LMC Comprehensive Program Review
Instructional Units

2017-2018

Program/Discipline: Cooperative Work Experience Education

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

Cooperative Work Experience Education does not offer degrees or certificates.

What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

N/A Cooperative Work Experience Education does not offer degrees or certificates.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:
N/A Cooperative Work Experience Education does not offer degrees or certificates.

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4

List Courses Needed for Degree or Certificate in each semester.				

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

 N/A *Cooperative Work Experience Education does not offer degrees or certificates.*

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

 N/A *Cooperative Work Experience Education does not offer degrees or certificates.*

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	**Spring 2019**	**Fall 2019**	**Spring 2020**
COOP-160	1	1	1	1
COOP-170	16	16	16	16
COOP-180	16	16	16	16
Rationale for any Major Changes				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring

2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

All Course Outlines of Records for these courses are up to date

Course	Faculty Responsible for COOR Update
COURSE 001	David Wahl – Program manager
COURSE 002	David Wahl – Program manager
COURSE 003	David Wahl – Program manager

4.2.   Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	Insert COOR changes made
How have these changes enhanced your program? The .5 unit option was intended to support credit and academic structure for smaller/job shadow experiences. Under advisement from the California Internship and Work Experience Assoc, .5 units were not recommended and may be under scrutiny from the state in the near future so was removed. The change from COOP-170A to COOP 180 was intended to make the experience clearer for students who may be taking classes at sister colleges in the district as DVC had 160, 170 ad 180, but changed their section numbers shortly after the update at LMC. Either way, it made the program at LMC clearer with more distinction in the naming of the section numbers. The TOP code update created greater student access to CWEE Courses at it allowed more offerings in many more disciplines.	Offered .5 unit option for job shadows, subsequently removed .5 unit option, changed TOP codes of note CTE CWEE courses to reflect necessary TOP code to allow continuous offerings (previous TOP codes for non-CTE CWEE sections was incorrect and courses were rejected by the state), change title of COOP-170A to COOP-180

5. New Curriculum Analysis

5.1. **If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.) Cooperative work Experience Education does not offer degrees or certificates.**

What additional courses will need to be created to support the new degree or certificate?	**N/A**
What significant changes to existing course content would need to be made to support the new degree or certificate?	N/A

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

N/A Cooperative Work Experience Education does not have an advisory board.

7. Assessment Effectiveness:

7.1. **Course Level Assessment**

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

7.1.3.

c. Other - *Cohorts will be assigned moving forward with COOP 160 in year 1, COOP 160 in year 2 and COOP-180 in year 3, The CTE committee will be utilized to review and assess the COOR's and ensure inclusive of thematic needs for all of CTE*

7.1.4. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.5.   What changes in the assessment process itself would result in more meaningful data to improve student learning?

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

7.1.6.   Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

7.2.   Program Level Assessment

7.2.1.   In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided**. Describe one important thing you learned from your program level assessment.

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

7.2.2.   What was the biggest challenge in conducting program level assessment?

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

7.2.3.   What resource needs, if any, were identified in your program level assessment?

Cohorts were not previously assigned to Cooperative Work Experience Education and therefore were not assessed.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	50% (Fa 16) 66.7% (Sp 17)	81.1% (Fa 16) 84.6% (Sp 17)	78.6% (Fa 16) 81.3% (Sp 17)
Success Rate (program/discipline)	50% (Fa 16) 33.3% (Sp 17)	81.8% (Fa 16) 69.2% (Sp 17)	78.6% (Fa 16) 68.8% (Sp 17)

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Dedicated faculty to oversee the growth of the sections and support of the students. In some disciplines there is capacity offer dedicated support given the faculty overseeing the section, ex welding, PTEC. Many sections, ex CHDEV 170, EDUC 170, ETEC 170/180 fall on full-time faculty with full loads who are then expected to support 2-10 students (currently) with site-visits, objective development and more. Underserved students require more support, specifically with an independent style course with limited meeting. Additionally, this population needs more support with profession development, and the current staffing within *some* of the disciplines may not be allowing for that .

9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	1. **Research and implement alternative to current COOP online application.** *This was completed with the support of IT at DO as has continued to evolve – the system is fully functioning and creating significant efficiency for the large increase of applications over the last 5 years* 2. **Develop written guidelines for developing internships for faculty and employers.** *The internship development guide is now in use for employers and faculty on both the CWEE and Internship websites, as well as an internship generator to allow employers to "test out" descriptions and have them vetted by faculty before they are shared.* 3. **Champion the development of internships for all career tech majors.** *With the development of the Community Partnership Liaison position, more internships across various disciplines and have been fed*

	into CWEE as a system of structure, spanning through multiple industries
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	1) Create COOP orientation video as an alternative to face-to-face orientation. While this idea is still important may still come to fruition, the program and other programs in the coordinator's oversight grew so greatly and quickly the staff needed to support other projects like a video were just not attainable – this is still a worthwhile, achievable goal.

9.2.Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community7. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Increase/Scale program orientations into existing programs – CalWORKs, EOPS, learning communities.	1	1, 5
Goal 2: Evaluate and refine/support policy on section staffing to support student success and completion and growth of the program	1	1,4, 5, 6
Goal 3: Update workbook with enhanced and additional "soft skill" emphasis – New World Of Work and Earn and Learn East Bay resources	1	1,4,5
Goal 4: Work more closely with employers already employing LMC students to encourage CWEE enrollment and use as tool for professional development	1, 2	5
Goal 5: Develop additional internships strategically aligned with CWEE using regional Work-Based-Learning tool/salesforce platform and network, "Earn and Learn East Bay"	1, 2, 3, 4	1,5,6

OPTIONAL

9.3 Resource needs to meet five-year goals

Funds have already been provided/secured through strong workforce for additional staff to support the outlined goals – 2 roles 1) to support career exploration and 2) A student-facing person solely for CWEE and to recruit for Work-based-leaning opportunities ex. internships and job fairs. Hiring of staff is the last step needed.

Faculty/Staff Resource Request		
Department/Unit Goal - Reference #	Strategic Objective - Reference #	
Department/Unit Name	Position Name/Classification	FTE

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	

Justification:

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #

Department/Unit Name	Resource Type
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other

General Description	Est. Expense

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #

Department/Unit Name	Resource Type	
	☐ Conference/Meeting	☐ Materials/Supplies
	☐ Online Learning	☐ IT Hardware/Software
	☐ Other	

General Description	Est. Expense

Justification: