Introduction

<u>Purpose</u>

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

<u>Process</u>

Foothill College administrative units are reviewed annually, with an in-depth review occurring on a three-year cycle. Program review for administrative units involves the participation of administrators, faculty and staff who directly serve in or contribute to, the program areas. Administrative Units include the Office of the President and Vice Presidents, as well as Division Offices. Upon completion of the template, vice presidents (president) provide feedback and will forward the program review on to the next stage of the process, including resource prioritization at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and reflections regarding next steps:
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Vice President/President's comments

<u>2012-2013 Submission Deadline:</u>
• Program review documents are due to Vice President/President by January 25, 2012 for completion of Section 6.
• Vice President/President completes section 6 and returns documents to program review team by February 8, 2013.
• Program review documents are due to the Office of Instruction by February 15, 2013.

<u>Foothill College Program Review Cycle:</u>
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

<u>Questions?</u>
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Administrative Unit Name: Office of Workforce Development and Institutional Advancement

Administrative Unit Mission: The Office of Workforce Development and Institutional Advancement provides guidance and leadership to the college in matters related to Workforce, Career Technical Education (CTE), and employment related training and education in order to prepare students towards fulfilling their educational and career goals of finding successful careers and sustainable employment. The Office of Workforce Development, through the Division of Business and Professional Development, provides education and training through the Apprenticeship Program, Internship Program, Krause Center for Innovation, and the Contract Education (Economic and Professional Development) Office.

NOTES: The Biological and Health Sciences Division and Kinesiology and Athletics Division report to the Vice President of Workforce Development but are not part of this program review.

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position
Office Workforce Development and Institutional Development	John Mummert Donna Wolf	Vice President Admin Assistant
Business and Education Partnerships	Reginald Duhe	Director
Apprenticeship	David Ellis Phuong Tran	Program Coordinator Admin Assistant
Contract Education	Skip Barnes	CATC Director, Contract Education
Krause Center for Innovation	Gay Krause Kathy Fransham Liane Freeman Steve McGriff	Director Program Coordinator Director of Marketing & Strategy Contract Faculty
Internships	Phuong Tran	Admin Assistant

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served	All	All	All
Faculty Served	All	All	All
Staff Served	All	All	All
Full-time FTEF	1	1	1
Part-time FTEF	0	0	0
Full-time Staff	9	9	8
Part-time Staff	0	0	0

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

1. Population served (Please use prompts below to describe the faculty, staff and/or students you primarily serve):
See individual programs below.
   a. Locations/times of service (Day, Evening, Off Campus, etc.)
   b. How was this tracked?
   c. What is the trend?
2. Scheduling of services and/or offerings (Please use the following prompts to describe the scheduling of your Administrative Unit):
See individual programs below.
   a. How have you adjusted your scheduling to align with the Core Missions of Basic Skills, Transfer and Workforce?
   b. For Instructional AU, please comment on the effectiveness of your divisional curriculum processes, including any suggested areas of improvement or needed support.
3. Staffing structure (Does the staffing structure of your Administrative Unit meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
   i. Which aspects of the work are key to the institution's mission? The office serves faculty and staff in the areas related to Career Technical Education and Workforce Development. Most aspects of the Office of Workforce Development serve the core mission of workforce. Many aspects serve the other missions of transfer and basic skills. The office plays a critical role for CTE programs in program review, student learning outcomes, curriculum, program development, and enrollment management. The college wide Workforce Workgroup is a key component of how the office participates in the shared governance process to ensure the core mission of workforce is accomplished at the college. There are aspects of the office that do not directly impact the college's current mission statement, especially in the area of economic and professional development. A proposed change to the

college mission statement to include 'career enhancement' as part of our mission will mean the entire Workforce Development office directly impacts the college mission. A significant change is the upcoming addition of the FHDA Education Center in the workforce area (the BHS division will shift to report to the VPI). The ongoing design work, partnership opportunities in the Onizuka and Moffett area, and the need to hire a dean for the Education Center provide many challenges and opportunities.

ii. Has the staff increased, decreased or remained the same to meet those changes? Although we hired Reginald Duhe, the new Director of Business and Education Partnerships, in September 2012, the staff remains much too small to meet the college's workforce needs. Last year, the position of Director of Economic and Professional Development was eliminated and replaced with a new administrative position titled Director of Business and Education Partnerships. The new director is responsible for the Krause Center for Innovation, Apprenticeship Program, Internship Program, Contract Education Office (District-wide) and Economic Development Office (District-wide). Another change is the permanent assignment of Donna Wolf as office admin assistant. This allowed Phuong Tran to return to her permanent position and focus more fully on Apprenticeship and Internship. Despite these changes, there remain gaps in the college's ability to provide workforce support due to lack of staff. The most serious shortcoming is in the contract education office where an admin assistant is desperately needed.

iii How has technology affected the workload in your office? In some ways technology has made more work possible, but the office needs to continue to work to fully utilize technology. In terms of curriculum, CMS, a campus-based software system for the course outline and program sheet approval has helped the Apprenticeship program and the KCI (LINC classes). The district's implementation of the SunGard's Banner system in the 2010-2011 academic year has been a mixed blessing. For some staff there has been a substantial workload increase due to the number of screens (entry points for data) needed to enter data. On the other hand, the Apprenticeship program is getting the sites to utilize Banner and that will continue to reduce workload on the Foothill staff as users become more comfortable. The implementation of the TracDat software that replaces C3MS for SLOs further has reduced the current workload.

iv. Does the workload have significant peaks and valleys during the year? If so, describe. Each program and office has its specific peaks and valleys of work. One example that has predictable peaks and valleys is Perkins funding requirements. This puts a huge workload on the office admin assistant in April and May, while the CTE programs (and Workforce Workgroup) have the work to do in Fall and Winter as the requests are made and allocations set. The addition of Program Review Committee to both the VP and the office admin assistant mean additional work at this peak workload time related to Perkins allocations.

v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation? The new Director of Business and Education Partnerships and the ongoing research on the

possibility of a new center at the college could dramatically impact the workload. The long term impact is still unclear. The state of the economy as it relates to workforce and the various initiatives from the state and federal level add to the uncertainty of the type of workload to expect. Another uncertainty comes from the state reorganization of economic and workforce development funding. The expectation from the state is that the college will engage in many ongoing and initially unfunded partnerships. These partnerships have the potential of becoming funded (through grants or donations), but the funding is now following the partnerships as opposed to the converse, which had been the historical situation. However, the workload for Contract Education is increasing now and is expected to continue a dramatic increase. The lack of a Perkins 'expert' on staff makes the burden on the office admin assistant particularly acute. The upcoming coordination between the education Center the Business and education partnerships office will require plenty of time and effort with the expectation that the college and students will benefit.

vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget? The reorganization started last year is still being implemented and is improving our efficiency already.

vii. What strategies have been used to improve the delivery of support services within the program or department? The Workforce Workgroup has become a natural tool for improving collaboration between the programs and the office. Within the office the Vice President meets regularly with all offices to ensure the delivery of services improves as the office reorganizes.

4. Budget analysis:
In light of budget constraints and fewer college resources, please describe the process used to make adjustments and reallocations of budgets between departments in your administrative unit. If you have not reallocated budgets within your unit, please describe how that would work in your AU in future resource allocation cycles. A significant amount of the budget for the units of the Office of Workforce Development is provided through donations, enterprise funding or grant funding. The Apprenticeship and Contract Education offices receive no general funds at all. The KCI receives approximately 26% of its total funding from the general fund. The cut of 50% of the KCI B budget means the KCI must either stop providing some services, rework some things it does, or fund things with donations.
The college's intent to do more and better internships means an increased cost (currently in terms of a portion of the director and assistant's salaries). There is very little funding to cover these costs. Internship planning is looking into options for revenues to cover internship costs.

5. Administrative Professional Development: Please describe any areas of training or resources needed (for example: Tenure, Evaluation, Enrollment Management).
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
   a. Please discuss current outcomes or initiatives related to this core mission.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
   a. Please discuss current outcomes or initiatives related to this core mission.
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:

http://foothill.edu/president/workforce.php

a. Please discuss current outcomes or initiatives related to this core mission. Workforce programs: (Below is a description of each of the major components of the Office of Workforce Development)

Apprenticeship

Foothill College is the Local Education Administrator (LEA) for Five Apprenticeship Trades: Electrical, Ironworkers, Plumbing, Pipefitters & Steamfitters (includes HVAC), Sheet Metal (includes HVAC), and Sound & Communication. Apprentices are educated at 23 Training Centers serving 44 of California's 58 counties. This includes approximately 1600-1700 apprentices enrolled with Foothill College currently. There were over 160 Apprenticeship Faculty that conducted 320,000 to 340,000 Related & Supplemental Instruction (RSI) hours in FY 2010-2011.

Apprenticeship is a time-proven, on-the-job training and education delivery system. The California Department of Education (CDE) supports related and supplementary instruction (RSI) in 35 regional occupational centers and programs (ROCP), and adult education programs (local education agencies), with over 200 apprenticeship programs supporting over 40,000 registered apprentices. Appropriations to support RSI were initiated in 1970 under the Montoya Act and this categorical funding continues.

Foothill College is involved in Apprenticeship programs that are sponsored by JATCs (Joint Apprenticeship Training Committees) composed of local trade union, employers, employer associations, labor/management association, Dept. of Apprenticeship Standards and Foothill College as the Local Education Agency. Local education agencies individually contract with program sponsors providing educational leadership in the provision of RSI.

The Apprenticeship program is working on several initiatives to improve the program. The first is to ensure all Apprentices are working toward an Associate's degree as part of their education program. We have implemented a policy requiring all of our apprenticeship programs to offer only credit classes. This is significant enough that we disassociated with one of the trades last year (elevator) since they were not able or willing to do the work required to be a credit program. Another program is in the midst of updating their curriculum to credit. This is critical since only credit classes can lead to degrees.   In the past two year Foothill College has put together new degrees for Apprentices. The first one, an Associate of Science in Sheet Metal Building Trades Apprenticeship, was approved by the FHDA board of trustees in early March. That degree has been delayed at the state level for approval but will be amended for state approval. We plan (and have demonstrated the ability to execute this plan) to have at least one Associates degree in every trade we work with. To complement the Foothill Apprenticeship degrees, we have finalized (signed and delivered) an Articulation Agreement with the National Labor College. Intent is to give Journey persons who have earned a Foothill Apprenticeship degree the opportunity to earn a BA from the National Labor College.

Other initiatives relate to Accreditation requirements. The faculty in the JATCs have updated and improved ILO's, PLO's, SLO's. 100% of Montoya funding allocated to Foothill College is committed to our Apprenticeship Trades in light of severe budget cuts to our flexible categorical programs. Apprenticeship Program curricula fully integrated into the college and state curriculum approval processes, with JATC Curriculum Coordinators and Training Directors.

Foothill continues to seek grant opportunities and partner in grant efforts to leverage from our relationships with JATC's in "green" technology and energy sectors.

There are two state level items that may impact our Apprenticeship program. The Governor has proposed that all Apprenticeship programs funded by the state be put under the Community College system. That shift of programs from the CDE (K-12 system) could dramatically impact us. No decisions at this time. The second item is a bill (AB554) that could change how the state handles pre-apprenticeship programs by including the WIBs in the funding model. Impact if this bill passed is still unclear.

Krause Center for Innovation

The KCI submitted a separate admin program review.

Contract Education

Foothill and De Anza Colleges recognize the critical need for ongoing employee development in today's world of intense global competition, increasing job complexity, and changing labor needs. To help employers meet the demand for workforce training and retraining in this challenging environment, the colleges established Professional & Workforce Development, now called the Contract Education Office.

Contract education Office offers employers convenient access to a full range of cost-effective on-site programs and services. These include designing a training package specifically for the organization or provide existing courses, seminars, and workshops covering a wide variety of topics. Professional & Workforce Development has the capability to:

- Supplement in-house training.
- Provide comprehensive training programs, as well as occasional courses if you don't have a formal training department.
- Develop customized curriculum to meet specific training objectives.
- Retrain your employees to meet changing business needs.
- Deliver certificate or degree programs on site as an employee benefit.

Foothill College realizes that its commitment to serve the workforce must extend beyond its classroom curriculum, degree and certificate programs. The reality of global completion and increasing job complexity means organizations have a continuing need for their employees to learn new skills and fill in knowledge gaps to ensure high quality job performance. Foothill's Contract Education program addresses this need by providing timely, cost-effective, not-for-credit training for employers in return for a fee for these services.

Several conditions currently indicate that the contract education department needs to expand its ability to serve employers and consequently bring increased revenue to the department and Foothill College. There has been an upturn in the Silicon Valley economy; employers are hiring and looking to train incumbent workers. A new business model driven by membership benefits and requirements within Global Corporate College (GCC) and Foothill's Workforce Development Division's plans will encourage contract education to move beyond the present "cost recovery" model to a profitable, robust self-sustaining program operating on a local,

national and international scale. Undertaking more special international programs like the Philippines Train-the-Trainer contract education program necessitate increased levels of program coordination, implementation and cooperation with campus departments.

This anticipated growth will require having a full time, informed administrative assistant to support the work of program staff as well as the short-term contractors delivering training services. A full time Administrative Assistant II, who will handle much of the day-to-day interface with District staff, will free up the Program Manager/Senior Sales Coordinator and the Director of Business and Education Partnerships to concentrate on building Foothill partnerships; selling customized contract education training and other services; and using contract education as a means to give dollars to campus programs through finder fee incentives.

Key administrative assistant job responsibilities will include: coordinating District approval and contracting policies; interacting with Accounting, Purchasing and various District units; scheduling appointments; researching potential companies; bookkeeping, data entry and reports; and servicing client inquiries since job responsibilities for the Program Manager/Senior Sales Coordinator and Director of Business and Education Partnerships requires them to be away from the office to make sales presentations, meet with client companies, and attend conferences. The position will be 100% supported through Fund 15 and/or grant monies.

Internships
Foothill College recognizes the critical need for students to have on the job experience coupled with the employers' need to be able to screen potential employees before hiring them. Internships are an obvious solution. Many CTE program, especially in the Allied Health programs, have done internships very well for many years. Other programs need college level support…….

Foothill College CTE programs offered in 2012-2013 are:

Accounting
Applied Photography
Apprenticeship: Field Ironworker
Apprenticeship: General & Residential Electrician
Apprenticeship: Plumbing, Pipefitting & Steamfitting
Apprenticeship: Refrigeration, Heating, Ventilation & Air-
Apprenticeship: Sheetmetal
Apprenticeship: Sound & Communication
Certified Electrician
Child Development
Computer Networking
Dental Assisting
Dental Hygiene
Diagnostic Medical Sonography
Emergency Medical Technician

Emergency Medical Technician – Paramedic
Environmental Horticulture & Design
Geographic Information Systems
Graphic & Interactive Design
Journeymen
Learning in New Media Classrooms
Nanotechnology
Pharmacy Technology
Primary Care Associate
Radiologic Technology
Respiratory Therapy Technology
Small Business
Theatre Technology
Veterinary Technology
Video Arts
Viticulture

The rapid and significant changes to some of the CTE programs challenges Foothill's ability to provide the right training and education to all of our workforce bound students.

A significant initiative the college is leading is the establishment of an annual internship summit for Silicon Valley. The first summit will be held in April. The intent is to improve the internship opportunities of our students by helping employer know how to do internships. The college is also exploring how to help students find the right internships for their skills and abilities.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php
   a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.1 Four Column Report for AU-SLO Assessment from TracDat is attached at the end of the document.

2.3 Administrative Unit Student Learning Outcomes: Please provide observations and reflections below after reflecting on your AU-SLOs in TracDat and reviewing your divisional Program-Level SLOs.

2.3.a What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?
The Workforce Development office continues to be in the midst of transition and the AU-SLOs reflect that transition. The AUOs were reworded to more accurately assess the required outcomes. These outcomes directly relate to the core mission of workforce and how faculty and staff are supported with regards to student learning.

2.3.b Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs?

One of the ongoing challenges is the lack of useful quantitative data for workforce areas. Some programs, especially in the Allied Health areas, provide their own data to ensure they are providing students the appropriate instruction to meet student learning outcomes. But, the ongoing transition is based on mostly qualitative data that indicates the college was not successfully providing support to students in all areas. Revisions to the AU-SLOs were based on data from CTE programs, input from the college Workforce Workgroup, and research ongoing related to how the college can relate better to local employers. While the Workforce Office is making huge progress, there remains significant work to do in this area. The college is participating in a state wide CTE Outcomes survey that is expected to provide better data on students who choose to leave and complete programs.

2.3.c How has assessment of AU-SLOs led to improvement in student success at the institution?

The very process of assessing and reflecting has led to dialogue with faculty and staff, and refined the needs and outcomes to better serve students.

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate <u>some sort of measurable action</u> that connects to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Complete the reorganization of the Office of Workforce Development. Successful hire of new Director of Business and Education Partnerships.	2-3 Years First year involves hiring and establishing the new director. The next year will be an assessment of the new position with adjustment made as needed.	Hired new director. Evaluating the new structure.	Successful/on track
Further institutionalize the new governance structure. Improve and refine the Workforce Workgroup.	1 year/Ongoing	Workforce Workgroup meetings have improved (more attendees, more interaction, more outside speakers)	Successful/on track
Establish a new center for training and professional development that supports employers and increases college revenues.	Ongoing	Evaluation of business plan related to this center continues. Need to hire more staff.	Ongoing/on track/opportunities this year (Philippines and Global Corporate College) will help refine the establishment of the new center
Improve data available to determine the effectiveness of CTE and workforce programs.	1 year/Ongoing	Foothill is participating in the state wide CTE Outcomes survey. Director of Regional Center for Excellence spoke to Workforce Workgroup to help us understand other sources of data available. Working closely with college researcher to improve use of data.	Ongoing/on track

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps

Build and establish the FHDA Education Center at Onizuka.	3 Years First year involves hiring the dean and design of the Education center building. Move in date is expected to be early 2016.	The new education center will build on the successes at Middlefield campus and improve college and employer communication to help ensure students are prepared for the workplace demands they will face as employees.	Hire New Dean Design and build the Education Center.

Section 4: Program Resources and Support

4.1 After reviewing the requests from the programs within this Administrative Unit, use the tables below to summarize any <u>unfunded</u> resource requests. These requests should only be for needed items that cannot be funded out of your existing AU budgets. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Administrative Assistant II	$75,000 – self-sustaining.	Establish a new center for training and professional development that supports employers and increases college revenues.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time/Other: (Release time, training, etc.)

Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

5.2 What statements of concern have been raised in the course of conducting the program review?
The changing nature of workforce demands makes developing a sustainable and fundable model for the college very challenging.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your Administrative Unit? The Office of Workforce Development has made many significant changes in the past two years. We are moving in the right direction in terms of preparing the college to serve student needs in the workforce arena.

5.1 Use the matrix provided below and reflecting on the program relative to faculty, staff and/or students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS

Strengths	Highly dedicated staff. College committee and governance changes have supported positive changes for the workforce office.	Foothill College's instruction has an excellent reputation in community. External support, especially federal funding, for workforce is the best it has been for many years.
Weaknesses	Staff is not ready or adequate for the dramatic changes in the workforce area. Except for certain CTE programs, Foothill is not a strong workforce institution.	Changing labor market and continuing weak economy. Long term dependability on certain state and federal funding is questionable.
Opportunities	Programmatic development. Workforce workgroup provides a platform to dialogue about workforce issues.	Changing labor market and continuing weak economy are both a threat and an opportunity as we consider programmatic development.
Threats	Historical suspicion of workforce programs. Difficulty in sustaining a fundable model to support workforce needs, especially in the internship program.	Reduced enrollment and funding. Rapidly changing employment situation. Changing legislation that impacts funding and student success.

5.2 Are there any underlined critical issues you expect to face in the coming year? How will you address those challenges?
Partnership prioritization is a very large challenge. The demand and requirement to establish partnerships that are unfunded is going to increase. There is not enough time for the limited staff to partner with all possible partners. Until partnerships are established, it is often difficult to determine the value of the partnership. The staff needs to coordinate better on how we are approaching partnerships and possible partnerships so we can be more efficient in our relationships. Our relationship with CISCO is an example of one multifaceted partnership in which we are trying to be more effective and efficient.

Section 6: Feedback and Follow Up

This section is for the Vice President and/or President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

6.4 Recommended next steps:
___ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Foothill College
AU - Workforce Development & Instruction

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
AU - Workforce Development & Instruction - 1 - Career Preparation - Students have access to career pathway programs in high growth, high employment demand industry sectors leading to award of industry-recognized certifications and entrance into the workforce, associate degree completion, and opportunities for transfer. **AU-SLO Status:** Active	**Assessment Method:** A spring survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other. **Assessment Method Type:** Survey **Target:** The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents. **Related Documents:** Spring 2011 AUO Survey	08/06/2012 - 30 of 68 respondents agree or strongly agree. 44.1% **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Related Documents:** 2012 AUO Survey Results	09/11/2012 - While the approach of providing more information about unique workforce programs to the campus was useful it did not help meet this AU-SLO. The target was met last year but not this year. More research and dialogue is needed, but probably this AU-SLO needs to be rewritten or replaced with a more appropriate AU-SLO.
		09/07/2011 - Agree = 66.3% Strongly Agree = 17.4% Total = 83.7% **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Related Documents:** Spring 2011 AUO Survey Results	
	Assessment Method: Members of the college Workforce Workgroup (WWG)will be asked to comment on student access to Career Technical Education (CTE) programs. **Assessment Method Type:** Discussion/Participation **Target:** Goal is to have positive response from the majority of the WWG members.	09/30/2011 - After one year of meeting as the WWG, the majority of member agreed that the specific academic/CTE programs were providing good access to their programs. members agreed that the WWG needed to provide better information on unique and support programs (OTI,Coop Ed, career Center, etc). In 2011-12 WWG will provide opportunities for these programs to present information that will help with student access. **Result:** Target Met **Year This Assessment Occurred:**	03/22/2013 - AUO and assessment methods have been reworded to more accurately assess the required outcomes.

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2010-2011 **Resource Request:** Time	
AU - Workforce Development & Instruction - 2 - Funding Opportunities - The college has a shared governance process to allocate and implement Perkins Funding in accordance with state and federal guidelines. The Contract Education Office is a self sustaining operation without needing grants. The college and district community are informed of grant funding opportunities, and have access to information, tools, and resources to be competitive in acquiring grant funding for enhancement of academic, career, and student programs and services. **AU-SLO Status:** Active	**Assessment Method:** A spring survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other. **Assessment Method Type:** Survey **Target:** The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents. **Related Documents:** Spring 2011 AUO Survey	08/06/2012 - 25 of 49 respondents agree or strongly agree. 51% **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Related Documents:** 2012 AUO Survey Results	09/11/2012 - This AU-SLO failed to meet the target for the last two years. Organizational changes have negatively impacted the success of this AU-SLO. More research and dialogue is needed to determine whether to continue use of this AU-SLO or how to reword it.
		09/07/2011 - Agree = 41.7% Strongly Agree = 1.2% Total = 42.9% **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Related Documents:** Spring 2011 AUO Survey Results	
	Assessment Method: Members of the college Workforce Workgroup (WWG)will be asked to comment on the process used to allocate Perkins Funding. **Assessment Method Type:** Discussion/Participation **Target:** The majority of Members of the college Workforce Workgroup (WWG)will provide positive feedback on their access.	09/30/2011 - After a couple months of meeting, the group agreed that the meetings were helpful in providing better grant information. The group requested the information be provided online. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** grant website	03/22/2013 - AUO and assessment methods have been reworded to more accurately assess the required outcomes.
	Assessment Method: The annual budget of the Contract Education Office will be evaluated. **Assessment Method Type:**		

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Data **Target:** The annual budget of the Contract Education Office will indicate that the unit is completely self-sustaining without using grants funding.		
AU - Workforce Development & Instruction - 3 - Career Enhancement - The college provides information and opportunities to local employers that can enhance the skills of their employees. Faculty and staff contact employers to ensure the college is aware of employee needs in terms of skills, knowledge and abilities. Training and education opportunities are provided to help fill the skills gap of incumbent workers. **AU-SLO Status:** Active	**Assessment Method:** A spring survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other. **Assessment Method Type:** Survey **Target:** The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents. **Related Documents:** Spring 2011 AUO Survey	09/07/2011 - Agree = 39.1% Strongly Agree = 4.6% Total = 43.7% **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Related Documents:** Spring 2011 AUO Survey Results	09/11/2012 - We failed to assess this AU-SLO in Spring 2012, but based on prior year assessment, this AU-SLO should be reevaluated and possibly reworded. 09/12/2011 - Fall 2011 faculty/admin meeting to dialogue on how Foothill will improve ICT class offerings. These classes are in various divisions and this meeting will help coordinate efforts.
	Assessment Method: Members of the college Workforce Workgroup (WWG)will be asked to participate in discussions related to how well the college is reaching out to employers. **Assessment Method Type:** Discussion/Participation **Target:** Members of the college Workforce Workgroup (WWG)will react positively to college employer outreach efforts.	09/30/2011 - Peter Murray presented on the Science Learning Institute. Robert Cormia presented on energy related technologies. Mike Murphy presented on cloud computing. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	03/22/2013 - AUO and assessment methods have been reworded to more accurately assess the required outcomes.
	Assessment Method: The college will conduct a survey with local employers to determine if college outreach efforts meet their needs. **Assessment Method Type:** Survey **Target:**		

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	The majority of local employers will find college outreach efforts to employers to be acceptable/successful.		
AU - Workforce Development & Instruction - 4- Internships - Students and employers can find each other without expending unreasonable effort. The college provides resources to help faculty and employers establish and implement high quality internship opportunities. **AU-SLO Status:** Active	**Assessment Method:** Employers will provide feedback on students who worked for them and how easy it was to hire the students. **Assessment Method Type:** Survey **Target:** 75% satisfaction of employers who respond		
	Assessment Method: An increasing number of students will be placed in internships each year. **Assessment Method Type:** Field Placement/Internship **Target:** The total number of interns who are Foothill College students will increase by 3% each year.		
AU - Workforce Development & Instruction - 5- Partnerships - The college participates in regional activities with other colleges. The college actively engages with employers. The college provides the means to allow employers and faculty to exchange information that leads to improved and more current Student Learning Outcomes at the program and course level. **AU-SLO Status:** Active	**Assessment Method:** The college will participate in BACCC meetings. **Assessment Method Type:** Presentation/Performance **Target:** The college will participate in or attend at least 75% of BACCC regional meetings.		
	Assessment Method: The college will conduct a survey with the regional consortium and deputy sector navigators in the bay area. **Assessment Method Type:** Survey **Target:** The majority of the respondents will have a positive report on the college participation in		

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	partnerships.		