

**Sacramento City College
Strategic Planning System
Cross-Divisional Program Plan**

Planning years: 2023-24 through 2025-26

Plan Type: Program Plan

Planning Area: Work Experience Education and Internship Program/WEXP Courses

Primary Division: Instruction - Workforce and Economic Development

Plan Author(s): Tracey Hodge, Work Experience Education and Internship Program Coordinator

Date: April 2, 2023

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

Briefly describe your program and state the overall mission of the program and its role(s) across the college.

Description - The **Work Experience Education and Internship Program** is a district-initiated and district-controlled program that offers Work Experience Education courses tied directly to the student's internship, full-time/part-time job, or volunteer position to provide supervision of the student's on – the – job learning experience. The employer, a qualified WEXP Instructor, and the WEXP Program Coordinator share responsibility for the on-the-job supervision of all internships, which includes:

- In-person or virtual/phone consultation with the employer and the student to discuss students' educational growth on the job.
- A written evaluation of students' progress in meeting planned on-the-job learning objectives.

The program is both student services oriented and instructional based, as we offer career services to students and oversee work experience courses. It's one of the few programs in the district that have this unique feature.

Mission - The **Work Experience Education and Internship Program** advances the mission of Sacramento City College by providing internships and work experience opportunities to qualified students through collaboration with our campus community and employers. We are an experiential academic program which allows students to apply what they have learned in the classroom to a work environment while earning college credit. Internships, coupled with Work Experience classes, promote student success and workforce development by encouraging students to identify career paths, pursue certificates and degrees tied to their chosen career path, and achieve successful job placement through internships and work experience opportunities. We are here to assist students in exploring internships and work experience opportunities related to their major and career interests, while teaching them the necessary research skills to pursue their own careers in the future. We focus on teaching students the necessary job soft skills to further develop their work experience opportunities and play an active role in their own career development.

Services/Role - SCC has a comprehensive **Work Experience Education and Internship Program**, offering an array of student services and providing educational courses all related to career development and job skill training. We help guide students through the internship and work experience search process. Our goal is to help students make connections with employers and organizations that may provide internship and other work experience opportunities. This is a collaborative effort between us, the

student and the employer working together to find appropriate internships and work experience opportunities.

The following **services are provided to students:**

Internships – Aid with the internship search, application process and interview skills preparation.

Work experience – Aid students in searching for volunteer work or other work experience opportunities that may be related to their major and help with the career decision making process. Many students do volunteer work or have part time jobs to build on employability and interpersonal skills.

Informational interviews and job shadowing – Arrange for students to meet with employers and individuals that are doing the work the student may be interested in, so that the student can get a better idea of what that job looks like in the “real world of work”. Informational interviews and job shadows may also lead to internships and other work experience opportunities.

Resumes and interview assistance – Provide guidance to students in developing resumes and preparing for interviews for internships; and refer students to the SCC Career Center to receive more individual assistance with resumes, interviews, and other career development services, as needed.

Offer WEXP courses – WEXP courses offer students the opportunity to learn more about soft skills and workplace cultures and earn academic credit for their work; the courses enhance what the student is learning at their internship or job worksite. Course topics include, but are not limited to time management, organizational skills, adapting to workplace cultures and different co-worker styles, communication, and goal setting.

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

1. **Outcomes assessment.** Briefly state the objectives you worked on last year and the progress you have made on those objectives since the last time the plan was updated. Provide assessment results for [Administrative Unit Outcomes \(AUOs\)](#) and/or [Student Learning Outcomes \(SLOs\)](#) from the 2020-2023 cycle, as applicable.

2020-2023 AUO and SLO Assessment Results			
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome
	AUO #1: N/A - This is the first year for the Work Experience Education and Internship Program to develop a Program Plan, so there are no previous objectives to report on.	Target: N/A Baseline year: N/A Measure(s): N/A Data Source(s): N/A	
Narrative: Since this is the first year of a Program Plan for the Work Experience Education and Internship Program, there are no previous plan objectives to report on. New objectives are being developed for the new plan.			

2. Review of last year's resource use: No resources were used in the last 2-3 years.

3. Factors affecting the work of the program. *Provide an overview of the major factors affecting the work of the Program. You may choose to describe the internal (within the college) and external (e.g. outside of the college) environment as they affect the program. Alternatively, you may organize the information by discussing the Program's strengths, weaknesses, opportunities, and challenges:*

Factors - The Work Experience Education and Internship Program has been going through transition for the last 4 – 5 years. The program went from being under Student Services in the Counseling Department (for almost 20+ years), to moving under Instruction - Workforce and Economic Development in 2019. It is unclear as to why the change was made and has caused disruption in the overall management and functioning of the program. We went from having a team of colleagues, including a department chair, a dean and counseling supervisor to provide direct supervision, to having very little to no supervision or flow of communication. It has been a challenge to get information regarding program needs and has also impacted the level of supervision to the Student Personnel Assistant, who had constant supervision and support from the Classified Supervisor in Counseling and support from other classified staff in the Counseling Department. The Program Coordinator also had a constant stream of communication from the Counseling Dean and Department Chair, which was lost when the program moved under Instruction – Workforce and Economic Development. At the same time this transition was occurring, COVID happened, and we were sent home in March 2020, and continue to work remotely as of spring 2023. The change in supervision of the program, occurring at the same time COVID sent us all home, resulted in a huge gap of communication and guidance. The drastic shift in communication and supervision, coupled with COVID and working remotely caused a major disruption in the program.

In January 2023, the Work Experience Education and Internship Program Coordinator requested and was approved to join the Department Chairs, so that I can start receiving the necessary information regarding program plans, unit plans, college updates, communication on campus issues and any other program requirements I may need to know to effectively run the program. This is all information that I would previously receive from my dean, department chair and team department meetings. Our program went from a team of support and constant communication flow to no team or communication regarding program needs.

As a result of moving under Instruction – Workforce and Economic Development, we were also told to move our physical location, out of Counseling. This meant we no longer had a center to operate out of, and nowhere to serve students, other than virtually. When we were told to move out of Counseling (May 2022), it was made clear that, I, the program coordinator, had no office to move into and our SPA had no location to work from or serve students in person (the campus was re-opening at this point and students and faculty were complaining that we had no in person career services to offer students). We were asked to stay at home and continue working virtually until something could be figured out. Several months later we were provided some space to work from in the Temp 8 trailer and have been working out of boxes (told not to settle in because they were going to be moving us from the trailer), for almost 8 months now. All of this has impacted on our ability to fully serve students and have a professional space to meet with employers and offer workshops/presentations.

Most significant challenge and concern: The WEXP courses have also drastically declined in enrollment due to a lack of support from the college and few incentives for students to take the WEXP class. WEXP course enrollment has been slowly declining in the last few years and it's been a struggle to find incentives to increase enrollment. We need to look at embedding more of the WEXP courses into certificate programs and degrees, to increase incentive to students to take the WEXP course; and look at creating some incentives for students to take a WEXP class when it is not required. It has traditionally been a course that is not supported by the college. When I reviewed the 498 curriculums back in 2017, I was tasked with asking all the departments on campus that had a 498 course in curriculum, if they would consider offering the course again (if they weren't using it) and many said to delete it (not supportive). Many departments were not interested in having a work experience course and said the 498 course they had in curriculum hasn't been used in years, so deleting it would be best. A few departments, said yes, we do have a 498 in curriculum and we don't use it, but we also do not want to delete it either. Many departments on campus are just not interested in offering this work experience opportunity to students and it's confusing, especially with career being at the forefront of working with our students. All of this adds to the WEXP Program Coordinator's workload, as I am responsible for handling all the 498 curriculums on campus and for the departments not using it and leaving it dormant in curriculum I still have to monitor and edit as needed even though they aren't using it. This all flows into the lack of support work experience courses face on this campus and being under-utilized.

We currently have the following 498 work experience courses being offered:

WEXP 498 – most utilized (open to ALL majors)

BUS 498 – Business has under 10 students per semester

CISW 498 – CISW has under 5 students per semester

GERON 498 – GERON has under 10 students per semester (GERON are the most involved and supportive with the WEXP Program)

JOUR – JOUR has zero students per semester and is not involved with the program

*LIBT 498 – not under the WEXP combo courses, but offered by Pam Posz in LIBT

New programs in the works – benefiting WEXP enrollment:

*Chem Tech Certificate – it is a new certificate that we worked diligently with Marisa and the other Chem faculty to develop. They embedded WEXP 498 into the certificate requirements and it is proving to be very beneficial to the WEXP enrollment. This is an example of the support we need from the college to help with WEXP enrollment.

*The WEXP Program Coordinator recently met with Jim Collins to develop a Fitness Certificate that will have WEXP 498 embedded as a requirement.

In addition to all the challenges mentioned, we also lost our Career Center in midst of all the changes. In summer 2021, the full-time SPA for the Career Center left Los Rios and no replacement for a full-time staff was provided. This greatly impacted the workload of the Work Experience Education and Internship Program Coordinator and SPA.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

Describe the general directions in which you see the Program moving over the next 3 years. Include any multi-year initiatives in your Program Plans. Describe how these directions and initiatives align with the College Goals.

Despite all the transition and added challenges over the last 4-5 years, we are looking forward to focusing on our program specific needs and hopefully transitioning into a physical space where we can start serving students again and bring back workshops and employer presentations. We have an ongoing goal to increase enrollment in the WEXP courses. Additionally, we will continue to build partnerships with employers and campus departments, faculty, and other student services. Building a better support system is our main goal and will hopefully help increase enrolment in WEXP courses. Developing a strategic marketing plan supported by the college will be essential too.

B. UNIT OUTCOMES: [ADMINISTRATIVE UNIT OUTCOMES \(AUOs\)](#) or [STUDENT LEARNING OUTCOMES \(SLOs\)](#) FOR THE PLANNING CURRENT CYCLE

2023-2026 AUOs and SLOs		
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Expected Outcomes/Targets
Goal A, B	AUO #1: Increase enrollment in WEXP courses. Strategize ways to get students enrolled in WEXP 498 courses, when it is not required by the employer or work experience position.	More 498 courses will be embedded in certificate programs and degrees at SCC. (Ex. GERON Program, LIBT Program, Chem Tech Certificate) all REQUIRE 498 work experience course/hours to be completed to earn the degree or certificate and it helps enrollment in our WEXP courses.
Goal D, E	AUO #2: Increase employer engagement and internship opportunities for students in all majors and to all groups of students.	Internship opportunities will be more viable to all groups of students and outreach to employers will increase.
Goal A, B, D	AUO #3: Improve visibility of program on SCC campus, by developing a strategic marketing plan.	Increased access of internships to all students and increased utilization of the program by the campus.

Goal A,B	SLO #1: Improve students' ability to choose/define their academic major/career goal.	Students will demonstrate increased knowledge of career paths as related to their academic major/career interest, by doing internships and taking WEXP courses.
Goal B, E	SLO #2: Increase visibility and utilization of the Los Rios District – wide career and internship web-platform, Handshake.	Students will demonstrate increased knowledge of where to search for internships/jobs and employer contacts, as related to their academic major/career interest.
Goal A, B, D	SLO #3: Increase student engagement, from specific groups such as PUENTE, EOPS, RISE, Umoja, and other diverse groups at SCC, in the Work Experience Education and Internship Program.	Offer more viable internships to diverse groups of students at SCC and increase employer engagement in the community.

NOTE: Some Program Plan areas may only have AUOs, and not have SLOs. Include SLOs only if your area is able to directly measure student learning.

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR

Program Strategies – goals for 2023-2025:

- Building a better, stronger support system with the college.
- Developing a strategic marketing plan to increase WEXP course enrollment and student engagement.
- Increasing enrollment in WEXP (work experience courses).
- Transitioning into a new physical location that will provide us with a functioning office/working space, provided professional space to offer workshops and presentations, provide students with space to work with our career and internship staff to do job and internship searches, do career exploration, work on resumes, do interview skills practice, and meet with career and internship staff to discuss and work on career and internship goals.

AUOs/SLOs:

See AUO/SLO's above.

Resource requirements: *State the resources (human, financial, facilities, and IT) needed to implement program objectives.*

- Facilities - Physical space to work/have office space. We are ‘expected’ to move into a new workspace in June 2023, but that has been in the works for almost 4-5 years, so we are waiting to see if it gets finalized.
- IT - We currently have laptops to use for work and to serve students.
- Financial – Needs will be sent to Rick Hodge to determine if funding is available.
- Human – We currently have 1 full-time faculty Program Coordinator and 1 full-time Student Personnel Assistant.

Previous funding sources: *State the sources of funds your program received during the previous planning cycle. This may include grants, categorical funds, and CCCCO allocations, as well as general fund dollars.*

*The Work Experience Education and Internship Program has never had a budget and if funds or resources are needed, we have to ask for assistance from whomever is supervising the program at the time. While we were under the Counseling Department, we were able to use a small amount of their budget for supplies and professional development. Now that we are under Instruction – Workforce Economic Development, we defer to Rick Hodge, AVPI for funds that may be available.

2023-2024 Program Plan Resource Requests						
Program Strategies	AUOs/SLOs (include number from above tables)	Timeline	Responsible persons	Resource Requirements	Previously funded? (Yes/No)	Previous Funding Source(s)
				Total Cost:		
<p>Narrative: No funds (to my knowledge) were received by the Work Experience Education and Internship Program.</p>						

SECTION IV: APPENDICES

Include appendices as needed in order to provide more information and context to the main plan. Some examples of appendices are suggested below:

- Detailed Program Data
- Details of External Requirements Affecting the Program
- Details of Funding Sources
- Measurement Tools/Procedures to Assess Objectives

Please be sure to reference any appendices you include in the main document.

APPENDIX A: DEFINITIONS

The planning year refers to the upcoming academic year. For example, this plan is being written during the 2022-2023 academic year; the first planning year of this plan is 2023-2024.

Administrative Unit Outcomes (AUOs) include goals related to service quality, efficiency, compliance, utilization of services, student satisfaction, and employee professional development, and indirectly affect the experiences of the students at SCC. AUOs help areas develop strategies to improve service delivery and student satisfaction. Examples are shown below:

- The Writing Center will increase overall utilization rates by 3% annually.
- The Tutoring and Learning Center will increase satisfaction rates among students from disproportionately impacted groups.
- IT Services will ensure that 85% of individuals who submitted requests via Service Central receive a response and status update within 24 hours.
- Participation in the Online Teaching and Learning Academy (OTLA) will increase by 15%.

Student Learning Outcomes (SLOs) are objectives of the unit that state the major skills and abilities that students will gain as a result of their work with the program. They complete the sentence: “As the result of the work of the unit, the student will be able to . . .”. Some areas, such as Tutoring, may already have SLOs in a course outline of record (in this case, from HSER 1000), and these are what should be entered into the table below.

