and that connect to successful degree and certificate programs offered at the college. By August 2012, at least one student camp/conference previously delivered through the grant will be delivered through Community Education on a fee basis. By July 1, 2012, an advisory committee meeting will be held and future communication venues established. The 2011-12 CTE Community Collaborative Grant application will be approved by the Chancellor's Office with industry pathways that include: energy and utilities, health science and medical technology, manufacturing and product development, and transportation.
Year 2 Steps to Success (activities) and VIP Assessment:
Evaluate effectiveness of fee-based student programs and determine whether to continue such programs. Work with the collaborative advisory committee to determine venues for continued collaboration and communication after the grant is completed. Leverage funds by supporting increased professional development and exposure of faculty to industry pathways. By December 2013, 2012 fee-based student programs will have been assessed for equivalent levels of success as have occurred through grant funding. By December 2013, a decision will have been made about whether fee-based delivery of student camps/conferences is an effective option to be replicated. By December 2013, the collaborative advisory committee will have established venues for post-grant collaboration. By December 2013, the program will have delivered eight professional development and/or industry exposure opportunities for faculty and/or counseling staff.

Year Three Goal:
Enhance service to business and industry partners by expanding consultant and training delivery options to all employers and developing a new market for small employers (15-100 employees).

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Implement system software to allow for expansion of current services. Develop assessment tool to complete a gap analysis for business and industry partners. Develop assessment tool specific to small business/industry. Secure additional funding to offer additional training. By December 30, 2012, a management software system will be identified allowing expansion of our current operation. By December 30, 2012, an assessment instrument will be identified and gap analysis will commence. By December 1, 2012, a collaborative partnership with CSUSB Small Business Development Center will be secured to serve small business/industry in Chaffey's service area. By September 2012, an application to secure additional Employment Training Panel funding will be submitted to the State of California. By June 2013, at least one additional grant application that aligns with department and college goals will be submitted.

Year 2 Steps to Success (activities) and VIP Assessment:
By July 2013, a management software system will be implemented. By July 2013, training calendars will include additional training options as identified in assessment results. By September 2013, at least two workshops/forums/trainings will be held specific to small business owners. By September 2013, at least $500,000 in additional funding will be secured. By July 2014, management system software will be fully operational tracking all training and paperwork as required by all funding streams. By July 2014, at least 20 additional employers will be served by the Workforce Training Institute. By July 2014, small business/industry training will be provided at a Chaffey site recognized as a satellite Small Business Development Center.

Year Three Goal:
Economic and Workforce Development Department is better integrated into the college community, effective internal relationships are in place, trust is evident as well as enhanced communication that better aligns department goals with college-wide goals and
To which planning direction does this goal apply?
- Excellence in teaching and learning
- Flexible and continuous student support
- CTE pathway development
- Connectedness
- Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Schedule a daylong retreat to review consultant findings and recommendations initiating a strategic planning process. Redesign the Economic Development Committee to create an advising council that is brought in at the front-end providing guidance for department activities, fiscal pursuits and training offerings. Members of the newly designed committee/council will be representative of key stakeholders in the college community. Professional Development Plan for Economic and Workforce Development staff will be developed to encourage a "college prospective" focused on written procedures and processes.
Initial discussion and planning meeting will take place by May 1, 2012. Newly designed committee/council will hold first meeting by fall 2012. Members of new committee/council will reflect key stakeholders in the college community. Draft fall 2012 and spring 2013 program offerings through Community Education will have been reviewed and discussed by members of the committee/council before classes are published and before agreements are made with presenters. A Professional Development Plan for Economic Development staff will be developed and implemented by December 2012.

Year 2 Steps to Success (activities) and VIP Assessment:
Committee/Council membership, processes, recommendations and purpose will be reviewed and evaluated each semester to ensure continued value to the college community. Economic Development Department staff will serve on college-wide committees to become more integrated with the college community. Economic Development resources and distribution of funds generated from this department will be reviewed.
Recommendations from the Committee/Council review and evaluation will be implemented if needed. At least two Economic Development Staff will participate on at least two different college-wide committees. A resource sharing plan will be developed.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
Use of clear and active verbs to show steps is especially strong in this section. Goals are measurable and assessments are well-defined.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event</td>
<td>Organizer/Details</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Microsoft Word</td>
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<tr>
<td>True Colors</td>
<td>California Community Colleges Association of Occupational Education (CCCAOE)</td>
<td></td>
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<tr>
<td>CalWORKS Region IX Consortium Customer Service Training</td>
<td>Student Activities Halloween Contest Participants</td>
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<td>Administrative Assistant Conference</td>
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<td>Soroptimist International Prism Award Luncheon</td>
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<td>Community Emergency Response Team Training (CCERT)</td>
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<td>Priority Registration Discussion Panel</td>
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<tr>
<td>Visual Thinking &amp; Career Development Webinar</td>
<td>Development Dimensions International Training</td>
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<tr>
<td>Powerpoint</td>
<td>Mental Health discussion</td>
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<td>Microsoft Excel</td>
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<td>Emotional Intelligence</td>
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<td>Support Success Certificate Program (FERPA)</td>
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<td>Classified Senate 5K walk</td>
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<tr>
<td>Understanding and Engaging the Under Resourced College Student</td>
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<tr>
<td>CalWORKs Association Training Institute</td>
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How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

The Director, counselors and staff bring back information and resources from the trainings, workshops and conferences attended and discuss what was learned and/or discussed and how can this material be used to enhance our programs. Workshop and training materials are developed as a result to be used with our students. Staff meetings are held to share best practices, innovative ideas and suggestions as to how to improve each of our programs. Students benefit from ongoing program evaluation and enhancement.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified Senate</td>
<td>President's Equity Council(Tri-Chair)</td>
<td>PAWS booth</td>
</tr>
<tr>
<td></td>
<td>Outreach Committee</td>
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<td></td>
<td>Enrollment Services Management Committee</td>
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<tr>
<td></td>
<td>Economic Development Committee</td>
<td></td>
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<tr>
<td></td>
<td>Multiple Hiring Committees</td>
<td></td>
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<tr>
<td></td>
<td>Dismissal Petition Committee</td>
<td>Collaborated with Financial Aid &amp; EOPS/CARE to present student workshops</td>
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<tr>
<td></td>
<td></td>
<td>Collaborated with Institutional Research to create new SLOs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commencement Ceremony</td>
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<td></td>
<td></td>
<td>Collaborated with Success Center to provide workshops for CalWORKs students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborated with EOPS/CARE on Professional Day</td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
The Director's and staff involvement in the college community provides the opportunity for learning about college issues, other programs as well as sharing this department's activities and objectives. This exchange of information is conducive to building bridges between programs as well as promoting a positive educational environment. However, the Economic and Workforce Departments needs to do a better job at informing other departments about their purpose, activities and objectives. Therefore, the department is initiating a newsletter that will be distributed at least once each semester.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>

Given the data how has your program been impacted?

Does your program anticipate retirements within the next 3 years?

Review Team Response
Issues of campus engagement are clear, but the connection to CalWORKS SLO's are not as direct as they might be.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
All program funding for this department is funded through other sources such as grants and contracts. The latest Board Monitoring Report marketing piece is attached for your review.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
A full-time CalWORKs Counselor is needed to better coordinate services for students and provide better responsiveness to student needs. Adjunct counselors are committed but also employed at other colleges dividing their focus and commitment to students who need to develop trusting relationships to address the many barriers they face. The cost of hiring a full-time counselor will be mitigated by merging two adjunct positions and funded out of CalWORKs dollars not the general fund. It is estimated the cost to the CalWORKs budget will be $12,786.

**Hiring Criteria:**

**Institutional Level Considerations**

Positions that support the assessed skills levels of our students given the number of students (98%) who are under prepared in either math, English, or reading and the 65% who are under prepared in all three.

Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)

Student traffic and activity is such to illustrate the need for additional faculty leadership (e.g., in the Libraries and Success Centers)

New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)

State Mandated Student Services (e.g., Expansion of Career Counseling services to students, Job Placement)

**Department Concerns**

Department has no FT faculty.

**Year 2:**

**Hiring Criteria:**

**Year 3:**

**Hiring Criteria:**

**STAFF**

**Year 1**

The Economic and Workforce Development Department is requesting to move one .475 to a full-time position, Range 7; Step A. The department also has one unfilled .475 position that would be eliminated in this process making the total cost $14,904 to cover benefits. This position would be funded out of grant funding, not out of the general fund. Community Education is currently supported by an Administrative Assistant II, range 17, through a temporary reassignment. The approval of this position on a permanent, full-time basis will be needed to support the operational activities described as part of the Visionary Improvement Plan. Community Education is funded by fees collected through program offerings and will not need general fund dollars. There is no additional cost to this request since the department is already paying for this position. Community Education is currently supported by website and graphics services offered by a short-term worker 9 through collaboration with the college's Marketing Department. Continued funding of this assignment at the hourly rate of $18.00 for a minimum of 10 hours per week will be necessary to maintain the program website where over 60% of registration occurs and to perform social media marketing of program offerings and special events. The Workforce Training Institute (Contract Ed) and Workforce Development Training funded through grants and contracts is located at the CHTC (Chino Information Technology Center) and is currently supported by short-term workers. Permanent clerical staff is needed to support the department's Visionary Improvement Plan. One Administrative Assistant I, Range 13, is requested to meet this need at an estimated cost of $56,650.81. Grant and contract dollars are sufficient to fund this position so no general fund
money is requested.

Year 2
Year 3

EQUIPMENT
Year 1
Year 2
Year 3

TECHNOLOGY
Year 1
Year 2
Year 3

SOFTWARE
Year 1
The purchase of Learning Management System Software is needed to complete the department's Visionary Improvement Plan to establish a customized system for continual input/data collection and reporting needs. It is estimated the cost for this software will not exceed $12,000; department funds will cover these costs; no general fund money is requested.

Year 2
Year 3

OTHER
Year 1
Year 2
Year 3

Review Team Response
Given the number of pies that Economic Development has fingers in, these requests seem modest. All are explicit and well-considered.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement
and SLO's. The review contains clear, measurable goals and resource requests.
Wow! This Program Review is detailed, thorough, and clear. It will serve as a fine template for program continuance and growth.