

# 2018-2019 Program Review Cycle



## Instructional Programs

### CAN Program Review (Instructional) - Cooperative Education (Odd Year)

#### Program Review Narratives

2018-2019

##### Instructional Program Review (IPR)

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**Writing Team:** Anne Nicholls

##### Executive Summary

**0. Executive Summary:** The Cooperative Education Program gives working or volunteering students the opportunity to bridge what they learn in the classroom with what they learn at their jobsites. The program serves those students who have jobs that are aligned with or will benefit them in both their classes and future goals or majors. The program teaches students to communicate effectively and to use critical thinking while working at their jobsites.

##### Program Context

**1. Mission:** Career Technical Basic Skills Transfer Lifelong Learning

Mission statement:

The Cooperative Education Program aligns with the college's mission by giving students the opportunity to enhance their career choices and by choosing goals that will enhance their skills for future employment.

**2. Articulation:** The Co-op classes are transferable to the California State Universities and other private institutions. The program may be impacted if the CSU's decide to offer Cooperative Education. No known changes.

**3. Community & Labor Needs:** The Cooperative Education Program only offers two courses of many differing sections of the same courses, and is incorporated into many different programs offered at Cañada College. The business and employment needs, along with new technology and new transfer requirements information can be obtained directly from the individual Departments and Programs of which Co-op is aligned. Future plans include active job placement as directed by the SMCCCD Board of Trustees.

No known changes.

##### Looking Back

**4. Curricular Changes:** There were no significant changes within the last two years, with the exception of converting from WebAccess to Canvas. This has made it much easier for the students to get forms they may need and updates regarding their classes. No significant curricular changes were made.

**5A. Progress Report - IPC Feedback:** N/A: Since the Cooperative Education Program only offers two courses of many differing sections of the same courses, and is incorporated into many different programs offered at Cañada College, then the business and employment needs, along with new technology and new transfer requirements information can be obtained directly from the individual Departments and Programs of which Co-op is aligned.

**5B. Progress Report - Prior Action Plans:** N/A: Since the Cooperative Education Program only offers two courses of many differing sections of the same courses, and is incorporated into many different programs offered at Cañada College, then the business and employment needs, along with new technology and new transfer requirements information can be obtained directly from the individual Departments and Programs of which Co-op is aligned.

**6A. Impact of Resource Applications:** Not applicable

**6B. Impact of Staffing Changes:** Not applicable

##### Current State of the Program

**7. Enrollment Trends:** Under productivity by Semester:

The total number of Census Headcount and the FTEF has gone up in the last five years in the Fall semesters, but has gone down in the Spring semesters. The End of Term Headcount has remained pretty even during the last 5 years. The FTES has remained fairly stable during the last five years. The WSCH has fluctuated between 395 and 502 during the last five years with an average

of about 450. The Load has averaged 365 over the last five years. There has been an average of about 7 sections over the last five years. The Max Enroll has fluctuated between 440 and 200. It has steadily gone down in both the Fall and Spring semesters over the last five years. The Fill Rates have increased from 33.2% to 81% over the last five years. This can be attributed to having less sections of classes.

Advanced recruitment and new marketing strategies will help increase headcount. Incorporating the Strong Workforce Program Initiative will bring more students to industry internships. The Co-op faculty are working with the Strong Workforce Program Taskforce and the Career Center to promote internships. Future plans include active job placement as directed by the SMCCCD Board of Trustees. The college is providing new marketing tools such as new brochures for promotional purposes.

No known changes.

**8-A. Access & Completion:** Course Success and Retention by Ethnicity:

The Black-Non-Hispanic population for the last two years have had a decline in the success rates for the last two years from 76.9% to 75%. The retention rate went from 80.8% to 78.6%.

The Asian population had a decline in the success rate in the last two years from 82.2% to 72.4%. The retention rate went from 88.9% to 82.8%.

The Filipino population success rate for the last two years went from 100% to 40%. The retention rate went from 100% to 80%. The Hispanic population success rate for the last two years went from 72.7% to 82.5%. The retention rate went from 82.8% to 92.1%.

The White-Non-Hispanic population success rate for the last two years went from 82.7% to 87%. The retention rate went from 92.5% to 88%.

The student ethnicity by gender data shows that we have had an increase of 4 students in the past two years in the Black-Non-Hispanic female population with a five year row total of 79. The success equity gap for Black-Non-Hispanic females is -9.3%.

The Black-Non-Hispanic male population is down by 2 in the last two years with a five year row total of 30. The success equity gap for Black-Non-Hispanic males is 3.1%.

The Asian female population has declined by 2 in the last two years with a five year row total of 74. The success equity gap for Asian females is -5.3%. The Asian male population has declined by 6 in the last 2 years with a five year row total of 30. The success equity gap for Asian males 42.6%.

The Filipino female population has declined by 4 in the last two years with a five year row total of 23. The success equity gap for Filipino females is -32.6%.

The Filipino male population has increased by 2 over the last two years with a five year row total of 7. The success equity gap for Filipino males is -49.3%.

The Hispanic female population has decreased by 10 in the last two years with a five year row total of 409. The success equity gap for Hispanic females is 1.8%.

The Hispanic male population has declined by 13 in the last two years with a five year row total of 151. The success equity gap for Hispanic males is -7.6%.

The White -Non-Hispanic female population is down by 2 in the last two years with a five year row total of 273. The success equity gap for White-Non-Hispanic females is 9.1%.

The White-Non-Hispanic male population has not changed in the last two years with a five year row total of 100.

The success equity gap for White-Non-Hispanic Males is -5.3%.

The student gender data shows that approximately 73.3% of the Co-op students are female and 24.8% are male. The trend has been decreasing for both genders since 2013. The success equity gap for males and females is with males at 77.3% and females at 85.6%.

**Student Age:**

The last two years data shows that the majority of the students are age 18-22, decreasing from 103 to 78 students. The second highest number of students are those in the 23-28 age group, decreasing from 83 students to 68 students over the last two years. The next highest number are those in the age group of 29-39, that stayed the same at 53 students over the last two years. In the next age group of 40-49 there was a decrease of 1 from 27 to 26 students over the last two years. The age group of 50-59 there was an increase of 1 from 25 to 27 students in the last two years.

Many of the programs offered at the college are fields that are traditionally female. If the college added more male dominated fields of programs then the male population would increase.

**8-B. Completion - Success Online:** Not applicable

**9A. SLO Assessment - Compliance:** The Cooperative Education program assesses all co-op classes over a 3 year cycle. The SLOs are assessed for each of the classes and the results are put into Tracdat on a regular basis. Faculty review results.

**9B. SLO Assessment - Impact:** The faculty have always had successful results on the SLO assessments. Student learning has

remained the same with results in the 93% to 100% area. Faculty analyzes results and strategizes what to do to improve assessment. One example is to increase notifications to students regarding written report instructions and due dates.

**10. PLO Assessment:** N/A: Since the Cooperative Education Program only offers two courses of many differing sections of the same courses, and is incorporated into many different programs offered at Cañada College, then the business and employment needs, along with new technology and new transfer requirements information can be obtained directly from the individual Departments and Programs of which Coop is aligned. The Cooperative Education Program does not graduate any students from it's program. The students graduate from many different programs that offer degrees and certificates.

### **Looking Ahead**

**11. Program Planning:** The Cooperative Education will continue to recruit students to enroll in all the various Co-op sections associated with the various programs offered here at Cañada College. The Faculty will work to increase enrollments in the internship classes. The Faculty will work to improve the online Canvas site so students will be able to access information more conveniently. The Cooperative Education program will work with the Career Center to help students and employers to get placements. The Faculty will work together with the Program Services Coordinator and the Director of Workforce Development in marketing the Programs and keeping them current with industry trends.

**Program Review Narrative Status:** Complete

## **Objective: Future plans include active job placement as directed by the SMCCCD Board of Trustees.**

Participate in the active job placement plan of assisting students when seeking internships and jobs.

**Objective Status:** 1 - New (PR)

**Objective Year:** 2018-2019, 2019-2020

**Estimated Start Date:** 02/01/2019

**Estimated Completion Date:** 07/31/2019

**Please select the college goals with which this objective aligns.:** Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

### *Action Plans*

**2018-2019** - Future plans include active job placement as directed by the SMCCCD Board of Trustees. (Active)

**Who's Responsible for Completing this Action Plan?:** Assisting the Dean of BDW, the Career Center and the VPSS.

**Estimated Completion Date:** July 31 2019

### *Resource Requests*

**No cost associated with this plan.**

**Type of Resource:** Other

**Cost:** 0