



PROGRAM REVIEW

Cooperative Education

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COOPERATIVE EDUCATION

CAÑADA COLLEGE COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY (2 page maximum)

Short Summary of Findings

Type your summary here:

Cooperative Education is a working partnership among the student, college and employer that enable students to learn on the job. Students earn wages and transferable college credit while developing critical thinking and computational skills related to their educational and career goals. The Program creates a working/learning environment that is not normally possible in a college classroom environment. This Program uses a job objective approach to learning achievement that seeks to improve the students' job skills, knowledge, and performance. Students become involved in a process that entails analyzing job responsibilities, identifying objectives, implementing those objectives, and evaluating the results. In addition, the Program assists students in completing educational objectives toward degree and professional development.

Thus, the Cooperative Education Program embraces the College's mission and goals by providing quality work-based learning that leads to professional and personal success and lifelong enrichment. Furthermore, Cooperative Education links the College to the human and economic development of a culturally diverse community.

Three Strengths of the Program

1. A strong dedicated faculty.
2. Flexible scheduling and course offerings that meet the needs of the students
3. Industry support.

Three Suggestions for Improvement

1. Develop partnerships with business and industry for possible internships for students.
2. Website needs to be updated.
3. Online orientations should be researched.

COOPERATIVE EDUCATION PROGRAM REVIEW

I. Overview of Program

- A Describe your program in terms of its goals and focus. How does your program contribute to the mission and priorities of the college and the District? How does your program coordinate with other programs in the College and related programs at other education institutions? How does this program make use of advisory boards and professional organizations? How does this program fill the needs of our diverse community?**

Program Goals and Focus

Cooperative Education is a working partnership among the student, college and employer that enable students to learn on the job. Students earn wages and transferable college credit while developing critical thinking and computational skills related to their educational and career goals. The Program creates a working/learning environment that is not normally possible in a college classroom environment.

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Contribution to the Mission of the College and the District

The Program contributes to the mission of the College and District by:

- 1) providing quality work-based learning that leads to professional and personal success and lifelong enrichment.
- 2) offering credit toward certificate programs and general education for AA and AS degrees that is transferable to California State Universities or other private institutions.
- 3) linking the College to the human and economic development of a culturally diverse community.

Relations to Other College Programs

The Cooperative Education Program not only offers courses in general Cooperative Education, but also offers internship courses for a wide variety of College Programs. Many students have benefitted by taking the Cooperative Education Internships in the fields of Early Childhood Education/Child Development, Interior Design, Accounting, Fitness, Paralegal, Fashion Design, and Human Services. The students earn credit toward their degrees and or certificates.

Over the past years, the College has utilized Cooperative Education students in the area of Work Study, Workability, Stepping Stones, Upward Bound, and a wide variety other programs on campus. The Middle College students also enroll in Cooperative Education. The Learning Center, Tutorial Center, Library, Financial Aid, EOPS, the College Bookstore, Associated Students Ambassadors, and others have had Cooperative Education students either working or volunteering in their departments. The new Cañada College Art Gallery is utilizing Cooperative Education students this semester.

Cooperative Education units are also transferable to universities. Some Cooperative Education students will fulfill their internship obligations at other colleges or universities by enrolling in Cooperative Education at Cañada College. In some cases, students meet employment requirements by doing internships at the job-site through Cooperative Education.

Advisory Board and Professional Organizations

There is not a formal advisory committee for the Program; however, there are numerous interviews and site visits per year to employers who provide advice for the instructional components and student performance evaluations. Students and employers belong to professional organizations for their chosen professions. Also, the Career Technical Education programs have advisory board members and the Cooperative Education model is always discussed at the meetings.

Serving Diversity

The Cooperative Education Program serves diversity by the very nature of the vast array of differing work sites it deals with on an ongoing basis. The college serves a student population with a diverse background as well as an equally diverse industry that employs our student population.

B. Evaluate the progress the Program has made toward previous Program Goals

An ongoing goal of the Cooperative Education Program is to increase enrollment. The enrollments have increased due to aggressive recruitment efforts, by systematically visiting classes during the first few weeks of each semester. New posters have been created to showcase the Program along with new flyers created and disseminated throughout the campus each semester. Also, the faculty members play an active role in visiting various program directors

and counselors in order to increase enrollments and ask any questions that may arise. The Administration and faculty are working together to increase enrollment by working with industry representatives to form internship partnerships. The Dean has established new courses to accommodate the many new internship offerings now available.

Goals for 2007-2008

Goal A: To recruit students to increase enrollment.

Goal B: To establish internship partnerships with business and industry.

Goal C: To establish internship partnerships within the College.

Goal D: To create new marketing materials to be disseminated on campus and to business and industry representatives.

II. CURRICULUM OFFERINGS

A. How adequately do the courses offered in this program meet the needs of the discipline and the students?

The Cooperative Education Program provides a valuable opportunity for students of all disciplines to directly apply the academic training of their college majors to practical skills and performance in the workplace. Cooperative Education trains students to achieve success in their careers by teaching them to analyze job responsibilities and to write and achieve measurable work goals. An orientation and individual and small group meetings are provided for all students who enroll in the program. Section meetings are offered during the day, evenings, and Saturdays. We serve student employees and employers in San Francisco, San Mateo, and Santa Clara counties, as well as the East Bay. The Program serves students from all ages, gender, and cultural backgrounds. Students enrolled are paid or volunteer employees and work part- or full-time.

The Cooperative Education Program bridges the gap between the classroom and the work environment. Students along with their work supervisors develop goals to be done at the worksite. The Cooperative Education coordinators facilitate and oversee the process. The course offerings in place meet the needs of the discipline and the students by creating a working/learning environment. A flexible course scheduling allows the students to meet both the needs of the classroom and the job.

B. Describe changes in the discipline and student population and how the curriculum is addressing these changes. Have all courses in this program been reviewed and modified, if appropriate, during the last six years? Is the program current with respect to external regulations? What plans are there for future review and modification?

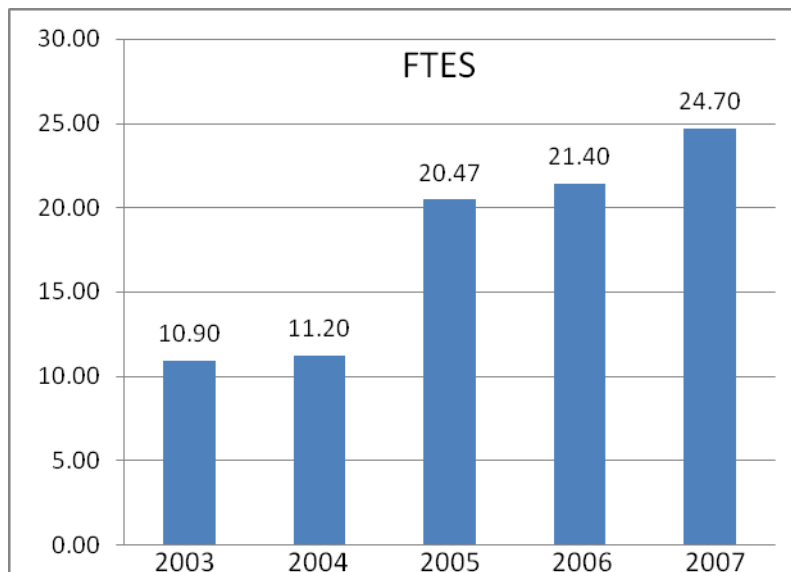
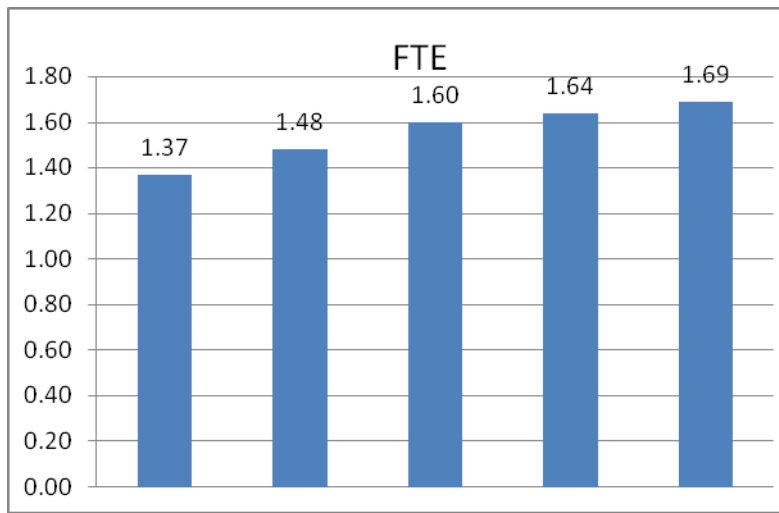
The Cooperative Education model is under the Title V regulations and the College must adhere to the rules and regulations. The two courses, COOP 670 & COOP 672 have been reviewed and modified to stay current with Title V regulations. Yes, the program is current with respect to external regulations. At this time, there is no modification that needs to take place as we are within

the Title V regulations.

III. ENROLLMENT AND PERFORMANCE TRENDS

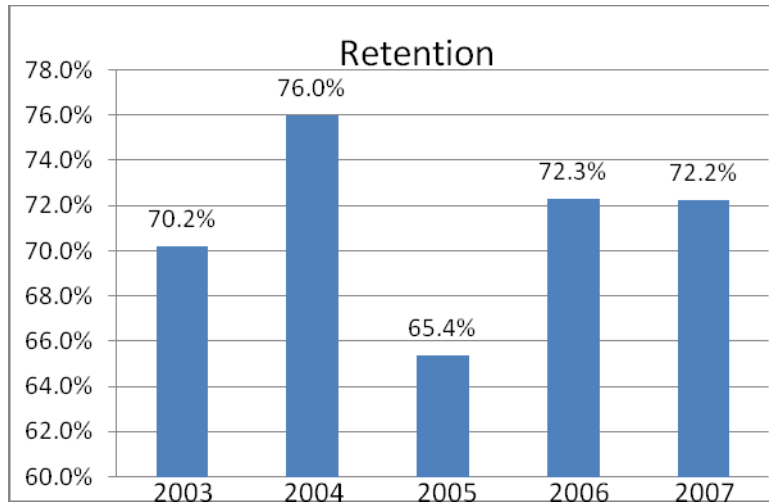
- A. **Review, attach, and comment on the program enrollment reports/graphs for the last three years (Fall and Spring Semesters). Based on the data provided, discuss expected trends.**

The below noted graphs are from fall 2003 through fall 2007 only. Spring semesters were not included in this data collection. The expected trend is for the Cooperative Education Department enrollments to increase due to the positive outcomes of students in the program and the awareness at the state level, including the Governor, stating that internships are a critical piece of the Career Technical Education model.

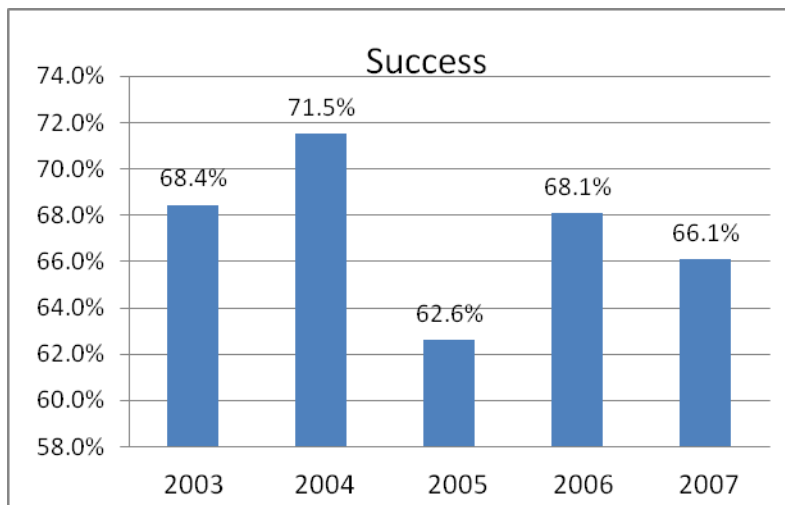


B. Review, attach, and comment on the Program's success and retention rates.

The Retention rate for the past five years has averaged 71.22%. This retention rate has been stable for the past six years with the exception of 2005.



The Success rate for the past five year has averaged 67.32%. The faculty members are reviewing the statistics to see why the success rate has decreased over the past seven years. One of the beliefs is that students have the perception that this is an “easy” class and once they enroll in a Cooperative Education course, they realize that they have to work and earn their grade and units.



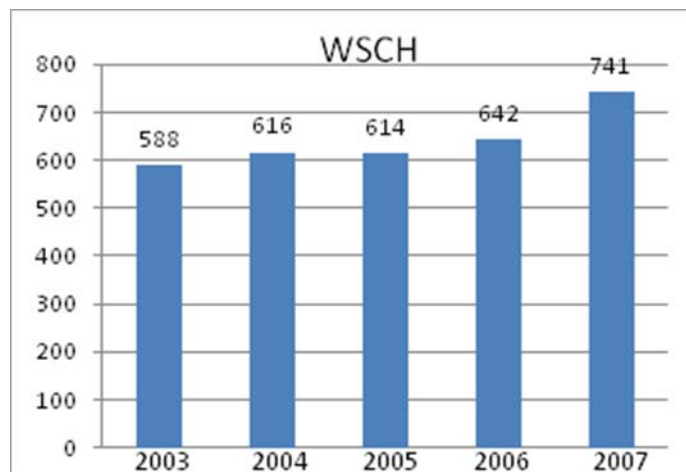
C. What factors of the program affect its success and retention rates? How does this program use the College services to provide multiple avenues for student success?

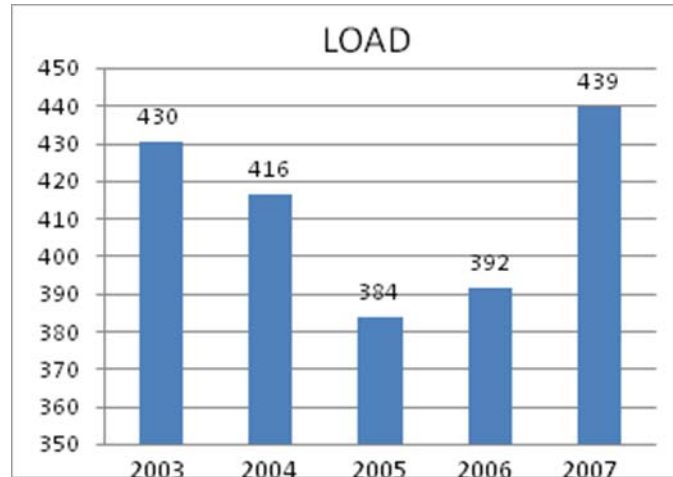
Specific retention activities implemented by the staff in the Cooperative Education Program are as follows:

- 1) Selection of adjunct professors for appropriate internship discipline courses.
- 2) Flexible and effective orientation sections offered at convenient times. In depth syllabi handed out to all students. Timelines and guidelines explained in detail.
- 3) Students are monitored throughout the semester. Communication with students include: site visits, phone calls, and e-mails are done on a regular basis.
- 4) Routine contact with site-supervisors maintained.

IV. FTE AND WSCH/FTE (LOAD)

Review and attach the graph providing illustration First Census FTE WSCH/FTE for this Program and for the college for the past four Fall semesters. Project next year's FTE and LOAD goals and the Program's long-term FTE and LOAD goals. In your analysis address the program's trends in comparison to College trends. If more information is needed to interpret trends on projected goals, describe what is needed in the analysis.





The projections for FTE and Load goals are as follows: The FTE goal for 2008-09 will increase approximately an additional .15 to the fall 2007 figure of 1.69 due to the expansion of the Career Technical Education program in the area of Computer Technician. This program is slated to return in spring 2009 and includes an internship piece in the summer of 2009. The Load goal for the 2008-09 academic year is estimated to be 440.

V. Faculty and Staff

A. List major development activities completed by faculty and staff in this program in the last six years. What development activities are needed or proposed by faculty in this program?

A new Cooperative Education brochure was developed and disseminated throughout the campus and there is more of a presence of Cooperative Education throughout the College. The Cooperative Education website needs to be updated to include pertinent links. All faculty members need to review website and meet as a group to discuss the overall website and make necessary changes. There also needs to be professional development dollars to include transportation and lodging so the Cooperative Education professors can go to the yearly conference held in the State.

Glory Bratton, MA, Santa Clara University & MS from SFSU

Human Services Professor on a Post Retirement contract that includes the Cooperative Education course. Has attended numerous workshops related to this field.

Dora Collado, BA, Lima University & Certificate in Human Services, CSM

Adjunct Professor in Human Services and Cooperative Education (Bilingual course – English/Spanish)

Marjorie Graham, M.A., Psychology, College of Notre Dame

Adjunct Professor/Coordinator and Part-time Program Coordinator

Marjorie has attended Cooperative Education Workshops over the past six years.

Anne Nicholls, MBA, City University of Bellevue, Washington.

Professor/Coordinator of Cooperative Education

Anne has attended Cooperative Education Workshops over the past six years.

Maureen Perron, BS, San Diego State University, Registered Dietician

Adjunct Professor in the Cooperative Education Department and solely works on the Coastsides.

B. How would this program recruit full time or adjunct faculty and staff? How would this program orient new faculty and staff after hiring? Include student workers such as tutors and aids.

This program recruits discipline experts who have experience working with business and industry. The Division Dean orients all new Cooperative Education professors on their role as a Cooperative Education professor and discusses all the paperwork required to track each and every student. The Dean also assigns a mentor to work with the newly hired professor. There are no student workers in this program.

VI. FACILITIES, EQUIPMENT, MATERIALS, AND MAINTENANCE

A. How effectively does the facilities, equipment, their maintenance and the materials available to this program support current and projected needs? How do they affect student success? Are they accessible to all students, including the disabled?

The Cooperative Education office is located on the second floor in Bldg. 13. This office is easily accessible to all students, including the disabled. There are no specific needs of this Department only the office itself.

B. How does this program use technology? Is this Program current with respect to the use of technologies compared to similar programs at other community colleges, four-year institutions, and business or industry?

Not applicable

C. If appropriate, how effective is the support this program receives from industry?

Students, along with the assistance of the Cooperative Education professors seek and locate possible internship locations for student placement.

VII. BUDGET REQUEST

A. Project resources needed in the next six years. Please address the following in your projections: staff, facilities, equipment, and supplies. Consider what this program could share resources with other programs in the college or District.

Need to maintain the current faculty ratio within the Department and increase by .15 for the 2008-09 academic year. We also need to maintain the hardware and software needed for the Cooperative Education professors in their office and in the Cooperative Education Office shared by the Coordinator, Anne Nicholls and adjunct faculty member, Midge Graham. This is a very low cost program as the departmental members do not need specialized equipment nor specialized facilities.

CAÑADA COLLEGE
PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: Cooperative Education

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean
_____ Signature
Comments:

#2. Curriculum Committee Chair
_____ Signature
Comments:

#3. College Vice President
_____ Signature
Comments:

3/25/2008