Search Standards By User

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

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.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

Career Technical Basic Skills Transfer   Lifelong Learning
Mission statement:
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.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Search Standards By User

2   Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail
No Response Information to Display

Narrative
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. No new changes.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3   Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group?s recommendations for your program.

Response Detail
No Response Information to Display

Narrative
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 Coop is aligned. **No known changes.**

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3	**Looking Back**

4   Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Search Standards By User

Response Detail
No Response Information to Display

Narrative
There were no significant changes within the last two years, with the exception of adding the use of WebAccess, soon to be converted to Canvas. This has made it much easier for the students to get forms they may need and updates regarding their classes. The faculty are now in the midst of transferring to Canvas for the Fall of 2017 semester.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.A.   Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail
No Response Information to Display

Narrative
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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.B.   Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail
No Response Information to Display

Narrative
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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.A.   Impact of Resource Allocations

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, ECE-HMSV-COOP

Response Types: All Responses Types

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Response Detail
No Response Information to Display
Narrative
Not applicable.?

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.B.   Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail
No Response Information to Display
Narrative
Not applicable.?

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

4	Current State of the Program
7	Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Search Standards By User

Response Detail
No Response Information to Display

Narrative

Under productivity by Year:
The total number of Census Headcount and the FTEF has gone down in the last five years, with the exception of a raise in headcount for the 2014/2015 year from the year before. The End of Term Headcount has also gone down in the last five years, with the exception of a raise in headcount for the 2014/15 year from the year before. The FTES has also gone down slightly in the last five years with the exception on 2014/2015 when there was a slight raise from the year before. The WSCH has slowly declined in the last five years. The Load has gone from 420 in 2011/12 down to 388 in 2015/16. The sections have been cut from 11 to 3 in the last five years. The Max Enroll went from 520 to 261 in the last five years at a steady decline. The Fill Rates have increased from 61.5% five years ago to 96.6% in 2014/15 and to 91.2 % in 2015/16.
There was a large jump in the Fill Rates from the low 60% to the mid 90% in the last two years. This can be attributed to having less sections of classes.

Under Productivity by Semester:

The Fall semesters' trends for the last five years have remained pretty similar in numbers with the numbers above only half the value. The Spring semesters' trends have about the same values has the Fall trends. Summer semesters' trends have steadily declined with the exception of a large drop in the Summer of 2015.

The cause of the headcount decline may be due to the way the data is being presented. The data is showing only Coop 670 students. In the past it showed all the 672 courses also. The 672 internship students are now counted in each individual department rather than in the Coop department. Advanced requirement and new marketing strategies will help increase headcount also. Incorporating the Strong Workforce Program Initiative will bring more students to industry internships. The Coop faculty are working with the Strong Workforce Program Taskforce and the Career Center to promote internships. The college is providing new marketing tools such has new brochures for promotional purposes.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-A.   Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Search Standards By User

Response Detail
No Response Information to Display

Narrative

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 85.2% to 61.1%. The retention rate went from 92.6% to 61.1%.
The Asian population had a decline in the success rate in the last two years from 100% to 84.6%. The retention rate went from 100% to 84.6% also.
The Filipino population success rate for the last two years went from 57.1% to 100%. The retention rate went from 71.4% to 100%.
The Hispanic population success rate for the last two years went from 70.5% to 74.7%. The retention rate went from 84.2% to 77.8%.
The White-Non-Hispanic population success rate for the last two years went from 80.6% to 87%. The retention rate went from 92.5% to 90.7%.

The student ethnicity by gender data shows that we have had a -3 % (14/15-15/16) decline in the Black-Non-Hispanic female population with a five year row total of 70. The success equity gap for Black-Non-Hispanic females is 53.8%.
The Black-Non-Hispanic male population stayed the same with 0% (14/15-15/16) with a five year row total of 36. The success equity gap for Black-Non-Hispanic males is 80%.
The Asian female population has risen by 6 (14/15-15/16) with a five year row total of 28. The success equity gap for Asian females is 90%. The Asian male population has declined by -3 (14/15-15/16) with a five year row total of 23. The success equity gap for Asian males 66.7%.
The Filipino female population has declined by -4 (14/15-15/16) with a five year row total of 20. The success equity gap for Filipino females is 100%.
The Filipino male population has declined by -1 (14/15-15/16) with a five year row total of 8. The success equity gap for Filipino males is 100%.
The Hispanic female population has increased by 5 (14/15-15/16) with a 5 year row total of 257. The success equity gap for Hispanic females is 78.3%.
The Hispanic male population has declined by -4 (14/15-15/16) with a 5 year row total of 138. The success equity gap for Hispanic males is 71.4%.
The White -Non -Hispanic female population is down -11 (14/15-15/16) with a five year row total of 204. The success equity gap for White-Non-Hispanic females is 94.1%.
The White-Non-Hispanic male population is down by -6 (14/15-15/16) with a five year row total of 122.
The success equity gap for White-Non-Hispanic Males is 78.9%.

The student gender data shows that approximately 62% of the Coop students are female and 38% are male. The trend has stayed about the same with a small decline in males since 2011. The success equity gap for males and females is very close with males at 75.7% and females at 77.4%.

Student Age:
The last two years data shows that the majority of the students are age 18-22, increasing from 77 to 83 students. The second highest number of students are those in the 23-28 age group, staying the same at 50 students. The next highest number are those in the age group of 29-39, with a decrease from 34 to 31 students. In the next age group of 40-49 there was a decrease from 33 to 17 students. The age group of 50-59 there was a decrease from 19 to 15 students.

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 rise.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-B.   Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

Not applicable.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

9.A.   SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Yes. The faculty go over the results at least once over four years. The results of the 670 and 672 classes are tallied up and recorded in TracDat. Faculty review results.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

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.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

10   PLO Assessment

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, ECE-HMSV-COOP

Response Types: All Responses Types

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

Response Detail
No Response Information to Display

Narrative
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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	