

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

**CURRENT YEAR: 2017-2018**

**CLUSTER: WED**

**NEXT SCHEDULED CPPR: 2018-2019**

**PROGRAM: Cooperative Work Experience**

**LAST YEAR CPPR COMPLETED: 2013-2014**

**CURRENT DATE: 2/27/17**

### GENERAL PROGRAM UPDATE

Cooperative Work Experience courses provide opportunities for working students to acquire and demonstrate desirable work habits, attitudes, and skills in the workplace. Students earn college credit for a job, internship, or volunteer position which can be paid or unpaid. Significant program changes occurred during the 2015-2016 school year that have continued through the 2016-2017 term. Program improvements have focused on the following areas:

#### CLARIFICATION OF PROGRAM STAFF ROLES AND RESPONSIBILITIES

From 2013 to 2015, Cuesta's Cooperative Work Experience program was directed by temporary or intermittent staff. As a result, consistent leadership or a clear vision for future program development was not attainable. During this time a solitary staff member filled two essential program functions, Faculty Lead and Work Experience Coordinator. A determination was made to formally separate faculty and classified functions into two unique positions. Consequently, job descriptions were developed and approved for a Faculty Lead and Cooperative Work Experience Coordinator. Bonnie Woodson, Ed.D., was hired as the Faculty Lead in August 2015 and Shirley Raun, MA, was hired as the Cooperative Work Experience Coordinator in October 2015. Shortly thereafter, the program was evaluated. Accordingly, short-term, mid-term and long-term program improvements were recommended beginning in the spring semester 2016, and to be continued through the 2016-2017 school year. In October 2016, Shirley Raun left the position of Work Experience Coordinator, and Carolyn Weyel, MA, assumed the role in an interim capacity. This interim position will continue until a permanent staff member is hired.

#### COOPERATIVE WORK EXPERIENCE FACULTY ADVISOR CHALLENGES ADDRESSED

The recruitment and retention of qualified Faculty Advisors has been delineated in previous APPWs and continues to be a substantial program challenge. Steps have been taken and implemented to improve this situation by moving forward with the following actions:

- a. The CWE Faculty Advisor is now a permanently identified position providing an avenue for recruitment of qualified part-time faculty dedicated to our program. Three part-time CWE Faculty Advisors were hired in 2016, providing a current total of 6 advisors. This is enough to meet our current students' needs. The department will continue to add additional Faculty Advisors as necessary.
- b. Increasing Faculty Advisor remuneration has been a top priority for the program. Faculty Advisors had been paid for several decades at a rate of \$75 per student. With the support of the Faculty Union, a Memorandum of Understanding was approved in January 2017, retroactive for the fall 2016 semester. This MOU changed the faculty stipend to \$66.01 per hour per student (Range/Step D/4 on Appendix B -2 Temporary, Part-Time & Full-Time Overload Lecture/Hourly Faculty Salary

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Schedule). Given the Title 5 projection of advisors spending 2.16 hours per student, this increases the total per student stipend from \$75 to \$142.58. In addition, the stipend will no longer be tied to job site visit completions or a student completing the course, but rather is based on the number of students assigned to each instructor. Advisors have been encouraged to keep track of the hours worked with each student to assess whether this hourly pay rate is adequate.

c. Providing reimbursement for Faculty Advisor travel was an additional portion of the MOU in January 2017. Faculty advisors had been receiving travel reimbursement as of fall 2015, based on the mileage they drove for Job Site Visits. The MOU changed this to a standard mileage of \$20 per student per semester (based on an average of 37 miles per student per semester). With the mileage reimbursements, Faculty Advisors are compensated a total of \$162.58 for each student they advise during each semester. Advisors have been encouraged to continue keeping track of their mileage to assess whether this travel stipend is adequate.

d. Additional reimbursement for personal telecommunication equipment is still recommended. CWE Faculty Advisors are required by regulation to maintain consistent communication with students who are not in a traditional classroom environment. Therefore, the primary method by which this communication can take place is via cell phone and/or personal computer use. Since the college does not provide cell phones or lap top computers to most staff, developing some type of reimbursement for personal telecommunication equipment is recommended and could be realized through the use of a stipend. CWE staff will continue to monitor this, as well as the per student stipend and mileage stipend to assess whether the changes in Advisor remuneration have been adequate and appropriate.

### REVIEWING/REVISING BUSINESS PROCESSES & IMPROVING COMMUNICATION

In 2015-2016, the standard forms were substantially revised and updated. Revisions included reduction of the total number of required forms, abbreviation or expansion of content, clarification of standard processes, formalizing standards according to Title V regulations and inserting a space on the top of each standard form for student identification. Additional business process improvements included clarification of assignment due dates; grading; the reduction or increase of units utilizing Admissions & Records guidelines; clarification of the one job/one course policy; and clarifying responsibilities of the student, the Faculty Advisor and the employer. The forms and processes continued to undergo updates and improvements in the fall 2016 semester, and additional changes are being noted during the spring 2017 semester.

Improvement of program communication has been a high priority to help with student retention rates. New processes were implemented starting in January 2016 to improve communication with the student, the Faculty Advisor, the employer and the Cuesta College community at large. To improve student communication, students are now directed to check their MyCuesta email accounts on a daily basis, and to actively use Moodle for all class forms and resources. Students continue to come to Career Connections for one-on-one guidance, but the importance of technology use is stressed in the orientation to the course.

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Beginning in fall 2017, all course information and assignments will be transferred to Canvas, and students will be required to use this new interface.

### ENHANCING THE DEVELOPMENT OF VIABLE LEARNING OBJECTIVES

Placing a greater emphasis on the development of meaningful Learning Objectives, which are grounded in our program's SLOs, is a high priority. Beginning 2016, all students are required to develop three learning objectives no matter how many units in which they are enrolled. Learning Objectives are concentrated within three thematic areas associated with CWE SLOs. Themes include "Career Development," "Personal or Professional Skill Development" and "Technical Skills Development." Participants develop SMART (Specific-Measurable-Achievable-Realistic-Time Based) learning objectives at the beginning of the semester and work towards the achievement of those objectives during the course of the term with the guidance of their Faculty Advisors and supervision of their supervisors or managers. As a result of this revised focus the program will be better able to review the program's effectiveness measured by our specific SLO targets.

In fall 2016 and spring 2017, program staff and faculty advisors held optional but recommended Learning Objectives Workshops. These class sessions gave students the opportunity to work individually with advisors to develop meaningful and appropriate learning objectives from the start. Those students that opted to take the workshop received extra credit for the class, and have shown substantially improved objectives over those students who did not. These workshops have proven to be so effective that they will be required for all Cooperative Work Experience students as of fall 2017.

### DEVELOPMENT OF INTERNSHIPS & EFFECTIVE RECIPROCAL EMPLOYER RELATIONSHIPS

The Work Experience Coordinator commonly collaborates with the CC Employment Services Representative to develop internship opportunities and build employer relationships within the community. Our focus is not only to cultivate new employer relationships but to nurture existing ones. This has been realized through multiple modalities which include use of our Cuesta Jobs Link, direct contact from employers seeking partnerships with the college, student referrals, attendance at job/career fairs and participation in a variety of advisory groups. Work Experience Faculty Advisors regularly interact with employers through the process of student Job Site visits, a mandated part of our program. From August 2016 through May 2017, we will have connected with over 140 employers. These employers are located as far south as the cities of Santa Maria and Orcutt and as far north as the cities of Paso Robles and San Miguel.

Faculty Advisors serve not only as educators, but also as Cuesta College ambassadors who have a reach well beyond the boundaries of the physical Cuesta College sites. Job Site visits provide opportunities for advisors to interact face to face with employers who are not only interested in developing excellent student employees but who are also curious about how they could further

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cultivate mutually beneficial relationships with the college. The college, in turn, will have a better understanding of the workforce needs unique to our service area and begin to develop targeted programs and courses to meet those needs.

### DEVELOPMENT OF DUAL ENROLLMENT COOPERATIVE WORK EXPERIENCE COURSES

The final area of significant change involves the addition of two Cooperative Work Experience dual enrollment courses at local high schools. Beginning spring 2017, Arroyo Grande High School and Nipomo High School will each offer a dual enrollment course for high school students. High school faculty will serve as the advisors for these students, and CWE staff will provide materials and direction, as well as clerical support. These courses offer new opportunities to reach younger students and new employers, as well as increase enrollment. In addition, a potential work experience 1-unit program for students is also being discussed with Cambria High School in partnership with a local YMCA. These discussions are in an early stage for an expected implementation by summer 2017.

### **PROGRAM SUSTAINABILITY PLAN UPDATE**

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

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## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

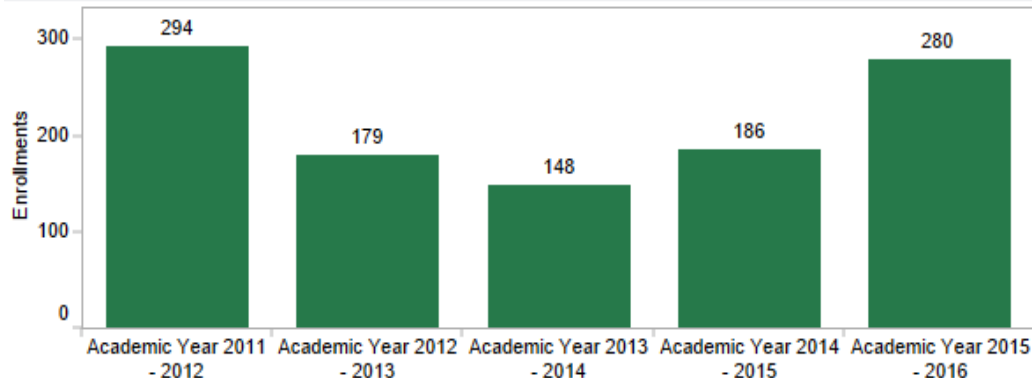
### General Enrollment

#### SLOCCCD Program Review Data - Enrollment

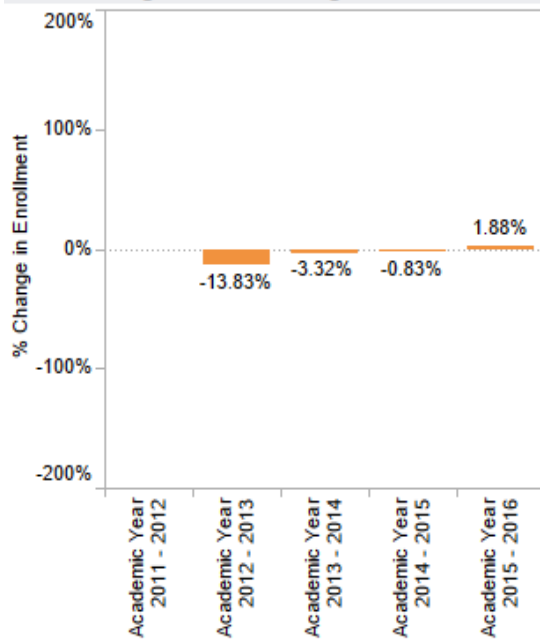
Department:  
Work Experience - Cooperative

Course:  
Multiple values

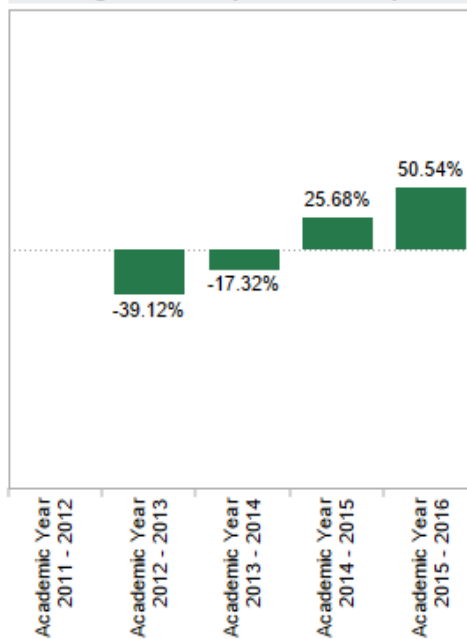
#### Work Experience - Cooperative Enrollments



#### % 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.

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### ENROLLMENT DATA REVIEW

From 2011-2014, Work Experience enrollment dropped from 294 students to 148 student. This drop reflected the overall drop in enrollment at the college, as well as the temporary and intermittent staffing experienced by the program. During 2014-2015, the program grew to 186 students. This increase was influenced by a variety of outreach efforts from staff including posting of fliers around campus, announcements made in front of classes, the use of constant Contact, plus an improving economy and lower unemployment rates allowing students to secure work.

In 2015-2016, the program experienced a 50% increase in enrollment to 280 students. This far exceeded projections of 150 students for this academic year. The increase was assisted by the changes to more permanent staffing and increased outreach efforts around the campus. The transition from a required face to face orientation to a more easily accessible online Orientation posted in Moodle also had a significant impact on enrollment and retention. In addition, a summer course was offered in the summer of 2016 which added to the total enrollment numbers.

### ANALYSIS OF THE 2016-2017 ENROLLMENT

In the previous APPW for Cooperative Work Experience, the program had a target goal of 180 students for the 2016-2017 academic year. As of March 2017, the CWE courses are on track to exceed this target, with an estimate of more than 200 students completing the program. As we compare our program's enrollment statistics to Cuesta's overall college enrollments, the CWE Program has shown an increase of 50% over the last two years year while Cuesta College as a whole has shown an increase of less than 2%. The Cooperative Work Experience program's strong enrollment trend is positively contributing to the college's overall goal of increasing enrollment in the future.

### FUTURE ISSUES REGARDING ENROLLMENT

Our current year's projection for enrollment is to continue increasing the number of students served in the 2017-2018 academic year. Our target for next year, including fall, spring, and summer sessions, would be 200 students. Action steps and strategies the program will take to meet our target include:

- increasing awareness of the program by maintaining an updated web presence
- developing eye-catching marketing materials to distribute around campus
- educating the counseling department regarding our course offerings and how they can benefit working students
- interacting with academic departments throughout the campus to promote the program and advance the benefits of cooperative work experience
- expanding the program to include Faculty Advisors from various departments across the campus tied to specific majors
- and maintaining the dual enrollment sessions at local high schools

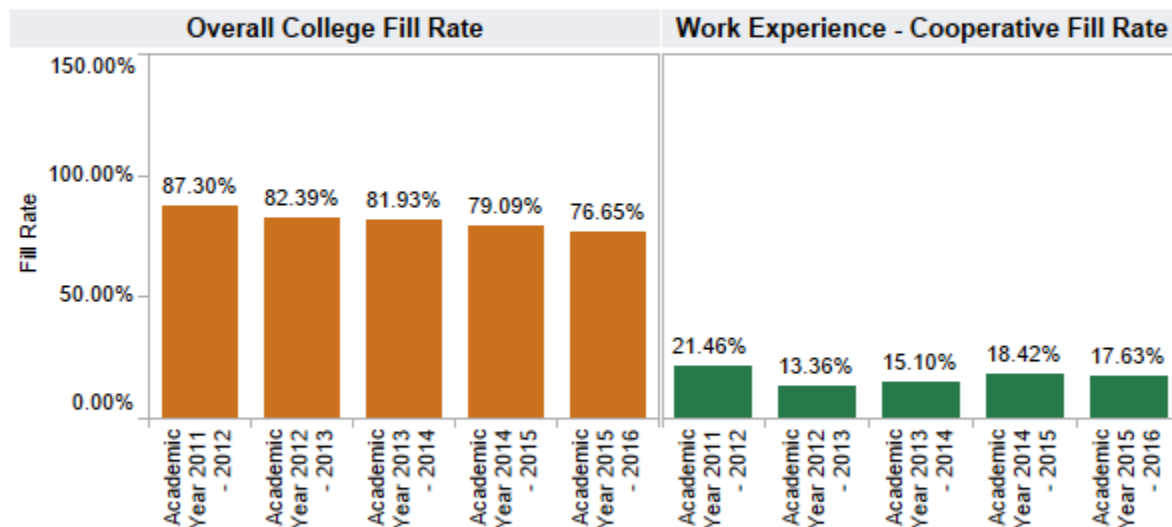
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## General Student Demand (Fill Rate)

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

Department:  
Work Experience - Cooperative

Course:  
Multiple values



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.

### STUDENT FILL RATE DATA REVIEW

Work Experience courses have no real classroom “seat” limitations regardless of class caps. Faculty Advisors are paid only for the students to whom they are assigned and are paid via an established per student stipend. Course caps are set at artificial numbers so that the program may accommodate a number of students in a variety of units without having to issue add codes or use a waitlist if any one section were to fill (if set at a low number). While this makes it easier for students to enroll in the course for the units of their choice, it also means that fill rates are not a viable tool in determining if a course should be cancelled due to “low” enrollment, nor does it clearly reflect true efficiencies. The enrollment for CCWE is only statistically significant if viewed as a whole or the total of sections, since CWE Faculty are paid by student not by section. Any review of “fill rates” should be evaluated through the aforementioned lens unique to the Cooperative Work Experience Program’s business process.

### General Efficiency (FTES/FTEF)

Please note: EFFICIENCY (FTES/FTEF) – Not applicable to CWE program. Data chart for CWE is blank.

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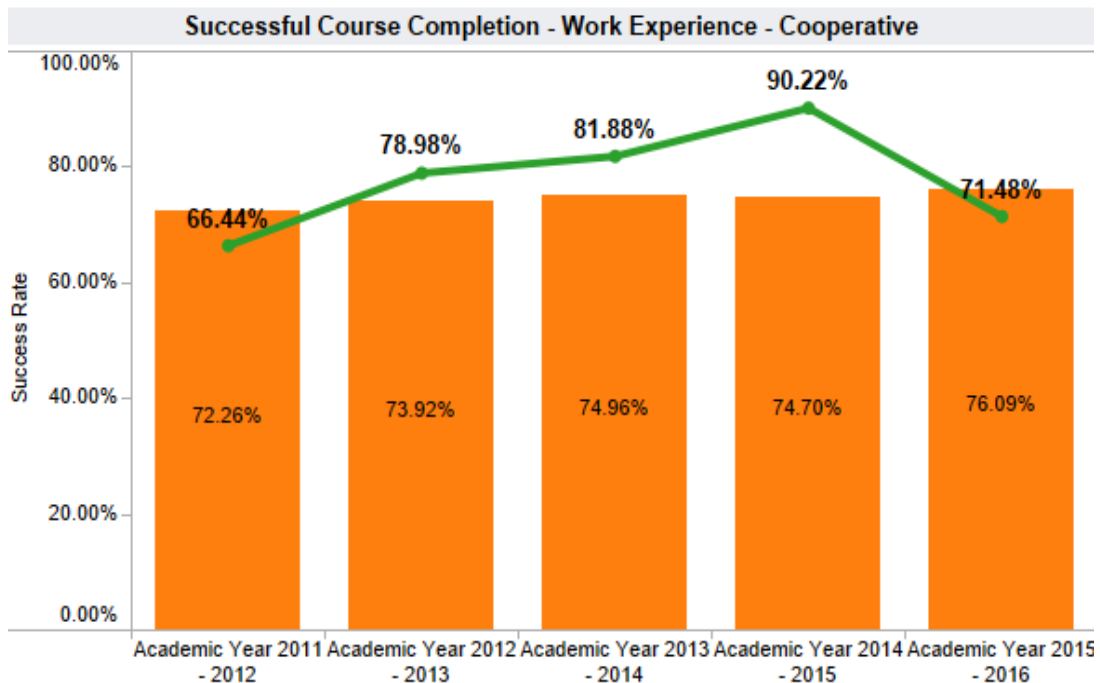
## General Student Success – Course Completion

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Work Experience - Cooperative

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



### Work Experience - Cooperative Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	66.44%	78.98%	81.88%	90.22%	71.48%
Total Enrollments	289	176	149	184	270

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



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### SUCCESSFUL COURSE COMPLETION DATA REVIEW

For the years between 2011 and 2015, the CWE program saw a steady increase in successful course completion, as defined by the percentage of student enrollments resulting in a final grade of “C” or better. Last year’s APPW predicted this trend would continue in 2015-2016 due to the implementation of additional program improvements. Actually, the trend significantly reversed for 2015-2016, dropping by almost 19%. Successful course completion for CWE is now at 71.48%, below the college average of 76%.

A few different explanations exist for this noticeable decline. The CWE program saw a significant increase in enrollment for the 2015-2016 year, with 94 more students than the year before. With this increase in students comes an increase in clerical challenges and fewer opportunities to work individually with students who may be behind or struggling.

An additional, and perhaps more pertinent, explanation is the increase in rigor of the CWE classes over the past year. The Faculty Lead has undertaken a significant effort to create consistency in grading among all Faculty Advisors. This includes a more strict following of deadlines and student expectations. Students are now graded on Core Competencies, including communication and organization, time management, professional behavior, personal responsibility, and technology/workplace competence. Faculty Advisors can take away points when students miss deadlines, submit unprofessional documents, or don’t communicate in a timely manner. Fewer points result in lower grades for students, and a lower course completion rate.

As we look to increase student success for the 2016-2017 school year, one focus has been on these Core Competencies and communicating their importance to students. During the optional Learning Objectives workshops, the grading process has been reviewed with students, with an emphasis on these Core Competencies and how to maintain a sufficient grade in the course. When students have a better understanding of how they are graded, we hope to see improved grades in the future. In addition, it is imperative that CWE staff and Faculty Advisors work together to communicate student issues, provide student support as needed, and increase student success.

### Student Success—Course Modality

CWE is not a typical face-to-face course conducted in a classroom setting nor is it an online course conducted solely in a virtual classroom. It is unique as Faculty Advisors regularly interact with students at their places of work in collaboration with their employers to develop and execute agreed upon learning objectives. In addition, students regularly use online technology to obtain their assignments and forms for the class. As such, a traditional review of modality (face-to-face vs. online) is not relevant to CWE courses.

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### Degrees and Certificates Awarded

Not applicable

### PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

#### CHECKLIST:

- ☐ SLO assessment cycle calendar is up to date: yes
- ☐ Date SLO assessment cycle calendar was last updated: February 2017
- ☐ All courses scheduled for assessment have been assessed in eLumen: WEXP 251L was assessed in full as of December 2016; WEXP 252L will be assessed in full as of May 2017
- ☐ Dates of last completed course assessments in eLumen : 251L - December 2016; 252L - May 2017
- ☐ Program Sustainability Plan progress report completed: not completed yet, waiting for completion of all SLO assessments in May 2017

#### Narrative:

SLO Assessments for the CWE program are done once annually in an academic year. WEXP 251L is assessed in the fall and WEXP 252L is assessed in the spring. SLOs for 251L were tracked for the first time in December 2016, and 252L will be tracked for the first time in May 2017. At the completion of this period, assessments and CPA's will be reviewed and updated as required. Regular staff meetings will be held quarterly throughout the year to evaluate data and trends and discussions for improvements will be documented. Planning and implementation of recommendations will be documented.

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

#### *A. New or modified plans for achieving program learning outcomes*

CWE will continue to use the program's SLOs as the foundation for the development of student learning objectives. Faculty Advisors will work proactively with students and their employers/supervisors to assure objectives are meaningful and achievable during the academic term. All students will develop three learning objectives irrespective of the number of units in which they are enrolled and write a 3-page essay at the end of the term discussing their experience in light of these objectives.

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

Course modality will be changing from Moodle to Canvas as of summer 2017, in alignment with the college's goal to have all classes solely utilize Canvas. As previously mentioned, two new Dual Enrollment sections are being added as of spring 2017. Their success will be evaluated to plan for future sections. In addition, all Cooperative Work Experience sections will be divided into paid and unpaid, giving a total of 24 sections for the fall 2017 term. Finally, with the success of the summer 2016 courses, two 1-unit classes are again being offered for the summer 2017 session.

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In addition, a review of the scheduling options for WEXP courses is being completed in spring 2017. The factors being considered include: variable units, open access/enrollment throughout the semester, and paid and unpaid work experience placements. A related issue being reviewed is leading CWE Faculty Advisors in Banner.

Collaborations with academic programs may result in WEXP 252 being developed and offered as a course in the department. The CWE program will continue to provide oversight of the sections offered by the departments. CWE Faculty will still serve as the advisors.

### *C. Levels, delivery or types of services*

The plan is to increase enrollment in the CWE courses through more promotion, and enhanced collaborations with academic programs, the AJCC (America's Job Center of CA) and local employers.

### *D. Facilities changes*

There may be an intermediate-term need for program space for Career Connections. The current location in Rm 5310 may not be adequate for the (growing) staff for all the programs associated with Career Connections.

### *E. Staffing Projections*

The most immediate staffing need is the hiring of a permanent Work Experience Coordinator. This role is currently being filled in an interim position as mentioned above. In addition, the program will recruit and hire additional part-time Faculty Advisors on an as-needed basis.

### *F. Other*

#### *1. Budget- a budget*

Staff: The total allocation for the Cooperative Work Experience program in 2016-17 is \$45,890 (not including faculty-related allocations). The Classified salaries for CWE staff in 2016-17 is \$50,643. The anticipated Classified personnel costs in 2017-18 are \$51,890. The shortfall for personnel for CWE would be \$6,000. The FTES generated by this program warrants the investment in these positions.

Supplies for services to students and office, promotion, database license, membership, staff conferences and mileage: \$6,000 is the anticipated budget shortfall of the Cooperative Work Experiences budget in 2017-18 for the supplies category based on expenditures of 2016-17. Without an increase to this budget, the budget will likely be over-spent as these are critical program components.

#### *2. Community Presence*

The program will strengthen its visibility on campus and in the community through the development of eye-catching and instructive marketing materials to be used on campus and throughout the community at large. We will further develop our Faculty Advisor's skill set to inspire them to fully grasp their role as ambassadors for the college as they connect with student's employers. Additionally, we will obtain feedback from employers to proactively assess their training needs so programs & courses can be developed to meet those needs.

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### SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Division Chair/Director Name	Signature	Date
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