

# 2021-2022 Program Review



## CAN Program Review (Instructional) - Cooperative Education (Fall 2021)

### STEP 1: Program Review Narratives

*2021-2022*

#### **Instructional Program Review (IPR)**

**Lead Contact Person:** Anne Nicholls

**Writing Team:** Anne Nicholls

#### **Program Context**

**1. Mission:** Career Technical Basic Skills Transfer Lifelong Learning

Mission statement:

The Cooperative Education Program aligns with the college's mission by giving students the opportunity to enhance their career choices and by choosing goals that will enhance their skills for future employment.

**2. Articulation:** The Co-op classes are transferable to the California State Universities and other private institutions. The program may be impacted if the CSU's decide to offer Cooperative Education. No known changes.

**3. Community & Labor Needs:** 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. 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 Co-op is aligned. Future plans include active job placement as directed by the SMCCCD Board of Trustees.

No known changes.

#### **Looking Back**

**4. Curricular Changes:** There were no significant changes within the last two years, with the exception of going completely online using Canvas. This has made it much easier for the students to get forms they may need and updates regarding their classes. No significant curricular changes were made. Due to the Covid pandemic all Coop courses were put online. Employer visitations were put on hold until further notice. The curriculum committee approved the class as a hybrid model since students would be working face to face at various job locations. All the orientations were converted to the Zoom format and all coursework was converted to be completed on Canvas.

**5A. Progress Report - IPC Feedback:** N/A: 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, 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 Co-op is aligned.

**5B. Progress Report - Prior Program Goals:** N/A: 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, 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 Co-op is aligned.

**6A. Impact of Resource Applications:** Not applicable

**6B. Impact of Staffing Changes:** Not applicable

#### **Current State of the Program**

**7A. Enrollment Trends:** Under productivity by Semester:

The total number of Census enrollments over all COOP 670 sections went from 253 in 2016-17 and rose to 269 in 2019-2020. It then went down to 101 in 2020-21. The drop can be attributed to the Covid pandemic and the loss of jobs due to the shutdown. The FTEF stayed at 2 from 2016-17 until 2019-20 but went down to 1 in 2020-2021. Since there was such a drop in the number of students the FTEF dropped also. The section count was at 3 for 2016-17 but dropped to 2 in 2017-18 and remains at 2 in 2020-21. The load was at 395 in 2016-17 and has steadily remained around 400. The success rate stayed around 76 % with some minor changes. This is also true of the success rate modality. The withdraw rate also stayed around 19% with some minor

changes over the last 5 years. The 672 internship sections all pretty much mirrored the 670 sections in these rates. The Interior Design and Medical Assisting internship sections did a little higher in success rates with fewer withdraws.

Recruitment and new marketing strategies will help increase headcount. Incorporating the Strong Workforce Program Initiative will bring more students to industry internships. The Co-op faculty are working with the Strong Workforce Program Taskforce and the Career Center to promote internships. Future plans include active job placement as directed by the SMCCCD Board of Trustees. The college is providing new marketing tools such as new brochures for promotional purposes.

**7B. Significant Changes in Your Program:** There was a significant drop in students due to the Covid pandemic and lockdown. Many working students at the college were laid off due to the Covid pandemic shutdown. All Coop courses were put online. Employer visitations were put on hold until further notice. The curriculum committee approved the class as a hybrid model since students would be working face to face at various job locations. All the orientations were converted to the Zoom format and all coursework was converted to be completed on Canvas.

**7C. Planning for Your Program:** Recruiting for 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.

**8A. Access & Completion:** From the current data supplied it does not look like the COOP 670 sections have any disproportionately impacted groups. Since there is no degree or certificate associated with the Coop Program the completion rates are N/A.

Here is some further analysis for the COOP sections:

The Equity Supplement Gap Analysis for 2019-2020 shows that the Access by Low Income Status shows the Gap = 12 Non-Low Income Status Students. The Income Status Gap of the Department Head Count was 51% and the College Head Count was 79%. The Department Success by Gender and Age Group shows the Gaps = 6 Males and 8 Students 18-22 years old. The Male Gap shows 52% for the Group and 76% Department Overall. The Age Group Gap shows 59% of the group compared to 76% of the Department Overall.

Many of the programs offered at the college are fields that are traditionally female. If the college added more male dominated fields of programs then the male population would increase.

**8B. Student Equity:** The Equity Supplement Gap Analysis for 2019-2020 shows that the Access by Low Income Status shows the Gap = 12 Non-Low Income Status Students. The Income Status Gap of the Department Head Count was 51% and the College Head Count was 79%. The Department Success by Gender and Age Group shows the Gaps = 6 Males and 8 Students 18-22 years old. The Male Gap shows 52% for the Group and 76% Department Overall. The Age Group Gap shows 59% of the group compared to 76% of the Department Overall.

**8C. Completion - Success Online:** Not applicable at this time. All classes are hybrid due to the Covid pandemic.

**9A. SLO Assessment - Compliance:** The Cooperative Education program assesses all co-op classes over a 3 year cycle. The SLOs are assessed for each of the classes and the results are put into Tracdat on a regular basis. Faculty review results.

**9B. SLO Assessment - Impact:** The faculty have always had successful results on the SLO assessments. Student learning has remained the same with results in the 93% to 100% area. Faculty analyzes results and strategizes what to do to improve assessment. One example is to increase notifications to students regarding written report instructions and due dates.

**10. PLO Assessment:** N/A: 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, 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. The Cooperative Education Program does not graduate any students from its program. The students graduate from many different programs that offer degrees and certificates.

**Program Review Narrative Status:** Complete

## Goal Description: Future plans include active job placement as directed by the SMCCCD Board of Trustees.

Participate in the active job placement plan of assisting students when seeking internships and jobs.

**Goal Status:** 2 - Continuing (PR)

**Relevant Program Review Cycle:** 2018-2019, 2019-2020, 2020-2021

**Estimated Start Date:** 02/01/2019

**Estimated Completion Date:** 07/31/2019

**Who's Responsible for this Goal?:** Anne Nicholls

**Please select the college goals with which your program goal aligns.:** Community Connections - Build and strengthen collaborative

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relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

**Please select the college strategic initiatives with which your program goal aligns.:** Build Relationships with Employers, Enhance Marketing

## Action Plans

<b>2018-2019</b> - Future plans include active job placement as directed by the SMCCCD Board of Trustees. (Active)
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<b>Who's Responsible for Completing this Action Plan?:</b> Assisting the Dean of BDW, the Career Center and the VPSS.
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<b>Estimated Completion Date:</b> July 31 2019
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## Resource Requests

<b>No cost associated with this plan.</b>
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<b>Status:</b>
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<b>Type of Resource:</b> Other
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<b>Cost:</b> 0
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<b>One-Time or Recurring Cost?:</b>
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<b>Critical Question: How does this resource request support closing the equity gap?:</b>
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<b>Critical Question: How does this resource request support Latinx and AANAPISI students?:</b>
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<b>Resource Priority Ranking:</b>
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