



Cañada College

COMPREHENSIVE PROGRAM REVIEW REPORT

Cooperative Education

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with?

Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

The Work Experience Education (WORK) program integrates classroom learning with meaningful, real-world employment experiences. WEE program expands opportunities for students to apply academic knowledge in professional contexts, deepening their understanding of course concepts while developing essential workplace skills. WEE ensures that all students regardless of background can access transformative career experiences. Each student's work experience is guided by measurable learning objectives, faculty supervision, and continuous evaluation, ensuring the experience is intentional, reflective, and aligned with course outcomes. This model transforms employment into a learning environment where students demonstrate competencies, receive feedback, and integrate career readiness skills into their academic pathways.

WORK program embodies Cañada College's commitment to equity, empowerment, and excellence. WEE connects education to employment, and by doing so, transforms the student journey by helping learners set and achieve career goals, apply academic knowledge in authentic settings, and build community connections. This alignment of learning, equity, and partnership, helps Cañada College fulfill its mission to transform lives and uplift communities through high-quality, inclusive, and purpose-driven education.

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."

The program is still transferrable to CSUs and some private institutions. The only changes in the program are related to Title V changes that needed to implement by February 2024.

The main changes in Title V that affected curriculum are:

- "Cooperative Education" must now be called "Work Experience Education"
- Units of credit for work experience education shall be calculated as follows: (1) work experience education offered as a credit course: one semester unit of credit will be awarded for every 54 hours of work experience,
- A maximum of fourteen semester credit hours or twenty-one quarter credit hours may be earned during one enrollment period in work experience education.
- For this Title V change, the District allows students to earn a maximum of 6 units per semester, but they are still eligible to repeat Work Experience Education for 16 units.

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3. Community & 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, its membership, and describe your advisory group's recommendations for your program.

WORK is an online asynchronous course. Students require access to computer and internet to submit assignments. However, students can also submit physical copies of all assignments to the instructor of record.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

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

During last mid cycle review, the WORK program was waiting on the final Title V changes to be issued to the District. Once all required modifications were received, the District had until February 2024 to update the changes in all WORK courses.

Changes that were made included:

- Changing Cooperative Education (COOP) to Work Experience Education (WORK).
- Updating hours needed for units (54 hours a semester = 1 unit)
- Students are now allowed to enroll in up to 6 units of WORK a semester
- Repeatability remained the same (maximum 16 units of WORK can be taken)

Lastly, WORK created a new CANVAS course that include additional career readiness training activities, new resources for learning objective /goals development and various discussion and orientation to support student success.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

Goals from last program review cycle were:

7C. Planning for Your Program: Recruiting students will remain of great importance. Due to the pandemic and the changing nature of the work environment, the Coop Program will have to plan to make changes in the future.

Currently, the WORK program is increasing its recruitment efforts to boost program enrollment. We currently have one part-time faculty who continues to work with other departments to link the WORK course to students' work-based learning activities and student education plans.

WORK program is:

- Actively marketing the WORK program with the support of academic counselors to encourage students who are working and in need of additional units to enroll in the WORK program
- Collaborating with the High School and Dual Enrollment program to link the WORK program with dual enrollment students and programs to encourage students who are working and in high school to earn college credit via the WORK program.
- Tabling at Canada College events to recruit students into the WORK program. In addition, since College of San Mateo does not offer WORK courses, beginning Spring 2026, the program will start tabling at CSM during events and outreach activities.
- The WORK program is collaborating with Sparkpoint and HMSV to provide students internships and credit that count towards the AS in Social Work degree.

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Only challenge with WORK is students and some faculty are unaware of the WORK program. Our hope is that the increase in outreach and marketing activities will help support enrollment. On average, WORK 670 maintains 22-30 students a semester. Our goal is to increase enrollment to 35-40 students a semester.

Current State of the Program

As stated in the 2022-2027 EMP: “Can~ada College continuously assesses processes and removes barriers to student access, success, and completion.” The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

All Title V revisions have been added to the WORK 670 course, and all academic policies have been updated with the District as well. The WORK course has been updated and includes all required Title V revisions and includes additional training and professional development activities for students. We added additional orientations and arranged virtual office hours for students. The feedback has been positive. Students all work different schedules so the online format has received positive feedback.

In addition, the WORK course is working with the Distance Education Coordinator to online certify the course. Currently, the WORK 670 course is certified by another institution, and we are determining if additional certification is needed or should the course go through in-house certification.

5B. Program of Study Completeness

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

N/A: WORK is a standalone program where students complete the WORK 670 course for elective units to transfer and/or earn an AA Degree/ Certificate. Different programs utilize the Work Experience course for their certificates and/or degrees, but those certificates/degrees fall under those disciplines' departments.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

N/A

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.de links.

PRIE data indicates that “COOP/WORK” has seen disproportionately fewer enrollments from low-income students between 2020 and 2023 school years.” In addition, WORK has seen a slight decline

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in enrollment from 2020-2023 (50 students to 37). This change in enrollment could be attributed to layoffs during the pandemic and retired faculty. However, enrollment is starting to increase from 2023-2024 (41 students Spring 2024). In addition, the WORK program beginning Fall 2025, has been increasing its marketing campaign to increase enrollment. These activities include:

- Additional Outreach to Learning Communities, marketing the benefits of enrolling in WORK courses for students who are employed.
- Working with Outreach Office on various marketing campaigns
- Tabling at additional on campus events and started Spring 2026, will begin marketing the course to CSM students (since CSM does not offer a WORK course)
- Collaborating with Dual Enrollment program to include more high school students
- Increasing outreach to other departments and with counselors

7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

Retention rate for the COOP/WORK program between 2020-2025 is over 89%. Average success rate between 2020-2025 is 65.4%. The program enrollment consists mainly of Hispanic and White students. With a large percentage of the students being first generation students.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write “not applicable.”

COOP/WORK is a unique program where the “classroom” is the students’ work site. Students develop learning objectives with their employers, students submit timesheets for hours worked signed by their supervisor, and supervisors provide evaluations of their students’/employees’ performance to the instructor of record. There is an orientation at the beginning of the semester, and check-ins throughout the semester and at the end. Overall, the course is mainly asynchronous online, and the CANVAS course is the platform students utilize to submit their assignments. The course has remained the same as previous years.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

N/A: Did not submit resource requests.

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8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

The full-time COOP/WORK instructor retired Summer 2022. Since then, we have had one PT faculty member update and maintain the program. As a result, we have seen enrollment and student success go up and down as a result of curricular updates, Title V changes to the program/assignments and marketing/outreach.

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Each department that provides WORK 670 or 672 courses assess their own SLOs.

9B. SLO Assessment - Impact

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

WORK courses consist of two main assignments (1) Learning Objective assignment, and (2) Timesheets. If a student does not submit these assignments, they will not pass the course. The PRIE data indicates that from 2020-2025, 65.4% of our WORK students are submitting these assignments and the other 34.6% are not passing the course. To address this success rate, the WORK program most recently has:

- Added additional mandatory orientations and check-ins throughout the semester
- Increased emails and outreach to students reminding students of deadlines
- Allowed students the opportunity to customize assignments to better align with their place of employment
- Increase virtual office hours to support work schedules

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

N/A: Work Experience Education Program only offers two courses 670 and 672 which are incorporated into many different programs offered at Cañada College. Each program utilizes the 672 course for various certificates in their disciplines. 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 WORK 672 is being utilized. The Work Experience Education Program does not graduate any students from the program. Students enroll in WORK 670 for elective units needed to graduate from many different programs that offer degrees and certificates.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

Currently, the WORK program is increasing its recruitment efforts to boost program enrollment. We currently have one part-time faculty who continues to work with other departments to link the WORK course to students' work-based learning activities and student education plans.

WORK program is:

- Actively marketing the WORK program with the support of academic counselors to encourage students who are working and in need of additional units to enroll in the WORK program
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10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

Course retention remains over 90%. However, an area of improvement we are targeting is around our success rates. WORK courses consist of two main assignments (1) Learning Objective assignment, and (2) Timesheets. If a student does not submit these assignments, they will not pass the course. The most common feedback we hear from students who do not pass the course is that they forgot to submit their assignments at the end of the semester. As a result, we have:

- Informed students that they are eligible to submit their assignments early once they reach their work hour requirements. Our hope is that students will realize they can submit their assignments early and more students will pass the class.
- Added additional mandatory orientations and check-ins throughout the semester to ensure students have a better understanding of the requirements for the course.
- Increased emails and outreach to students reminding students of deadlines

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- Allowed students the opportunity to customize assignments to better align with their place of employment
- Increase virtual office hours to support work schedules

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

Our improvements based on SLO data are the same as our success rate improvement plan.

Supporting Information

Resource Requests