

# Adult Education & Workforce Development Program Review 2024

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## Administrative Services Program Review (1) - Overview : Version by Trinidad, Adrian on 11/20/2025 19:44

Workforce Development is focused on preparing students for employment to further their education in a major that accelerates learning in a career path. Including areas of vocational education, technical education and workforce development education.

### a) Program profile:

The Office of Adult Education and Workforce Development (AEWD) supports students with adult, career education, and workforce development services and programming that is aligned with community and industry needs. We provide comprehensive support to students seeking employment through resume development, interview preparation, career coaching and job placement. In collaboration with guided pathway-aligned CTE faculty, the office works to enhance workforce-relevant certificates and programs, while building academic and career partnerships with adult school consortia, industry experts, community and higher education organizations.

The Office is funded through a variety of general fund restricted grants (e.g., strong workforce local and regional, adult education block grant, California Volunteers, Perkins V) and private foundation grants (William W.M. Keck Foundation).

We serve diverse student populations, including local adult school community students and K-12 students exploring early career and transfer opportunities. We serve and collaborate with all academic and student services on and off campus, including instructional faculty, counselors, business, community, and civic leaders.

The AEWD Office is a unit within the college's Business and Industrial Studies Division, staffed by a dedicated team composed of both full-time and part-time personnel, as well as student workers and volunteers. The unit includes seven full-time staff members: an Interim Director of Adult Education & Workforce Development, a Program Manager, a full-time CTE Counselor, a full-time Adult Education Counselor, a CTE Career Pathways Coordinator, a Job Development Specialist, and a CFP Program Specialist. In addition, the department benefits from the support of one part-time CTE Counselor who supplements the counseling services provided to students. The department employs two student workers who assist with administrative and outreach tasks. Volunteers also contribute to the department's efforts on an as-needed basis.

Our mission is to equip students with training and resources that lead to sustainable, long-term and living wage career success. We promote equity-focused economic mobility and social advancement across diverse communities in Compton and surrounding cities. Our engagement with employers and community stakeholders ensure our programs are aligned with current workforce trends. We aim to empower students with essential career readiness skills (e.g., resume writing, interviewing professional development, and industry certifications) that prepare them to obtain family-sustaining wages.

### b) Status of previous recommendations:

This is the first comprehensive program review for the Department of Adult Education and Workforce Development.

### c) Continuing recommendations:

Not applicable.

## Administrative Services Program Review (2) - Program Data : Version by Trinidad, Adrian on 11/20/2025 19:44

The Department of Adult Education and Workforce Development completed its first comprehensive program review, and as such, no satisfaction and outcome data have not yet been analyzed. The department maintains strong internal and external partnerships that support career readiness, industry-recognized training, employer engagement, and community outreach. To strengthen this work, AEWD plans to formalize partner relationships, enhance the way we communicate, and expand employer tracking and feedback mechanisms. Future priorities include systematically collecting and analyzing workforce, student, and employer data to improve program alignment and responsiveness to industry and community needs.

### a) Customer/student/client satisfaction data:

No analysis available. This is the first comprehensive program review for the Department of Adult Education and Workforce Development.

### b) Customer/student/client outcome data:

No analysis available. This is the first comprehensive program review for the Department of Adult Education and Workforce Development.

### c) Campus/community collaboration:

The AEWD Office works in unison internal and external partners to build effective partnerships that ensure student success. Internally, we collaboratively engage with the Transfer and Career Center, Educational Partnerships, Student Services divisions, to complete targeted outreach, prepare career readiness programming, and share career education resources with students. We collaborate with faculty to secure industry recognized workshops and certifications for students, including for example, OSHA training, Forklift Operation, and Auto Sales Licensing.

Externally, we engage employers, community leaders, education agencies, and adult schools to increase visibility, scale, and access to CTE programs among job seekers in the area. Through external collaboration with these partners, we secure client and student referrals, employer engagement in career fairs and workshops, job training initiatives, and outreach campaigns to boost enrollment. Our work with workforce boards and employer advisories provides market alignment of division programs and improvement of programming.

To further strengthen our existing collaborative partnerships, we can renew Memorandum of Understanding (MOUs) with current partners, establish structure and systems for effective tracking and communication with partners, adapt college services in response to routinely solicited feedback, and frequently assess alignment and accessibility of career services for students.

To build new partnerships, we can establish an employer engagement tracking system for monitoring activity and follow-up. Internal and external surveys and needs assessments can identify ways to boost engagement with students and employers. More clear and consistent communication with faculty regarding partnership opportunities and division updates will help maximize available resources. AEWD's marketing and outreach efforts can more compellingly highlight student success and program offerings. Reengagement with community leaders and faith-based organizations can strengthen our reputation at the college. Lastly, we can partner with local municipalities for events and programming.

### d) Program data recommendations:

Below are data and metrics we currently analyze, though not routinely:

1. Student and alumni job placement outcomes.
2. Labor market information for Compton College graduates.
3. Tracking of CTE, Noncredit, and adult school transition students
4. Capture and analyze demographic data: age, gender, ethnicity, income, education, country of origin, etc.
5. Track education level and career interests of community residents for outreach and program alignment.

Below are data and metrics we should systematically analyze:

1. Employer feedback through structured engagement questionnaires
2. Student surveys on use of support services, satisfaction, and suggested improvements

3. Assessment of skill acquisition and competency development through surveys
4. Student interest in programs and services within our service area
5. Trend analysis on emerging career fields and industry needs
6. Faculty needs assessments to determine gaps, professional development, and student support challenges
7. Develop Spanish-language surveys for ESL and adult school populations
8. Evaluate infrastructure improvements related to training equipment, classroom facilities, and instructional labs

## Administrative Services Program Review (3) - Program Requirements : Version by Trinidad, Adrian on 11/20/2025 19:44

### a) Program support:

The Office of the President/CEO supports AEWD by providing leadership in the college's broader vision, programs, services, and initiatives. It advocates and secures additional funding streams for the division and provides high-level coordination on department projects.

Faculty are critical for the success of the department. Our faculty share valuable information with students about programs/classes/workshops/certification opportunities and have professional industry contacts that assist in securing employment opportunities and resources for students and alumni. Faculty also ensure that curriculum is updated and aligned with employer needs.

Information system technology technicians and managers help inventory, order and consult on department technology needs and updates. They also provide advice on technology changes in the department.

Classified professionals are vital and support a range of functions in the division, including day-to-day operations, event planning and coordination, and fiscal processes and reporting.

College administration serves a consultative and approval role in day-to-day operations of AEWD. They advocate with state system leaders on reporting matters and identify training and staffing needs for the division.

The finance/business office provides regular communication and coordination regarding all state, federal and private foundation funding for the division. They clarify college finance processes and guide mandatory fiscal reporting.

### b) Facilities and equipment:

Existing facility needs could better support students' experience in the department. First, entrance doors on either building entrance inconsistently accommodate individuals with disabilities.

These entry doors should be inspected for repair. The main atrium entrance can more effectively provide information to students. For example, updated job opportunity boards can be updated each month in different colors to attract student attention. Additionally, we can celebrate student employment success using digital equipment. Given a range of events on campus and off campus (e.g., adult schools and community organizations), a designated and organized storage area with shelving is needed to organize promotional items and supplies.

The division could improve its digital equipment and technology resources. For example, we can leverage wall space in the atrium to install monitors/screens and/or a projector to highlight program offerings and services. These can be used for presentation when we have workshops, trainings and other events in the atrium. When we have events, a problem we've encountered is effective translation processes. Translation equipment can help us more efficiently and accurately translate during events. Lastly, a problem we've encountered during external events is having proper Wi-Fi access. A portable department Wi-Fi hotspot would help us during off-site presentations and events.

The department would benefit from a comprehensive set of signage and space enhancements. First, larger exterior and updated banners to promote Career and Technical Education (CTE) programs and a clear directory with office descriptions outside the main office can improve visibility and interest in programs. Inside, updated floor banners should reflect both current and upcoming program offerings. Lastly, an open and communal workspace in the atrium can be developed to encourage more use by students, staff and faculty, and community members. A standardized seating arrangement of updated tables and chairs in the atrium and additional power sockets there can aid usability and event use.

### c) Staffing:

To strengthen staffing and better serve students, the department recommends several targeted hires and contractual engagements. The team should have one to three bilingual student workers on an ongoing basis, ideally representing each partner adult school (e.g., Paramount, Compton, Lynwood), to improve outreach and communication. To ensure curriculum remains relevant, instructor consultants should be engaged for the development of future programs when relevant and where capacity is needed (e.g., EV program), while a part-time CTE counselor should continue providing guidance to both CTE students and faculty. Contracting expert professionals to deliver workshops in computer literacy, soft skills, and industry-specific training will broaden students' practical competencies and certifications. The department also aims to recruit CTE/ESL faculty who can design and teach programs for non-English speakers. Finally, the department should continue to attract more CTE faculty with expertise in emerging technologies to keep instruction aligned with current industry practices.

Regarding data and research-informed decision making, our department must collaborate more closely with the office of institutional effectiveness to onboard, train and gather relevant employer data from the research analyst paid out of our budget.

Regarding our outreach goals, as a division we must establish clearer delineation of outreach professionals paid by our division to conduct bilingual outreach in our partner adult schools.

The division as of July 2025 is coordinating the hiring of an apprenticeship specialist to oversee the expansion of apprenticeships. This role will be critical for the outreach, coordination, and development of apprenticeship programs with LaunchLA.

AEWD demands a high volume of project and fiscal reporting. A designated finance coordinator for all CTE/workforce development needs would benefit timely submission, tracking and coordination of funding streams.



