

PROGRAM NAME:

Occupational Training Institute (OTI)

Name of person or persons that filled out this form:

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I. PROGRAM DESCRIPTION

A. What is the primary mission/purpose of your program?:

The mission of the Occupational Training Institute (OTI) is to prepare socio-economically disadvantaged students with training, educational and work related skills needed for employment and/or self-sufficiency. OTI is a self-supporting (Fund 21 and 15) organization operating programs, which includes: CalWORKs; CompTechS; Transitional Subsidized Employment (TSE); Workforce Investment Act (WIA), and TANF/CDC. Each program has a unique need; however, services provided to all include counseling and advisement, career education, job placement, training, and and MediCal Administrative Activities (MAA) support. OTI was awarded 'COMMUNITY PARTNER OF THE YEAR, 2010), by Santa Clara County Social Services Agency.

B. What is your Program Level Outcome (PLO) statement?:

Upon completion of participation in this OTI sponsored program, students will demonstrate the ability to access appropriate services and resources that lead to completion of their Educational Plan.

1. Describe the processes by which your PLO is assessed:

[Redacted]

Analysis of SLOAC results (refer to Part III)

Analysis of SSLOAC results (refer to Part III)

Other:

OTI's PLO is assessed in two ways: on number of certificates or degrees awarded, and/or number of transfer students in the program. Self-sufficient portion is assessed by the student's ability to access (e.g. navigate websites) for services needed and/or job placement services.

2. How does your PLO directly or indirectly support the: Mission, Institutional Core Competencies (ICC), and/or Strategic Initiatives

(Attach "PLO to Mission, ICC, and/ SI matching sheet(s)."

Comments:

[Redacted]

C. Program Demographics

1. How many people does your program/department serve?

700-800	# Students	Source:	CalWORKs, Workforce Investment Act, CompTechS, Medi-Cal Administrative Activities
	# Faculty	Source:	
	# Staff	Source:	
120	# Community	Source:	SCC Works (Transitional Subsidized Employment)

Comments: Describe the typical characteristics of the people your program serves - i.e. What are their goals, majors, reasons for coming to your program, etc.

A typical student in OTI comes to De Anza College to develop their academic and vocational skill set. Their goal is to be employable in areas of Business, Medical Fields, Computer Science, Child Development, Paralegal Program, Basic Skill, ESL, and Office related positions. 85% of students are single parents receiving cash aid. 10% laid off due to outsourcing of their work to other countries, and 5% of students (ComTechS) are regular students exploring the computer hardware and software fields.

2. Number of employees associated with the program?

CalWORKs = 5.35 FTE, TSE = 2.5 FTE, CompTechS = 1.64 FTE, WIA = 1.6 FTE, MAA = .1 FTE	# FT staff	465	Total hrs per wk combined
one	# PT staff	16	Total hrs per wk combined
None	# FT Faculty	None	(FTEF)
None	# PT faculty	None	(FTEF)
6		120	Total hrs per wk combined

II. SIGNIFICANT CHANGES and TRENDS

A. **If your program offers instruction**, attach your Program Review Data Sheet (from IR). Briefly, address any significant changes and how they have effected your **curriculum / instruction** relative to:

1. Growth or decline in historically underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

As unemployment raises, the OTI programs grow since the emphasis of the program is to provide upgraded education, skill training, and professional development in preparation for a better job. The ethnic population continues to stay the same. Curriculum /instruction is not part of this program. OTI typically serves a higher proportion of underrepresented minorities than the colleges. For example, in 2009/2010 the CalWORKs program served 19% White, 36% Hispanic, 15% African American, 8% Asian, 5% Pacific Islanders, 1% American Indian and 15% unknown.

2. Trends related to closing the student equity gap relative to the college's stated goals.

To close equity gaps relative to college stated goals, the curriculum need is to better understand the situation of the OTI student population - emphasis on different learning styles to include more visual and auditory.

3. Overall enrollment growth or decline of all student populations

This fluctuates, depending on external funding.

B. Briefly, address any significant changes and how they have effected your program's **services** relative to:

1. Growth or decline in historically underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

The CalWORKs staff has observed there is a greater need for basic skills of this student population. During the 2009/2010, we have seen a higher number of Latino, African Ancestry, and Filipino male students needing OTI services. As stated earlier, OTI's student demographics differ significantly from the general college's populations. As a result of the NUMMI plant closure in Fremont, OTI is seeing an increase in referrals from the Employment Development Office of Trade Adjustment Act eligible dislocated workers. These "blue collar" workers have seen an end to their careers as a result of work being sent off-shore to other competing countries.

2. Trends related to closing the student equity gap relative to the college's stated goals.

To close equity gaps relative to college stated goals, the OTI program is working closely with special programs such as Financial Aid, DSPS, FYE, MPS, and Skills Lab.

3. Overall enrollment growth or decline of all student populations

OTI has not experienced a decline in all student population.

C. Make any modifications, deletions, additions, edits, etc. to your 2008-09 Comprehensive Program Review (CPR). Use the spaces below to explain what changes you are making to your CPR and the reasons for those changes (i.e. College/District policies, state or federal laws and regulations, external agencies regulations or requirements, budget cuts, personnel decisions, etc.).

OTI is still in need of College support to maintain the CompTechS program operations. To date, OTI has generated over \$2,000,000 in external funding to support the CompTechS program. Without college/District support, it is questionable whether this program will continue. For 2011-2012, OTI is creating a partnership with the Skills Center and the CAOS lab to address basic skill development for lower skill students. This partnership will address changes in State Law in Welfare Services. This partnership will allow greater one-on-one training to students with special needs. In addition, a partnership is also in the works with the Math and Computer Science/Business departments to address IT student training, and the development of women in science. OTI is also partnering with the Computer Science and Physical Science, Math and Engineering divisions on a Federal grant to develop a Mobile and Cloud Computing program targeting dislocated workers and eligible Trade Adjustment Act students. If funded, this project will bring over 7 million dollars into the Foothill-De Anza Community College District.

D. Use this space to explain anything else about your program that was not included in your 2008-09 Comprehensive Program Review (CPR) or under II.C. What should be known about your program that hasn't been asked?

One area that has not been asked is the level of training provided to students and the administrative support given to De Ana College by OTI.

Hands-on, job training is provided by OTI's CompTechS program to IT students where they learn and apply professional skills in the the CompTechS Lab. As a result of the interns work in the CompTechS lab, over 1,500 refurbished computers have been provided to disadvantaged De Anza and Foothill College students. After working in the CompTechS lab, some students are placed in off-campus worksites at Yahoo, HP, Synopsis, VMWare, InfoBlox, Green Citizen and NBR Networking. CalWORKs students work in and support De Anza College's Admissions and Records office as the front-line employees as well as various departments including Child Development, Library, Environmental studies, etc.

In addition, CalWORKs students enroll and support programs such as HTEC, MCNC, Paralegal Program, PUENTE, MPS, and Basic Skills. These students generate WSCH for these programs.

III. OUTCOMES ASSESSMENT

If your program offers both instruction and services, complete all of Part III.

If your program does not offer instruction, skip to III. E.

A. **If your program offers instruction**, describe the number of **SLOAC** that have been completed or will be completed in 2010-11.

NA

B. **If your program offers instruction**, describe the level of engagement in the 2010-11 **SLOAC** process. (i.e. How many faculty, staff, and administrators participated in the SLOAC process?)

NA

C. **If your program offers instruction**, what program enhancements are you implementing as a result of the 2010-11 **SLOAC** process? (Only describe planned enhancements that **do not require additional resources**. Enhancements that require new resources will be addressed in Part V.)

NA

D. If your program offers instruction, what are your **SLOAC** plans for 2011-12?

NA

E. Describe the number of **SSLOAC** that have been completed or will be completed in 2010-11.

One of the SSLOAC created in 2009/2010 was to assess the basic needs of students in order to ensure academic success. A questionnaire was developed and provided to all students at the entry point. The first quarter students indicated a need for information regarding programs that provided assistance with food, shelter, and medical needs. By the second quarter, the request for information was needed less, thereby, indicating OTI students were learning techniques for self-sufficiency.

F. Describe the level of engagement in the 2010-11 **SSLOAC** process. (i.e. How many faculty, staff, and administrators participated in the SSLOAC process?)

All program staff are engaged in creating the SSLOACs. Dialog was held during retreats and staff meetings. SSLOACs continue to be a work in progress.

G. What program enhancements are you implementing as a result of the 2010-11 **SSLOAC** process? (Only describe planned enhancements that **do not require additional resources**. Enhancements that require new resources will be addressed in Part V.)

A program enhancement is to provide workshops for students in Career and Professional development. This SSLOAC is in the planning stages and will require partnerships with employees who have the skills needed to present the information needed.

H. What are your **SSLOAC** plans for 2011-12?

Students will: Demonstrate the ability to navigate "My Portal" to apply for courses, research class schedule, review personal records, and access resources available through the Financial Aid system
Demonstrate the ability to assess current study habits and develop new learning skill technique to improve their reading, writing, and arithmetic skills
Demonstrate the ability to use appropriate interviewing skills, and write a good resume

IV. PROGRAM BUDGET DATA

	2009-10 Actual	2010-11 Projected
'A' budget	\$2,579,309	\$1,128,118
'B' budget	\$18,303	\$18,303
'C' Budget		
TOTALS	\$2,597,612	\$1,146,421 (automatically calculated)

If your program is NOT requesting any new resources - your 2010-11 Annual Program Review Update is finished

If your program IS requesting any new resources - Continue to Part V.

V. RESOURCE REQUESTS

Department/Program Summary

A. Human Resources: Please submit up to three faculty and/or staff choices below in department/program ranked order:

Program Position Priority #1:

Faculty Staff

Full-Time Part-Time

Position Name:

CalWORKs Coordinator

Brief description:

The nature of the Program Coordinator at OTI is that of a Counselor (academic, personal, and professional) in addition to case management.

Rationale: How will this person enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc. (i.e. What specific SLOAC/SSLOAC results support the program's need for this position?)

If applicable, address the FTE, PT/FTE ratios, and WSCH goals that support your request for this position.

The position will enhance the ability to support the institutional core competencies. Coordinators work with special populations students and help them develop their communication skill to deal with teachers, employers, and social service workers. Show students how to use technology to be self-sufficient in locating the resources they need; guide them emotional and personal problems and teach problem solving skills, and well as techniques for appropriate life style choices. An additional outcome to this group of students is that they are first time college students who are creating a pathway for their children's future academic success.

Program Position Priority #2:

Faculty	<input type="text"/>	Staff	<input type="text"/>
Full-Time	<input type="text"/>	Part-Time	<input type="text"/>

Position Name:

Brief description:

Rationale: How will this person enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc. (i.e. What specific SLOAC/SSLOAC results support the program's need for this position?)

If applicable, address the FTE, PT/FTE ratios, and WSCH goals that support your request for this position.

[Redacted]

Program Position Priority #3:

Faculty [Redacted] Staff [Redacted]

Full-Time [Redacted] Part-Time [Redacted]

Position Name:

[Redacted]

Brief description:

[Redacted]

Rationale: How will this person enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc. (i.e. What specific SLOAC/SSLOAC results support the program's need for this position?)

If applicable, address the FTE, PT/FTE ratios, and WSCH goals that support your request for this position.

[Redacted]

NOTE: It is an expectation that all positions that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, the program level outcomes and the program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of each of the additional positions on your program.

Review Criteria:

The program would experience a higher number of students reaching their academic goal; transfer or certificate completion. In addition, students would be better prepared to enter the workforce: have learned to research jobs and employment, gone through resume writing workshops, mock interviews, proven by statistics.

B. Equipment/Materials/Facilities: Please submit up to three resource requests in department/program ranked order:

Program Resource Priority #1:

Equipment Materials Facilities

Est. Cost

Item Name:

Brief description:

Rationale: How will this resource enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc. (i.e. What specific SLOAC/SSLOAC results support the program's need for this item?)

Program Resource Priority #2:

Equipment Materials Facilities

Est. Cost

Item Name:

Brief description:

Rationale: How will this resource enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc. (i.e. What specific SLOAC/SSLOAC results support the program's need for this item?)

[Redacted]

Program Resource Priority #3:

Equipment [Redacted] Materials [Redacted] Facilities [Redacted]

Est. Cost [Redacted]

Item Name:

[Redacted]

Brief description:

[Redacted]

Rationale: How will this resource enhance or maintain your program's plans to improve outcomes relative to the college Mission, Institutional Core Competencies, Strategic Initiatives, Program Goals, etc. (i.e. What specific SLOAC/SSLOAC results support the program's need for this item?)

[Redacted]

NOTE: It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, the program level outcomes and the program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of the additional equipment/materials/facilities on your program.

Review Criteria:

[Redacted]

Divisional Summary (If applicable)

C. Human Resources: Of all the position requests within your Division what is the divisional ranking of your department/program position request?

Program Position Priority #1:

Division Position Ranking:

Program Position Priority #2:

Division Position Ranking:

Program Position Priority #3:

Division Position Ranking:

D. Equipment/Materials/Facilities: Of all the resource requests within your Division what is the divisional ranking of your department/program resource request?

Program Resource Priority #1:

Division Resource Ranking:

Program Resource Priority #2:

Division Resource Ranking:

Program Resource Priority #3:

Division Resource Ranking: