

## 2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: **2021**

PROGRAM: **COOPERATIVE WORK EXPERIENCE**

CLUSTER: **Inst Res & Comm Eng**

LAST YEAR CPPR COMPLETED: **2018**

NEXT SCHEDULED CPPR: **2022**

CURRENT DATE: **3/1/2021**

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose, or direction.

The significant changes of the Work Experience program in the last year include: 1) adjusting to the impact of the Covid pandemic on student employment and the implications for Work Experience ); 2) moving all coursework for the course onto Canvas, which required development and training in Canvas for Faculty Advisors; 3)

### PROGRAM SUSTAINABILITY PLAN UPDATE

None. There was no Program Sustainability Plan established in the program's most recent Comprehensive Program Plan and Review.

### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Explanations for the data elements below are for the entire program. Responses in this document reference the most recent year's available data.

#### General Enrollment

There was an expected drop in enrollment in Work Experience due to the Covid crisis, which has affected student employment and internship opportunities. The development of the discipline-based Work Experience courses for internships was essentially put on hold due to lack of placement opportunities. Enrollment numbers are still enough for the program to be viable. An enrollment target of 120 enrollment with an efficiency that adequately covers the cost of the Faculty Advisor, Faculty Lead (requested) and support staff.

The capacity to develop and offer internships has increased in the past year. Internships opportunities have been identified in the areas of culinary, addiction studies, auto repair, auto body, GIS, kinesiology and sports medicine, business, art, welding, criminal justice. With the lifting of the Covid restrictions

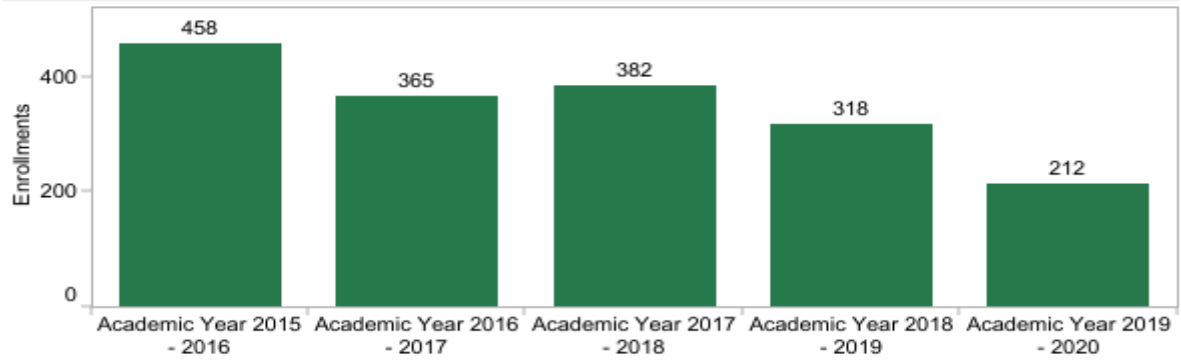
more internships will be developed and offered to Cuesta students. This development will increase the demand for Work Experience courses.

Dual Enrollment is a component of Work Experience that is anticipated to grow in the future. Covid restricted options to develop Dual Enrollment this year, but will be a focus in 2021-22.

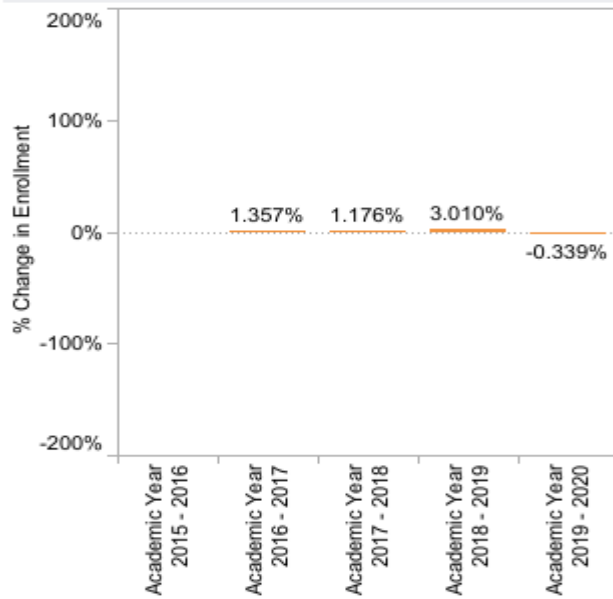
### SLOCCCD Program Review Data - Enrollment

**Department:** Work Experience - Cooperative      **Course:** All      **Dual Enrollment:** Not Dual Enrollment      **Prison:** Not CMC:Prison

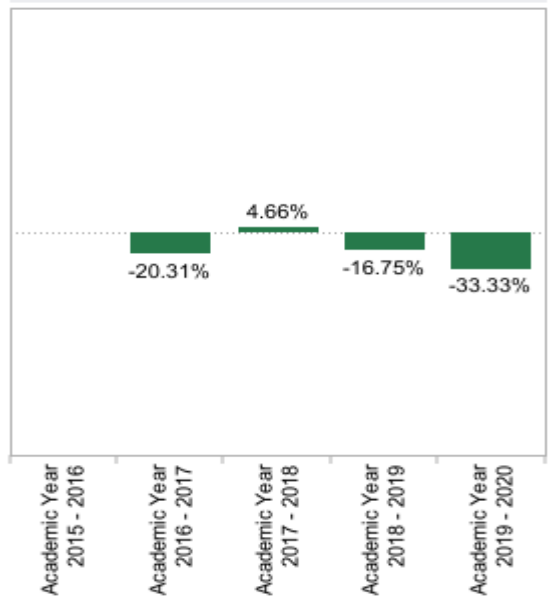
#### Work Experience - Cooperative Enrollments



#### % Change - Overall College Enrollments



#### % Change - Work Experience - Cooperative



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

## General Student Demand (Fill Rate)

Fill rate is not relevant to Work Experience each section represents no faculty load. Faculty load is per student.

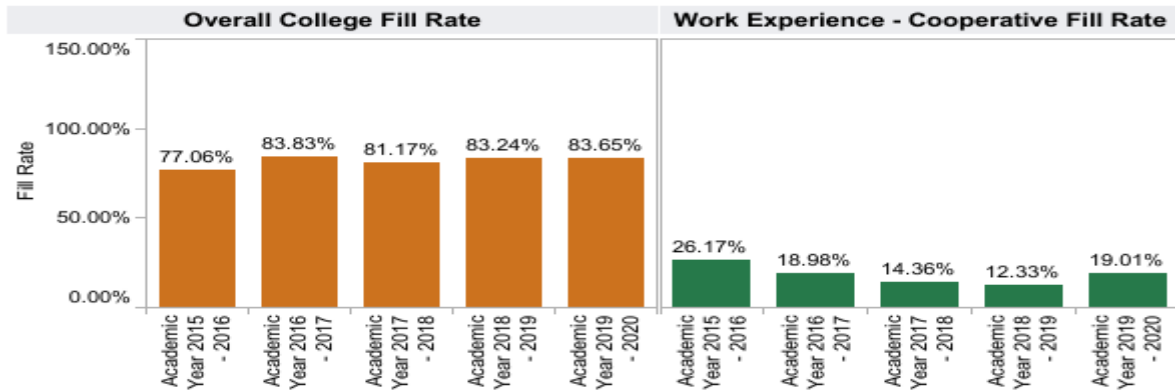
### SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
Work Experience - Cooperative

**Course:**  
All

**Dual Enrollment:**  
Not Dual Enrollment

**Prison**  
Not CMC:Prison



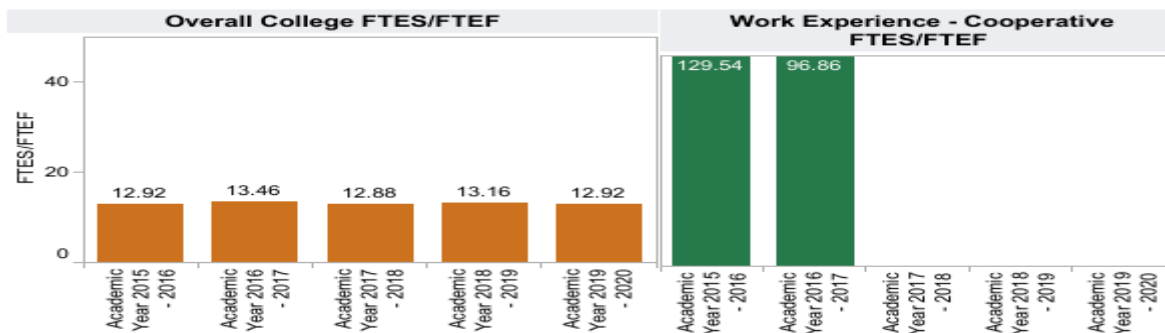
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

## General Efficiency (FTES/FTEF)

Efficiency rate is not relevant to Work Experience each section represents no faculty load. Faculty load is per student and is set by a formula per the faculty contract.

### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Work Experience - Cooperative      Course: All      Dual Enrollment: Not Dual Enrollment      Prison: Not CMC:Prison



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

## Student Success—Course Completion by Modality

There is only one modality of instruction of Work Experience. The core of instruction and learning takes place at the work site. Students access and submit forms and assignments in Canvas. The orientation and materials delivered in Canvas are also covered in direct communication with a Faculty Advisor.

## Degrees and Certificates Awarded

Not applicable to Work Experience.

# General Student Success—Course Completion

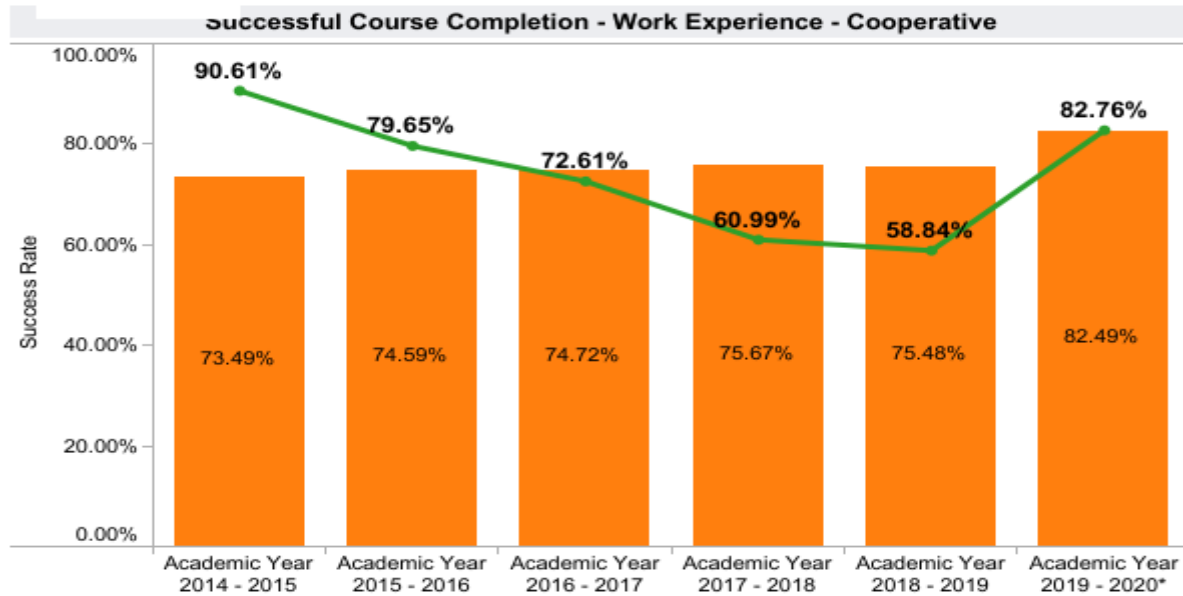
## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Work Experience - Cooperative

TERM\_ID  
All

Measure Names  
■ Department Success Rate  
■ Overall College Success Rate

COURSE  
All



**Work Experience - Cooperative Success Rate Table**

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	79.65%	72.61%	60.99%	58.84%	82.76%
Total Enrollments	457	377	382	328	234

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The number of students who do not submit the required initial forms and orientation quiz and thus are dropped from the class continues to be high. Considerable effort is invested throughout the semester but especially at the beginning in connecting with all enrolled students to prompt them to complete a. The reasons why students enroll and then do not initiate the course in the first week of the semester (as they would in a "standard" Distance Education course) are unclear despite efforts of program staff

to uncover these reasons. One factor may in fact have to do with the fact that the course is not officially a DE course, but is initially delivered online through Canvas. The program continues to assess the high drop rate and come up with creative responses to engage students early on in the term.

## **Successful Course Completion Rates Disaggregated by Household Income**

The Work Experience program, within the efforts and scope of Career Connections, is intending to prioritize equity, diversity and inclusion in its vision and operations. All course materials are reviewed from this perspective. Employment and internship opportunities that reflect valuing diversity and inclusion have been identified as a priority for Career Connections. A survey will hopefully be administered in Spring 2021 asking students to evaluate the course in terms of these perspectives.

It is noteworthy that over 40% of students enrolling in Work Experience identify as Latinx or Hispanic. It is the intention of the program to ensure that all students are welcomed and supported equally and equitably.

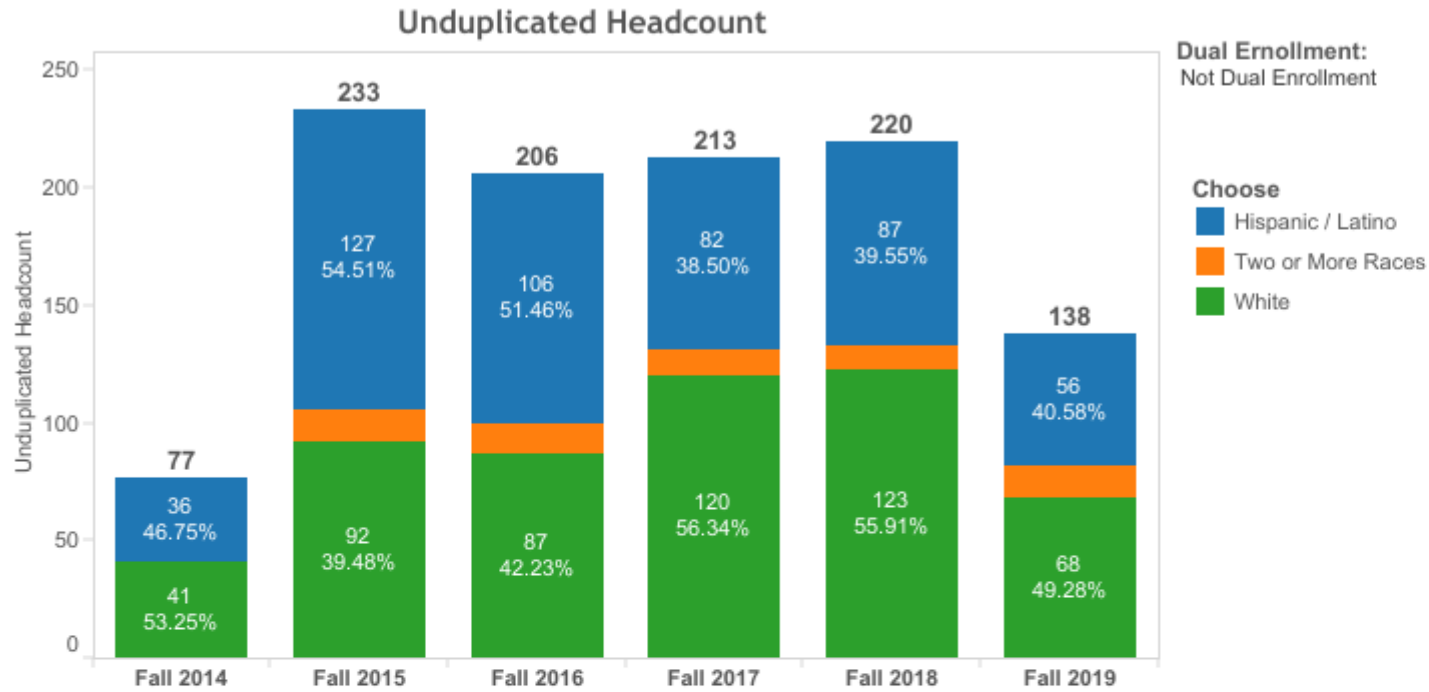
Another observation of the demographic data has to do with the students' goal. 74% of students enrolling in Work Experience identify completing an AA degree and transferring to a 4-year college as their goal with a considerable percentage looking to transfer without an AA. This may contrast with the perception that the focus of the program is serving students only looking to complete a degree or certificate at Cuesta and directly enter employment. This highlights the relevance of Work Experience for all Cuesta students.



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

## Student Characteristics and Enrollment Trends

Select Term:  
Fall



Dual Enrollment:  
Not Dual Enrollment

Choose  
■ Hispanic / Latino  
■ Two or More Races  
■ White

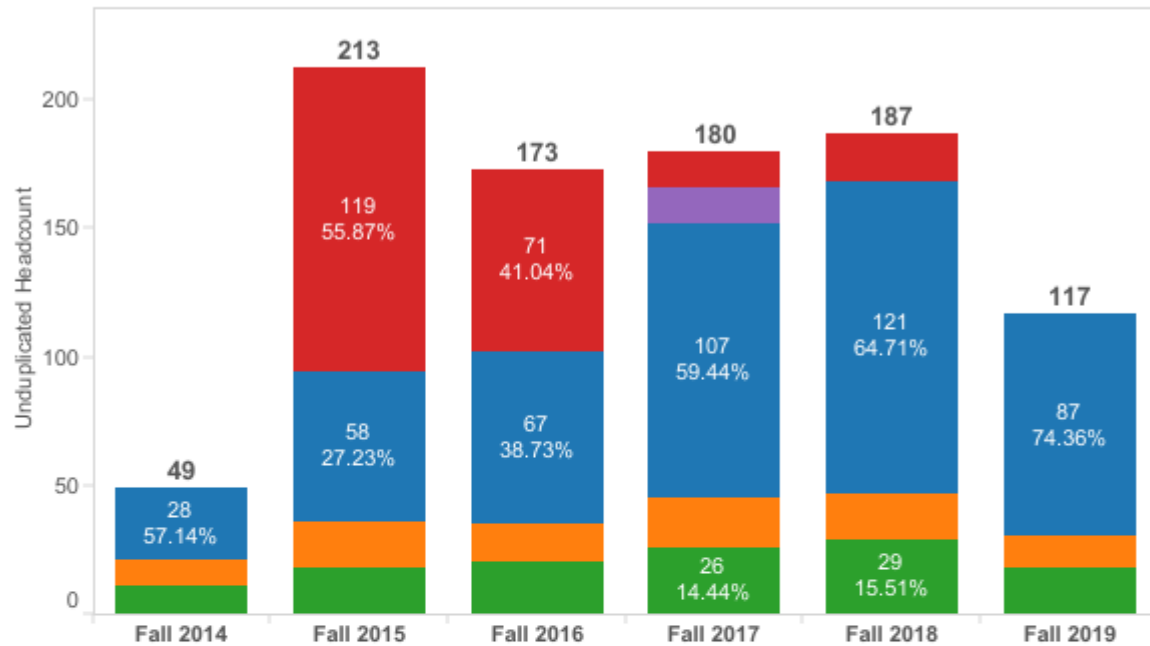
### Student Major

Major	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
High School Enrichment	213	114	63		1	
CSU General Ed. Breadth (CA)	20	30	26	31	20	
Pre-Nursing (AS)			9	19	19	
Business Administration (AST)	2	9	10	12	19	
Psychology (AAT)	1	6	4	15	14	
LA: Mathematics & Science (AA)	5	11	10	3	1	
Kinesiology (AAT)		4	3	11	9	
Communication Studies (AAT)	2	2	6	5	5	
Early Childhood Educ. (AST)	2	1	7	8	2	
Intersegmental GE Trnsfr (CA)	2	4	6	6	4	
LA: Arts & Humanities (AA)	2	3	3	6	7	

# Student Characteristics and Enrollment Trends

 Select Term:  
 Fall

## Unduplicated Headcount


 Dual Enrollment:  
 Not Dual Enrollment

**Choose**

- Complete credits for
- Obtain a 2-year asso
- Obtain an associate
- Transfer to a 4-year
- Undecided on goal

## Student Major

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Intersegmental GE Trnsfr (CA)	2	4	6	6	4	
LA: Arts & Humanities (AA)	2	3	3	6	7	



**Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.**

The assessments of the Student Learning Outcomes for Work Experience are embedded in the core assignments of the course and the results are entered on the Faculty Advisor Grade Sheet completed at the end of the term for each student. The Grade Sheets are reviewed each term. The lack of a Faculty Lead for Work Experience has interrupted the entering of SLO assessment data for Work Experience in eLumen.

Converting delivery and submission of all course materials to Canvas was in part initiated by a review of the SLO assessments. The orientation and quiz which informs the students of the course requirements has been revised as a result of the SLO assessments, as were several assignments, in particular the Learning Agreement, Reflection Assignment and lesson and assessment on Core Workplace Competencies.

### **OTHER RELEVANT PROGRAM DATA (OPTIONAL)**

N/A

### **PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE**

#### **CHECKLIST:**

- SLO (Student Learning Outcomes) assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report **not applicable**. N/A

#### **NARRATIVE:**

As noted above, the lack of a Faculty Lead for Work Experience has interrupted some of the processes, such as entering assessments into eLumen. Despite this, a considerable number of constructive changes have been made. Several of these changes are noted above.

### **PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR**

- A. New or modified plans for achieving program-learning outcomes.

A Faculty Advisor checklist, with details of what is covered in the initial meeting with the student and the Job Site visit, along with the revised orientation and quiz and Core Workplace Competencies assessment, and changes to the Learning Agreement and Reflection Assignment are all designed to improve learning outcomes.

B. Anticipated changes in curriculum, scheduling, or delivery modality

All Work Experience course outlines were revised in Fall 2020. The revision was prompted by the assessment and changes to the course delivery noted above. SLOs were also revised slightly.

C. Levels, delivery, or types of services: The Work Experience program will continue to expand the number of students completing formal internships, especially enrolling in the discipline-based Occupational Work Experience courses. The program will also work with several school districts to strengthen and expand the offerings of Work Experience as Dual Enrollment.

D. Facilities changes: None

E. Staffing projections: A proposed Lead Faculty for Work Experience is desperately needed for multiple reasons: This is an academic course and so many of the tasks need to be completed by a Faculty- developing/revising forms and assignments, developing and monitoring Canvas, training Faculty Advisors, resolving instruction-related issues, reviewing and entering SLOs and assessments (eLumen), complete the Program Review reports, and promoting the program with divisions and faculty, as well as students and employers. This position could also include academic oversight of the PDS, Professional Development Studies courses. In the absence of a Faculty Lead, the Director of Community Engagement completes these tasks as best possible.

F. Work Experience District Plan: In Fall 2020 a draft of an updated District Plan for Work Experience was presented to the VP of Instruction. The District Plan outlines how the college satisfies in its staffing, structure, regulations and operations the Title 5 regulations that govern Work Experience. The draft Plan updates the 2010 District Plan, which no longer accurately the staffing structure and certain regulations and operations.

AP 4103 for Work Experience was reviewed and approved by Academic Senate, College Council and the Board of Trustees in September of 2018. There was an inquiry from Board of Trustee in September 2020 regarding the update to the District Plan.

The review and approval of an updated District Plan will necessitate addressing the issue of faculty oversight of the program (Faculty Lead), other staffing issues, as well as elements of the Faculty Advisor assignment, some of which have contractual implications and thus cannot be resolved at the level of the Director.

The proposed District Plan with supporting documents will be submitted with this APPW.