

Instructional Units Program Review Year Five Update - Work Experience/Cooperative Education Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by Anicetti, Rachel on 02/01/2022 18:39

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

See Student Services Program Review Update- Career Center

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))

Note: Enrollment data for discipline-specific work experience courses are reported on within their respective disciplines.

As reported in Year 3 program review, expanded coordination time and increased outreach has led to a significant increase in COOP 160 enrollment, and has led to the activation and scheduling of COOP-170: Occupational Work Experience without a specific discipline. The department currently schedules sections equating an average headcount of 90 students for Spring terms, 70 students for Fall terms, and 40 students for Summer sessions. At the same time, the CWEE coordinator is actively recruiting and supporting students as they enroll in discipline-specific Occupational and Internship work experience courses. The department experimented with scheduling a non-discipline COOP1-180: Internship Work Experience section in Summer 2021, but zero students enrolled (reflected in lower fill rate for 2021SU).

Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Sections	Success Rate*	Enr Max
	2018FA	15	38%	1.2	117.0	0.01	1	66.7%	40
	2019SP	35	44%	2.7	134.0	0.02	2	90.0%	80
	2019SU	22	55%	0.9	87.0	0.01	1	76.5%	40
	2019FA	92	92%	5.7	189.3	0.03	3	83.3%	100
	2020SP	86	108%	7.5	149.4	0.05	5	74.7%	80
	2020SU	37	64%	3.3	81.5	0.04	4	90.9%	58
	2020FA	66	88%	5.9	118.8	0.05	5	88.1%	75
	2021SP	83	66%	8.3	138.5	0.06	6	84.4%	125
	2021SU	35	44%	2.7	91.3	0.03	3	91.7%	80

1b. Please address the following enrollment data provided for your program.

1.b.2. What does the data suggest in terms of future needs/directions?

While census enrollment in COOP 160 and COOP 170 has significantly increased, and demand continues for additional sections, CWEE is dedicated to increasing unduplicated enrollment in discipline-specific work experience courses. See Student Services Program Review Update- Career Center for additional detail on strategies with Workforce and Economic Development to increase enrollment in discipline-specific work experience courses.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

See Student Services Program Review Update- Career Center

FOR CTE PROGRAMS ONLY

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3d69DDBCC](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3d69DDBCC)))

No Value

FOR CTE PROGRAMS ONLY

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

2. Vision for Success Goals Update : Version by Anicetti, Rachel on 02/01/2022 18:39

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

See Student Services Program Review Update- Career Center

2b. The Vision for Success Goal 5 - Equity is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantaged students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth	Increase representation of foster youth students in COOP-160 courses	In progress/modified	Spring 2020: initial meeting with CWEE program coordinator and foster youth coordinator	Cynthia Perez Nicholas, T Gage, Rachel Anicetti	Increased communication and outreach between CWEE and LMC's foster youth support led to an increase in foster youth headcount, but percentage of FY within overall COOP enrollment did not. Action Steps: - Schedule additional planning meeting with foster youth coordinator and CWEE program coordinator. - conduct CWEE presentation for foster/former foster youth for Summer 2022 enrollment

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by Anicetti, Rachel on 02/01/2022 18:39

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

**NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

COOP 160 assessment completed Summer 2019

COOP 170 assessment completed Spring 2021

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Through assessment of COOP-170 CSLOS, the following improvements have been identified and are being implemented:

1. In Progress, anticipated completion Spring 2022: Create example individual student learning objectives, utilizing the current outlined proficiency criteria as a guide, to "A-level" work as well as "C-level" and provide to all CWEE instructors.
2. Complete, implemented Fall 2021: CWEE instructors are provided professional development on rubric development that support student learning in the workplace where the proficiency criteria is made clear for each specific method of assessment.
3. In Progress, anticipated completion Summer 2022: Create a step by step guide/script for CWEE instructors that focus on maximizing the time during the 1 on 1 visit that will include steps to assist students to write meaningful learning objectives that ensure new learning.
4. Complete, implemented Fall 2021: Incorporate pre-built student communications and announcements in COOP Canvas shell to ensure students are aware of course expectations.

4. Course Outline of Record Updates : Version by Anicetti, Rachel on 02/01/2022 18:39

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOR(s) to the Curriculum Committee by November 1, 2021.*

**NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

COOP 160, COOP 170, and COOP 170 COORs revised and submitted to Curriculum Committee Fall 2020

Impact of Resource Allocation