LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: Cooperative Work Experience Education

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3* Update includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)
Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)
Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	**Item 3.** Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	**Item 4.** Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 5.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

   *Note: Enrollment and course success data for COOP-170 and COOP-180 courses are reported on within their respective disciplines

   Cooperative Work Experience Education (CWEE) coordination and outreach transitioned from Workforce and Economic Development to Transfer & Career Services in Summer 2018. With the transition, CWEE was able to expand coordination time and increase outreach, with a goal of increasing enrollment, especially within our equity populations. As can be seen in the enrollment chart below, outreach has been effective- enrollment has increased 500% in fall classes, and 300% in spring classes

	Term	Census Enrollment	Sec. Count
COOP-160	2015FA	10	1
COOP-160	2015SU	1	1
COOP-160	2016FA	14	1
COOP-160	2016SP	16	1
COOP-160	2017FA	9	1
COOP-160	2017SP	13	1
COOP-160	2017SU	2	1
COOP-160	2018FA	15	1
COOP-160	2018SP	9	1
COOP-160	2018SU	4	1
COOP-160	2019FA	92	3
COOP-160	2019SP	35	2
Grand Total	Total	220	15

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

   Enrollment trends indicate a high student interest in work experience courses. The CWEE program is exploring expansion of occupational (170) and internship (180) courses with LMC academic departments. COOP-160 has added sections to meet student demand in the last two semesters, and will add additional sections in the spring.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were

abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022.   Please include action steps, timeline, and responsible parties.

See Student Services Program Review Update- Career Center

For CTE programs only:

1c.   Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022)

1d.   Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

See Student Services Program Review Update- Career Center

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by Income

Department	Course Number	Low Income-Yes/No	2016-2017 Enrollments	2016-2017 Success Rate	2017-2018 Enrollments	2017-2018 Success Rate	2018-2019 Enrollments	2018-2019 Success Rate	Grand Total Enrollments	Grand Total Success Rate
COOP	160	No	9	66.70%	4	75.00%	33	87.90%	46	82.60%
COOP	160	Yes	21	76.20%	16	81.30%	32	81.30%	69	79.70%

Course Success by Ethnicity

Department	Course Number	Ethnicity	2016-2017 Enrollments	2016-2017 Success Rate	2017-2018 Enrollments	2017-2018 Success Rate	2018-2019 Enrollments	2018-2019 Success Rate	Grand Total Enrollments	Grand Total Success Rate
COOP	160	African_American	5	20.00%	0		13	84.60%	18	66.70%
COOP	160	Asian	1	0.00%			3	100.00%	4	75.00%
COOP	160	Filipino	1	100.00%			3	66.70%	4	75.00%
COOP	160	Hispanic	8	87.50%	3	100.00%	5	100.00%	16	93.80%

COOP	160	Multi_Ethnicity	6	83.30%	5	60.00%	22	86.40%	33	81.80%
COOP	160	White_Non_Hispanic	9	88.90%	12	83.30%	19	78.90%	40	82.50%

Course Success by Foster Youth Status

			2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
Department	Course Number	Foster Youth Yes/No	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
COOP	160	No	29	72.40%	20	80.00%	61	83.60%	110	80.00%
COOP	160	Yes	1	100.00%			4	100.00%	5	100.00%

When CWEE was transitioned to Transfer & Career Services in Summer 2018, an initial goal was developed to increase enrollment in student populations historically underrepresented in the program. The program has been incredibly successful in this, with proportionate course success rates. There is an area of additional growth among the foster youth student population, see goal below:

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American					
Low Income					
Foster Youth	Increase representation of foster youth students in COOP-160 courses	CWEE coordinator to develop outreach plan in partnership with Foster Youth Coordinator	Initial meeting set for Spring 2020	Cynthia Perez Nicholas, T Gage, Rachel Anicetti	

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

COOP-160 is current in CSLO assessment. Course was last assessed August 2019.

COOP-170 CSLO's are imbedded in discipline-specific courses

COOP-180 CSLO's are imbedded in discipline-specific courses

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update
COOP-160	Cynthia Perez Nicholas is submitting COOR updates for December curriculum meeting
COOP-170	Cynthia Perez Nicholas is submitting COOR updates for Spring curriculum meeting
COOP-180	Cynthia Perez Nicholas is submitting COOR updates for Spring curriculum meeting

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
Career Center- VFS4 Increase the number of students engaging and participating in Work Based Learning activities		VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.	
Department/Unit Name		**Position Name/Classification**	**FTE**
Transfer & Career Services (Cooperative Work Experience Education)		Faculty lead for CWEE (20 hours OAS/semester)	Est. 20 hours OAS per semester
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☑ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☑ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☑ Other Strong Workforce	$1,000 per semester on an ongoing basis
Justification:			

With the drastic growth in COOP-160 enrollment in the last three semesters, CWEE is in need of dedicated faculty time to interview and evaluate new adjunct faculty for course instruction. CWEE anticipates further enrollment growth, and future hiring for the program.
 	
Serving as faculty lead, this role would be responsible for two major duties in relation to the COOP-160 course:
  1. In partnership with the Director of Transfer & Career Services, review applications for, interview, and select additional adjunct faculty for COOP-160 instructional pool. With program growth and irregular faculty availability, CWEE expects to hire one-two adjunct faculty per semester.
  2. Coordinating and completing the evaluation of COOP-160 new instructors.
 	
Having a dedicated faculty lead for COOP-160 faculty hiring and evaluation would ensure high quality program instruction, and allow CWEE program staff to build additional sections for program growth.			

Operating Resource Request		
Department/Unit Goal - Reference #	**Strategic Goal and/or 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 Goal and/or Objective - Reference #

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

General Description	Est. Expense

Justification: