



Program Review - Instructional Program Plan

Program Title Cooperative Education

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Executive Summary

Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit)

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: Please identify how your program aligns with the college's mission by selecting the appropriate check box(es):

Career Technical Basic Skills Transfer Lifelong Learning

If your program has a mission statement, include it here.

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.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

The Coop 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.

3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.

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.

Looking Back

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

There were no significant changes, with the exception of adding the use of WebAccess. This has made it much easier for the students to get forms they may need and updates regarding their classes.

5. Progress Report: Provide your responses to all recommendations received on your last program review and report on progress made on previous action plans and toward your strategic goals.

[Link: 2013-2014 Program Plan and Feedback forms](#)

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.

6. Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program and measures of student success.

N/A

Current State of the Program

Data packets link <http://www.canadacollege.edu/programreview/datapackets1314.php>

7. Connection & Entry:

- A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.

The data packet appears to show information on the Coop 670 courses only. The 672 internship courses must be incorporated in the individual Programs that they are directly linked with. In years past we have always combined the 670 and 672 data into one. In past semesters we have offered several sections of Coop 670 to the students. This past year we have only offered one section. This has brought a significant change to the fill rates. It went from 47% to 103% on the fill rate from Spring 13 to Spring 14. The FTES in Spring 12 was 14.22 and in Spring 14 it was 11.00. The headcount went from 123 in Spring 12 to 103 in Spring 14. The Load increased from 408 in 2009/2010 to 419 in 2013/2014.

- B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends?



The change to only offering one section has helped with the numbers. The orientations are still offered at many different times throughout the first three weeks of the semester. Coop is now using WebAccess. This has been a great improvement for the delivery of information to the students. The faculty continues to market the program in various ways. The main marketing continues to be classroom presentations.

8. Progress & Completion:

- A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

The success rate of Coop students in 2009/2010 was 73% and the success rate for 2013/2014 was 78%. The goal was 70%. The retention rate in 2009/2010 was 79% and for 2013/2014 it was 79%. The retention goal was 84%. The economic climate in this area may have influenced why the retention did not meet the goal. Inactive students are usually dropped by the last census so they will get a W instead of a F grade. This can negatively impact the retention rates. The success rates for the African American population increased from 54% in 2009/2010 to 88% in 2013/2014. The retention rate went from 69% in 2009/2010 to 92% in 2013/2014. The success rates for the White population went from 70% in 2009/2010 to 82% in 2013/2014. The retention rate went from 77% in 2009/2010 to 82% in 2009/2010. The success rate for the Hispanic population was 75% in 2009/2010 and again was 75% in 2013/2014. The retention rate went from 80% in 2009/2010 to 77% in 2013/2014.

The student ethnicity data shows that we have had a 5 % (12/13-13/14) decline in the African American population with a five year average of 9%. The Asian population has risen by 17% (12/13-13/14) with a five year average of 8%.

The Filipino population has declined by 38% (12/13-13/14) with a five year average of 2%. The Hispanic population hasn't changed (12/13-13/14) and is holding at a five year average of 30%. The White population is down 14% (12/13-13/14) with a five year average of 35%. The student gender data shows that approximately 60% of the Coop students are female and 40% are male. The trend has stayed about the same since 2009. 52%, averaged over 5 years, of the Coop students are age 18 to 22. 20% are 23 to 28. 14% are 29 to 39. 8% are 40-49. The other age brackets are insignificant. The five year total and average of continuing Coop students is 74%. 6% are returning students and 9% are first time transfer. 74% took daytime course and 26% took evening course.

- B. Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

N/A

- C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

The success rate of Coop students in 2009/2010 was 73% and the success rate for 2013/2014 was 78%. The goal was 70%. There are no significant factors or barriers that influence student success in the Coop Program. Economic downturns can negatively influence the number of students that enroll in the course and can impact retention.



9. SLO Assessment:

<https://smccd.sharepoint.com/sites/can/CANSLOAC/default.aspx>

- A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.

Yes. The faculty go over the results.

- B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples.

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.

10. PLO Assessment:

[PLO Assessment link https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/](https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/)

- A. Describe your program's Program Learning Outcomes assessment plans and results of direct and indirect assessments.

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, and does not have any graduates of the Coop Program since the students graduate from the other programs that Coop is aligned with, and since the Course SLOs are the same as the Program SLOs, 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.

- B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

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Looking Ahead

11. Strategic goal & action plans:

How will you address the opportunities for improvement that you identified above in Articulation, Community & Labor Needs, Connection & Entry, Progress & Completion and PLO Assessment? Identify timelines for implementation, responsible party, and resource requirements.



Action Plan	Timeline	Responsible party	Resources required
N/A	N/A	N/A	N/A

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Complete the Resource Request form to request instructional equipment, IT equipment, facilities, professional development, research, or funding (if needed) and submit with this form to your Division Dean.

Link to resource request form <http://www.canadacollege.edu/programreview/instruction-forms.php>

N/A