



Comprehensive Program Review and Analysis

(6 year review)

Cooperative Education

March 2014

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COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement,...

The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved,...

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT** on an e-mail message.

Program Title Cooperative Education **Date Submitted** **March 2014**

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions:

Anne Nicholls, FT faculty, Elsa Torres, Interior Design FT faculty, Ana Miladinova, Dance/Kinesiology FT Faculty, Carlos Bravo, Adjunct faculty Dora Collado, Adjunct faculty, Mike Habeeb, Adjunct faculty.

2. Contact Person (include e-mail and telephone): Anne Nicholls, nicholls@smccd.edu, (650) 306-3293

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty List of names and positions:

Anne Nicholls- FT Coop faculty and coordinator, Elsa Torres-FT faculty, Ana Miladinova-FT faculty, Dora Collado-PT faculty, Mike Habeeb, PT faculty, Carlos Bravo, PT faculty.

PT Faculty FTE [Click here and type] **Carlos Bravo, Dora Collado, Mike Habeeb**

FT Classified [Click here and type]

None

PT Classified (hrs/wk) [Click here and type] **Volunteers** [Click here and type] **Student Workers** [Click here and type]

None

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 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.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

C. Program Student Learning Outcomes

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Reflections:

- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

Since the Cooperative Education program only offers two courses (many differing sections of the same courses), and is incorporated into many different programs offered here at Cañada College, and does not have any graduates of the Coop Program (the students graduate from the other programs that Coop is aligned with), then the course SLOs are the same as the program SLOs.

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle

Tools:TracDAT <https://sanmateo.tracdat.com/tracdat/> CurricUNET <http://www.curricunet.com/smcccd>

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)

Please go into TracDat for information. All courses are up-to-date.

B. Identify Patterns of Curriculum Offerings

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.



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The Cooperative Education Program offers 2 courses: Coop 670 and Coop Internship 672. Coop 670 is for students who are paid or volunteering and whose jobs are related to their majors or future career goals. They can earn 1-4 units per semester. It is listed under COOP 670. Coop Internship 672 is for students who are doing a voluntary formalized internship. They can earn 1 to 3 units per semester. They need to have completed 12 units in their chosen career field. It is listed under the program that they are enrolled in. An example would be FASH 672, not COOP 672.

5. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool:

http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Reflections:

- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.

Table 1. Enrollment Patterns & Course Offerings:

Over the past 5 years the Total Course Enrollments went up slightly from 220 to 260 during the first 3 years, but has declined to 213 and down to 193 for the last 2 years. Due to the economy being up, enrollments throughout the college and district have been down. The Average Enrollment per Section followed this trend pretty close also. The Number of Section Offerings declined only slightly over the past 5 years. It went from 11 to 9 during the first 2 years and has been holding at 8 since.

Table 2. Department Efficiency:

Over the past 5 years the WSCH has gone from 677 to 744 to 797 to 666 and is now at 568 as of Spring 2013. The FTES has gone from 22.6 to 18.9. The FTE has gone from 1.72 to 2.01 to 2.17 to 1.81 and as of Spring 2013 is at 1.67. The Load has gone from 394 to 370 to 367 to 368 to 339 as of Spring 2013.

Table 3. Student Performance Profile:

The student success rate over the past 5 years has gone from 72.8% to 74% to 76.8% to 75.1% to 71%. The success rate is dependent on the student not losing his/her job before the end of the semester. Unfortunately, many students have to withdraw and get a "W" if they lose their jobs. Unfortunately, some students do not withdraw in time and get a failing grade. This is why the student success rate is not higher and this is what lowers the average success rate. This rate varies with the economic ups and downs within the community. The Retention Rate has gone from 83% to 80.4% to 80.6% to 79.7% to 75.1%. This is also dependent upon if the student has to drop the class and get a "W" due to economic ups and downs. The success rate is higher than the College average. The retention rate is higher than the College average.

Average Units Attempted this Term: This averages from 10.9 to 9.2.

Average Units Earned this Term: This averages from 8 to 6.7.



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Average Term GPA: This goes from 2.88 for the first year and slightly goes up and then goes back to 2.88 for Spring 2013.

Average Cumulative GPA: This number goes from 2.95 and slightly goes up and then goes back to 2.95 for the Spring of 2013.

Table 4. Student Enrollment Status Profile:

First-Time Student: Over the last 5 years this number has gone from 10 up to 16 down to 7 and back up to 11 for Spring of 2013.

Continuing Student: Over the last 5 years we have had 182 to 203 to 215 to 189 to 167.

Concurrent Enrollment: We have only had 1 or 2 concurrent enrolled students each year over the past 5 years. Not too many high school aged students work and the high school no longer pays the tuition for the Coop units any longer. The burden is now on the student's parents.

Table 5. Student Goal Orientation:

Transfer: Coop has ranged from 42% to 52% of transfer students over the past 5 years.

Career Dev: We have gone from 33% to 37% of Career Dev students over the past 5 years.

4 Yr College Student attending Canada: We have gone from 10% to 5% over the past 5 years.

Undecided on Goal: This has remained pretty steady at about 6 to 7 %.

Table 6. Student Demographics-Ethnicity:

American Indian/Alaskan Native: 1% or less over the past 5 years.

Asian: 4% each year with the exception of Spring 2012 when it was 1%.

Black-Non-Hispanic: An average of 9.2 students.

Filipino: 3% or less.

Hispanic: An average 36.2%.

Multi-Races: An average of 7.25%.

Pacific Islander: An average of 2.4%.

Unknown: An average of 8.8%.

White Non-Hispanic: An average of 33.6%.

Table 7. Student Demographics-Gender & Age:

Female: From 76% to 75% to 73% to 65% to 74% over the past 5 years.

Male: From 23% to 23% to 25% to 35% to 24% over the past 5 years.

Most of the programs offered at Canada attract more women than men. That is why Coop has more women enrolled than men.

18 & 19 Yrs Old: An average of 10% over the past 5 years.

20-24 Yrs Old: An average of 31.4% over the past 5 years.

25-29 Yrs Old: An average of 11.6% over the past 5 years.

30-39 Yrs Old: An average of 15.8% over the past 5 years.

40 + Yrs Old: An average of 30.6% over the past 5 years.

Table 8. Student Education Attainment Level:

Concurrent: 1% or less over the past 5 years.

No High School Degree: 8.4% average over the past 5 years.

High School Degree or Equiv: 69% average over the past 5 years.

Foreign Secondary Degree: 5.6% average over the past 5 years.

Post Secondary Degree: 15.6 average over the past 5 years.



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B. Future Program Expectations

Tools: San Mateo County's Largest Employers <http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries & Occupations <http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

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.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.

The Faculty will continue to recruit new students and target new industries in the area. The SLO Assessment cycle will continue to help with keeping student success and retention rates at a desirable level.

7. Resource Identification

A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.



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There are no hiring requests at this time.

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

Faculty will continue to keep abreast of Title V changes. Faculty is continually updating the Coop website and Student Handbook. Faculty continues to attend various advisory committee meetings and will attend professional development workshops and will attend the Academic Senate Plenary meetings. A new poster and a new recruiting slide were developed and a new brochure is being created. Faculty will continue to attend recruiting events and to speak at employment workshops. Faculty will continue to work with the Career and Internship Center to find students job and internship opportunities. Faculty will continue to work on an online orientation and to utilize WebAccess to help students become better acquainted with the course and will help in the recruiting process.

C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

None at this time.

D. Facilities requests

Actions:

- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

None at this time.



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E. Office of Planning, Research & Student Success requests

Actions:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

An updated and current Program Review Department Data Packet for Coop is used every year. This serves the Program by allowing us to see the trends and patterns of the Program and to analyze the data.



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EXECUTIVE SUMMARY
TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES
(2 page maximum)**

Program Title: Cooperative Education

Program Vision and Mission (refer to #3B)

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 Strengths

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

Program Challenges

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

Action Plan Summary (refer to #6)

The Faculty will continue to recruit new students and target new industries in the area. The SLO Assessment cycle will continue to help with keeping student success and retention rates at a desirable level.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: Cooperative Education

Estimate the total number of hours to complete your Program Review. 12 hours

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

Yes it was adequate.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes it was clear and easy to use. It seems to be an improvement over the last few years.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

Most were relevant, but since Coop Ed is such a different type of program, some of the questions were not applicable.

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

Yes.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes, the data was clear and understandable.

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

I, Anne Nicholls, have been working with Doug Hirzel and the Academic Senate on improving this process and we have come up with a real good looking model. You can find it on the Academic Senate website.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS CHECKLIST

- All Annual Program Plans since the last Comprehensive Program Review process
- Completed Executive Summary page
- Completed Evaluation of the Process page
- Additional data

Program Title: [Click here and type] **Date Submitted:** [Click here and type]

Review Committee Chair [Click here and type]

Review Committee Members [Click here and type]



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS INSTITUTIONAL RESPONSE SHEET

Program Title: [Click here and type]

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature: _____ **Date:** _____

Comments:

2. Curriculum Committee Chair: _____ **Date:** _____

Comments:

3. College Vice President: _____ **Date:** _____

Comments: