

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-24

PROGRAM(S): WORK EXPERIENCE

CLUSTER: COMMUNITY ENGAGEMENT

AREA OF STUDY: WORK EXPERIENCE

LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2026 CURRENT DATE: 2/2/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [Resource Plan](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Work Experience course is compatible with every program of study. Integrating Work-based learning into a student's college experience is an element of the Chancellor's Vision of Success goals.

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. A Draft of Admin Policies for Work Experience to comply with the recent Title 5 Regulation changes adopted in August 2023 is the following (submitted to Jason Curtis, Alex Kahane and Melissa Richerson)

1.0 Work Experience Education Credit Hours (Title 5 § 55002.5):

1.1 Work Experience Education (WEE) is a San Luis Obispo Community College District-initiated and District controlled program of education consisting of the following work hour requirements:

1.1.1 One credit hour of community college work (one unit of credit) shall require a minimum of 48 [54] semester hours of total student work, which may include hours inside and/or outside of class.

1.1.2 Work experience education courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55256.5.

1.1.3 Credit hours for all courses may be awarded in increments of one-half (0.5) unit.

1.2 The policies defining the standards for credit hour calculations (the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each

type of academic activity, standards for incremental award of credit, standard term length, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations) are as follows:

1.2.1 Work Experience (outside-of-class) only courses can range from 0.5 to 9 credits per semester in increments of 0.5 credits

1.2.2 Work Experience (outside-of-class) and lecture (inside) courses can range from 1.5 – 9 credits per semester in increments of 0.5 credits, with 0.5 to 8.0 from Work Experience (outside-of-class) and 1.0 credit from lecture (18 lecture hours) covering job search readiness and workplace readiness (employability skills)

1.2.3 Work Experience (outside-of-class) modules can be integrated into a non-Work Experience lecture or lecture/lab course in increments of 0.5 credits and can range from 0.5 to 6 (discipline specific) Work Experience credits

1.2.4 Noncredit Work Experience (outside-of-class) only courses can range from 27 to 486 hours per semester in increments of 9 hours (0.5 unit equivalent)

1.2.5 Noncredit Work Experience (outside-of-class) and lecture (inside) courses can range from 45 to 486 hours per semester in increments of 27 hours, with 27 to 432 hours from Work Experience (outside-of-class) and 18 hours from a lecture (inside) component covering job search readiness and workplace readiness (employability skills)

1.2.6 Noncredit Work Experience (outside-of-class) modules can be integrated into a Noncredit or Credit non-Work Experience lecture or lecture/lab course in increments of 27 credits and can range from 27 to 324 hours.

1.3 A student must have written approval to enroll in more than four (4) units of Work Experience or 216 number of work hours if a noncredit course in a single semester

1.4 A maximum of nine semester credit hours may be earned during one enrollment period in work experience education (outside-of-class).

54 work hours earns	1 credit
108 work hours earns	2 credits
162 work hours earns	3 credits
216 work hours earns	4 credits
270 work hours earns	5 credits
324 work hours earns	6 credits
378 work hours earns	7 credits
432 work hours earns	8 credits
486 work hours earns	9 credits

1.5 A maximum of sixteen (16) semester credit hours may be earned in Work Experience;

1.6 Students may repeat a work experience education course subject to section 55040.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code; and 34 Code of Federal Regulations part 600.2.2.0 District Policies for Course Repetition (Title § 55040):

2.1 Section 55253, of title 5, allows that “student(s) may repeat a work experience education course subject to section 55040.” (5 Cal. Code Regs. §55253, subd. (c).)

2.2 Per Chancellor’s Office Memo# ESS 23-49 dated 12.20.2023: work experience education is

repeatable as dictated by local district policy. Section. In this Memo the reference to Section 55040, “subject to section 55040” was eliminated.

2.2.1 Work Experience is repeatable three times, for up to a total of four 4 times.

2.2.2 Additional enrollments in Work Experience, not to exceed a total of 8 times, are allowable per approval from the Division Chair, Dean and Vice President of Instruction.

2.3 When a work experience education course is repeated pursuant to that section, the grade received each time shall be included for purposes of calculating the student's grade point average;

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code, Chancellor’s Office Memo # ESS 23-49 dated 12.20.2023.

3.0 Purpose and Definition of Work Experience Education (Title 5 § 55250)

3.1 The purpose of work experience education is to provide students with an integrated instructional program that provides opportunities to connect academic curricula to applied experiential learning in the workplace. Work experience education should be substantive in nature, linked in a way relevant to a student’s educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree or certificate

3.2 Work experience education involves student employment and/or internships selected, approved, and supervised by the district to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills.

3.3 Work experience education may include paid or unpaid employment

3.3. 1 For unpaid work experience, a contract must be in place between Cuesta College and the employer clarifying liability (Worker’s Compensation or Cuesta insurance) prior to the start of the work assignment.

3.4 Work experience education may include full or part-time employment

3.5 Work experience education may include may be structured as separate credit or noncredit classes, or integrated as a component of a course. (see section 1.2.1, 1.2.2, 1.2.3, 1.2.4)

3.6 Work experience education should be integrated as part of a student’s educational pathway allowing students to achieve both educational and occupational goals. It should also assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility.

3.6.1 Need to fill in how this will be accomplished

3.7 Work experience education should provide economically disadvantaged students with opportunities to earn a wage while completing program requirements and earning academic credit.

3.7.1 Strategies will include coordination with EOPS, CalWORKs, MESA, Rising Scholars, Veterans Center, L.A.E.P., College Corps, Guided Pathways, and other college programs and initiatives that serve economically disadvantaged students.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

4.0 District Responsibilities (Title 5, § 55251) The District adopts least the following policies governing work experience education:

- 4.1 The responsibilities of the college. The District, through designated Classified staff, Faculty or Academic Manager, will:
- 4.1.1 Provide guidance services for students during enrollment in work experience education;
 - 4.1.2 Assign sufficient instructional or other personnel to direct the program and provide other required district services;
 - 4.1.3 Assess student progress in work experience education through written, measurable learning objectives and outcomes;
 - 4.1.4 Ensure planned opportunities for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals within each term;
 - 4.1.4.1 Students shall meet with their Faculty Advisor at the start of the Work Experience session to review program policies, forms and assignments, due dates and deadlines, experiential learning and student learning objectives;
 - 4.1.4.2 The Faculty Advisor shall complete a Job Site visit at the work site with each student and supervisor
 - 4.1.5 Assign grades or other evaluative symbols to mark student achievement in work;
 - 4.1.6 Analyze disaggregated work experience enrollment, persistence, and course success data related to certificate, degree and transfer attainment (disaggregations including, but not limited to, student race/ethnicity, income status, gender, and accessibility status for credit & noncredit work experience);
 - 4.1.7 Ensure adequate clerical and instructional services are available to facilitate the program; and
 - 4.1.8 Ensure equitable access to work experience opportunities for underrepresented and socioeconomically disadvantaged students.(see 3.7.1)
 - 4.1.9 Identify appropriate public or private employers to partner with in providing work experience education opportunities to students.
 - 4.1.9.1 College Job Developers will develop work experience/internship opportunities with public or private employers in coordination with academic faculty, deans and other career services staff;
 - 4.1.10 The District may subsidize student work experience education provided by public employers, or by private employers for the employment of students with disabilities. Any appropriate fund source may be used for such subsidies, which shall be calculated not to exceed a reasonable estimate of the net costs of providing the work experience education opportunity, and shall not be used to inflate an employer's usual compensation rate for work experience employees. The District may provide workers' compensation insurance for students employed in unpaid work experience education
 - 4.1.11 The District authorizes work experience education programs and opportunities outside district boundaries.
 - 4.1.11.1 Relevant program forms (e.g. application, employer agreement and learning agreement) will identify the work experience as outside-of-district and clarify specific protocols that apply to outside-of-district placements;
 - 4.1.12 The District will provide sufficient administrative support, including classified and instructional personnel, for initiating and maintaining relationships with work experience

employers, coordinating programs, and supervising students, with the following staffing:

4.1.12.1 ORG CHART

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

STAFFING CONSIDERATIONS

The college provides staff and services for enrollment, placement, counseling, coordination with employers, student guidance and supervision, record keeping and public relations.

Staff for Work Experience Education Programs include a dean, a director, a college Work Experience Coordinator, Admin Support position (Secretary II), Faculty Lead and faculty who provide support for Work Experience Education programs and students.

Specific responsibilities include:

WORK EXPERIENCE ADMINISTRATION

The Director of Community Engagement or designee is responsible for coordination of college-wide Work Experience Education programs, processes, and services, including liaisons with college deans, Division Chairs, instructors, Faculty Advisors, and other staff to help assure that the programs comply with title 5 regulations.

Currently Academic Director

1. Proposed- Convening a college Work Experience Process Group no less than once per academic year. This group will consist of the Work Experience Coordinator and Faculty Advisors and staff, department Director, and Deans and Division Chairs and faculty of disciplines with active Work Experience courses.
2. Update and maintain required forms, handbooks, and administrative procedures.
3. Serve as liaison to District Risk Management.
4. Provide updates to Administration on Work Experience.
5. Work with the College Deans to ensure that Work Experience Education at the college is in compliance with Title 5 regulations.
6. Provide direction and oversight to Work Experience Coordinator, Faculty Lead and Admin Support positions.
7. Make instructional assignments and monitor instructor's (Faculty Advisors) workload to ensure they do not exceed the full-time equivalency load authorized by District policy.
8. Assure instructors (Faculty Advisors and Faculty Lead) meet minimum qualifications required by CA Community Colleges
9. Provide final approval, following state guidelines, for alternatives to in-person consultations with work experience site supervisor and student.
10. Administer the Work Experience budget.
11. Mediate student-instructor issues related to Work Experience Education and refer students or faculty to appropriate college services for support with issues beyond the scope of Work Experience Education.
12. Ensure that Work Experience Education at the college is in compliance with Title 5 regulations.
13. Participate in College-wide Work Experience Group meetings.(pending-new)
14. Ensure maintenance of archived Work Experience Education student records - maintained

for 5 years (See 5.0 - Title 5, Section 55252)

Admin

Support Position/Previously Coordinator responsibilities

The individual responsible for primary coordination and supervision of Work Experience Education activities is identified as the Work Experience Coordinator. The following represents typical coordination responsibilities; however expanded duties not specified may be unique to the individual college.

1. Provide information and direct assistance to students- course requirements and policies, forms, Canvas, monitoring student forms (ungraded documents) for completeness, accuracy and follow up with student and/or manager, as needed.
2. Update Faculty Advisors on and facilitate communication with students
3. Serve as liaison to promote Work Experience Education with other faculty, staff, and administration.
4. Coordinate Work Experience Education instructional activities and provide professional learning for new and continuing faculty.
5. Maintain Work Experience Education student records.
6. Assist with course and program evaluation

4.2 The responsibilities of the faculty:

4.2.1 Instructors (Faculty Advisors) under Work Experience Education are assigned by the Director (Faculty Lead?) responsible for Work Experience Education to provide direct supervision of students enrolled in their course(s). The instructor must meet minimum qualifications required by California Community Colleges. Work Experience

4.2.2 Faculty Lead?

4.2.2.1 Develop course syllabus and submit a copy to the Program Manager by the date determined and as directed.

4.2.2.2 Develop and monitor course materials in college Learning Management System

4.2.2.3 Determine that each participating student qualifies by reviewing student information to determine if they meet the eligibility requirements.

4.2.2.4 Ensure the each student completes all required components of the Work Experience course

4.2.2.5 Oversee initial process that qualifies a student to remain in the Work Experience course beyond census (application, employer agreement, orientation and quiz, learning agreement) and drop inactive and ineligible students

4.2.2.6 Develop orientation materials that are to be completed by the student before census of each section and ensure that students have access to syllabus and all necessary program information and materials that are reviewed at the orientation.

4.2.2.7 Inform and advise students on Work Experience

4.2.2.8 Facilitate resolution of issues faced by students, including (but not limited to) meeting work hours, changing sections or dropping the course, and communication and conflicts with Faculty Advisor or supervisor (as it relates to the Work Experience course)

4.2.2.9 Provide orientation and direction to Faculty Advisors prior to and during the semester.

4.2.2.10 Complete Program Review process.

4.2.2.11 Lead promotion and marketing of Work Experience

- 4.2.2.12 Coordinate with Divisions on discipline-based Work Experience
- 4.2.3 Instructor/Faculty Advisor responsibilities include:
 - 4.2.3.1 Conduct Work Experience Education courses according to Title 5 of the State Education Code and District policy and procedures.
 - 4.2.3.2 Develop course syllabus and submit a copy to the Director or instructional Dean as directed by the date determined.
 - 4.2.3.3 Use the college Learning Management System as a platform for delivering components of the Work Experience course.
 - 4.2.3.4 Conduct an initial meeting to review program components- course expectations, handouts and forms, due dates, experiential learning strategies, course requirements (hours, meetings, assignments), grading criteria, communication protocols, and ensure that students have access to syllabus and all necessary program information and materials that are reviewed at the orientation.
 - 4.2.3.5 Guide students in developing and implementing three (3) measurables new or expanded job-oriented learning objectives that are substantive in nature, related to the student's course of study or specific career pathway training, and promote critical workplace skills.
 - 4.2.3.6 Conduct one Job Site visit with job supervisor and student.
 - 4.2.3.6.1 Collaborate with the worksite supervisor during the in-person site visit involving the student and supervisor to discuss the Work Experience process and the learning objectives to be completed during the term.
 - 4.2.3.6.2 Pending clarification Circumstances that require alternatives to in-person site visits must be approved by the Work Experience Program Coordinator (Faculty Lead), with input final approval by Director through the use of the Alternative Site Visit Request form. In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.
 - 4.2.3.7 Provide ongoing student support for achieving learning objectives and course assignments through conferences, email, or phone contact.
 - 4.2.3.8 Make referrals to appropriate college services when students have concerns beyond the scope of Work Experience Education course.
 - 4.2.3.9 Evaluate, provide feedback and assign grades to student's completed work and include a written evaluation of each student's progress and accomplishments and assign a letter grade for the course.
 - 4.2.3.10 Work with the Work Experience Coordinator to ensure that all required paperwork is completed by the student and verify students' signature consenting to communication between course instructor, Work Experience Coordinator, and supervisor regarding Work Experience Education matters.
 - 4.2.3.11 Document communication with student and report incidents and student concerns and injuries.

- 4.2.3.12 Report student drops or removal from course.
- 4.2.3.13 Maintain student records under confidentiality guidelines.
- 4.3 The responsibilities of the students
 - 4.3.1 In order to participate in Work Experience Education students shall meet the following eligibility requirements:
 - 4.3.1.1 Have a job or an internship prior to the start of the course that will provide learning experiences that will contribute to his/her occupational or educational goal and includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
 - 4.3.1.2 Have a job or internship that offers a reasonable probability of continuous work experience for the duration of the enrolled term and provides at least enough hours to meet the minimum semester hour requirement.
 - 4.3.1.3 Be within the 14-unit repeatability limitation.
 - 4.3.1.4 Have a declared major, educational or career goal related to the employment or internship when enrolled in any Work Experience course or if required by the course outline.
 - 4.3.1.5 Self-Employed students must meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
 - 4.3.1.5.1 Assist the student in identifying new or expanded on-the-job learning objectives.
 - 4.3.1.5.2 Assist in the evaluation of the student's identified on-the-job learning objectives.
 - 4.3.1.5.3 Validate hours worked.
 - 4.3.1.6 For students who are under the age of 18 and not high school graduates, the student must submit a copy Work Permit signed by designated issuing agent.
 - 4.3.2 Students enrolled in Work Experience Education courses have the following additional responsibilities:
 - 4.3.2.1 Access and complete course materials in Cuesta's Learning Management System (e.g. Canvas).
 - 4.3.2.2 Complete a mandatory Work Experience orientation and quiz and complete required forms and assignments.
 - 4.3.2.3 Read, understand, and follow course syllabus regarding responsibilities, attendance and drop policies, assignments, and grading criteria.
 - 4.3.2.4 Establish and maintain contact with Faculty Advisor throughout the term.
 - 4.3.2.5 Develop three new or expanded learning objectives with work or internship supervisor and instructor input. Students repeating the course or employed with a company for an extended period of time must select NEW learning objectives beyond those addressed in a prior term.
 - 4.3.2.6 Work, volunteer or intern enough hours to meet the minimum as required by Title 5 regulations. Each credit of Work Experience (outside-of-class) requires 54 work hours
 - 4.3.2.7 Attend and actively participate in required meetings with Faculty Advisor and/or job supervisor, including initial meeting with Advisor and Job Site Visit
 - 4.3.2.8 Inform instructor (Faculty Advisor) and Program Office of any change in employment status or supervisor, workplace incidents related to work experience course, workplace injuries

(if unpaid volunteer), or if unable to complete their Work Experience hours.

4.3.2.9 Inform instructor (Faculty Advisor) if they are no longer able to participate and require dropping or withdrawing from the course.

4.3.3 Additional guidelines for special student populations are as follows:

4.3.3.1 Veterans who receive overpayment of benefits because they did not complete the process, or course, are responsible for repayment.

4.3.3.2 International students are responsible for following guidelines and regulations related to their status and to Curricular Practical Training. International Students should attend the Practical Training Workshop prior to enrolling in any Work Experience course.

4.3.3.3 Students with Disabilities who need academic accommodation(s) must provide verification of need either from DSPS or an outside source and notify the instructor during the first two weeks of class.

4.3.3.4 Students employed in another state must be legally employed and paid by the employer per the state requirements. Volunteer or unpaid work experience with an out of state organization is not eligible for work experience credit.

4.3.3.5 Students working internationally are not eligible to receive Work Experience credit for hours worked internationally.

4.4 The responsibilities of the employer:

4.4.1 Ensure work experience learning site offers a reasonable probability of continuous work experience for students during the student's enrollment term.

4.4.2 Provide necessary supervision and training to ensure that the student receives appropriate educational benefit from the work experience.

4.4.3 Provide necessary and appropriate facilities, equipment and materials at the worksite so that the student may achieve agreed-upon learning objectives.

4.4.4 Comply with all appropriate federal and state employment regulations.

4.4.5 Review and approve new or expanded learning objectives that are substantive in nature, related to the student's course of study or specific career pathway training, and promote critical workplace skills.

4.4.6 Participate in a Job Site visit to develop measurable job-oriented learning objectives.

4.4.7 Evaluate the student's approved oriented learning objectives.

4.4.8 Verify and approve the number of hours worked by the student

4.4.9 ???Comply with NACE Internship Guidelines. 4.4.10 Contact the Work Experience Faculty Advisor or Faculty Lead/Program Coordinator if a student issue or concern arises that relates to the work experience course

4.5 The responsibilities of any other cooperating individuals or agencies involved in providing work experience education;???

4.6 The types of work experience education offered by the district;

4.6.1 One type of work experience education will be offered. It will require that the job, volunteer position or internship relate to the student's course of study or specific career goal or pathway, as well as allow for the student to develop and complete three learning objectives that are substantive, meaningful and involve critical workplace skills.

4.6.2 Work Experience may be offered as credit and noncredit

4.6.3 Work Experience may be offered in a diversity of formats:

4.6.3.1 A course with Work Experience credits only

4.6.3.2 Courses with Work Experience (credit or noncredit) combined with lecture instruction as credit or noncredit (job search skills, Workplace readiness skills, cohort model)

4.6.3.3 Work Experience credit/noncredit embedded in a non-Work Experience course credit or noncredit (as Work Experience or Service Learning)

5.0 Work Experience Education Documentation (Title 5, § 55252)

5.1 The District shall enter a work experience employer agreement with each participating employer prior to any student beginning their work experience. Such agreements shall document the following:

5.1.1 The respective supervisory obligations of the district and the employer with respect to work experience students placed at the employer's site;

5.1.2 The student's job description;

5.1.3 The employer's intent to provide a continuous work experience during the enrollment term of each work experience student, and validate all student hours worked;

5.1.4 The employer's agreement to provide the necessary supervision and training to ensure that the student receives appropriate educational benefit from the work experience;

5.1.5 The employer's agreement to review and approve new or expanded learning objectives that are substantive in nature, related to the student's course of study or specific career pathway training, and promote critical workplace skills;

5.1.6 The employer's agreement to participate in a Job Site visit to develop measurable job-oriented learning objectives;

5.1.7 The employer's agreement to evaluate the student's approved oriented learning objectives;

5.1.8 The employer's agreement to verify and approve the number of hours worked by the student;

5.1.9 Arrangements for the payment of student workers' compensation coverage, which must be covered by employers of paid work experience student employees, but is subject to negotiation with respect to unpaid work experience student employees;

5.1.10 The employer's acknowledgement of the purposes of this article, and the district's work experience education policies or procedures, and agreement to support their purposes;

5.1.11 The employer's agreement to provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives;

5.1.12 The employer's agreement that Work-experience education involving apprenticeable occupations with division 3, chapter 4 of the Labor Code (sections 3070 through 3100), and with any applicable rules, regulations, and standards adopted by the California Apprenticeship Council;

5.1.13 The employer's agreement that all work experience employment shall be free from discrimination and harassment based race, sex, disability and other forms of bias, and that the employer will afford all persons in the workplace, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other basis that is contained in the prohibition of hate crimes set forth in Penal Code, section 422, subdivision (a), equal rights and opportunities;

5.1.14 That work experience education shall be conducted in compliance with the requirements of this article, and that all state and federal laws applicable to the employment of minors apply to work experience education courses; and

5.1.15 any other matters deemed appropriate by the district.

5.2 The appropriate college representative, the employer, and the student shall sign a learning agreement. The learning agreement shall document the following:

5.2.1 The work experience education student's individual educational objectives aligned with the course outline of record;

5.2.2 The hours of work and a clear explanation of the student's work experience job duties;

5.2.3 The responsible supervisors at the college and the employment site;

5.2.4 A commitment from the employer and the college that students will receive regular and substantive feedback, and written evaluations of their progress toward meeting their learning objectives; and

5.2.5 Any other matters deemed appropriate by the district.

5.3 The District shall retain the following documents as part of the student records for Work Experience:

5.3.1 A Learning Agreement documenting consultation with Employer and Faculty Advisor;

5.3.2 A record of Faculty Advisor consultation with student: initial Student/Faculty Advisor meeting, feedback and email communication documented in college learning management system;

5.3.3 Job Site visit form (documenting attendance by the employer, Faculty Advisor and student);

5.3.4 Employer evaluation of student's performance on learning objectives;

5.3.5 A form verifying the number of hours worked by the student;

5.3.6 A record of the final grade;

5.3.7 A Work Permit for minor students;

5.4 Work experience students who are self-employed must identify an individual to serve as a work experience advisor, subject to approval of the district. This individual shall assist the student to identify work experience learning objectives, and sign the learning agreement described in subdivision (b) in place of the employer, which may be modified as appropriate to the self-employment arrangement.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

6.0 College Credit, Attendance Accounting, Course Repetition (Title 5, § 55253)

6.1 Units of credit for work experience education shall be calculated as follows:

6.1.1 Work experience education offered as a credit course: one semester unit of credit will be awarded for every 54 hours of work experience, or one quarter unit for every 33 hours of work experience, or the equivalent locally determined minimum threshold for awarding one unit of credit as codified in local board policy or procedure. Units of credit may be awarded in increments of .5 units; and

6.1.2 Work experience education integrated as a component of a course: units of credit will follow standards for credit hour calculations in section 55002.5 for all activity, lab, or other

instructional course components. Units of credit for the work experience component shall be calculated according to the formula in subparagraph (1).

6.2 Responsibilities of the Work experience education courses apply the attendance accounting procedure described in subdivision (f), of section 58003.1, in calculating FTES.

6.3 A maximum of fourteen semester credit hours or twenty-one quarter credit hours may be earned during one enrollment period in work experience education. Students may repeat a work experience education course subject to section 55040.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

7.0

Records (Title 5 § 55254)

7.1 The District will retain as student records the following documents for each work experience education student:

7.1.1 Learning agreements establishing hours that will be worked

7.1.2 Statements verifying hours worked;

7.1.3 Records of consultation with the employer;

7.1.4 Records of faculty consultation;

7.1.5 Evaluation of student achievement of learning objectives by instructor;

7.1.6 The work permit for minor students; and

7.1.7 Records of the final grade.

8.0 Full-time Equivalent Student; Computation of Units (Title 5 § 58003.1)

8.1 Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.

8.2 The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

8.3 For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the

length of the course by the number of days the course is scheduled to meet, and dividing by 525.

8.4 For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

8.5 For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

8.6 For distance education courses not computed using other attendance accounting procedures described in this section and for independent study, correspondence and cooperative work-experience education courses, the following alternative attendance accounting procedure shall be used:

8.6.1 For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system and dividing by 525.

8.6.2 For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

8.6.2.1 Multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,

8.6.2.2 The weekly student contact hours as derived above in this section, by

8.6.2.3 the primary term length multiplier of 17.5, and

8.6.2.4 dividing by 525.

8.7 Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study, correspondence and cooperative work-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

Note: Authority cited: Sections 66700, 70901, 78401 and 84500, Education Code.

Reference: Sections 70901 and 84500, Education Code.

9.0 Application of Alternate Attendance Procedure for Independent Study, Correspondence, Work-Experience, and Certain Distance Education Courses (Title 5 § 58009)

9.1 For independent study, correspondence, cooperative work-experience education and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study, correspondence, or distance education laboratory courses. For independent study, correspondence, or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1 and that would correspond to traditional length (non-compressed) primary terms. For purposes of this section only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.

9.2 For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system, and dividing by 525.

9.3 For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).

9.4 Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

10.0 Method for Computing Full-Time Equivalent Students (FTES) (Title 5 § 58051)

10.1.1 Except as otherwise provided, in computing the full-time equivalent student of a community college district, there shall be included only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the district authorized to render service in the capacity and during the period in which he or she served.

10.1.2.1 A community college district may also include the attendance of students enrolled in approved courses or programs of independent study who are under the supervision, control, and evaluation, but not necessarily in the immediate presence, of an academic employee of the district who is authorized to render such service.

10.1.2.2 The community college district shall determine the nature, manner, and place of conducting any independent study courses or program in accordance with the requirements of this section and article 3 (commencing with section 55230) of subchapter 3 of chapter 6.

10.1.2.3 Each district conducting independent study courses shall ensure that the components of

each independent study course or program for each student shall be set out in a written record or program, including the number of units (if applicable) and hours of study required, the arrangements for consultation with the instructor, and the work product to be evaluated.

10.1.3 A community college district may also include the attendance of students enrolled in approved distance education in accordance with the provisions of article 1 (commencing with section 55200) of subchapter 3 of chapter 6.

10.2 For the purpose of work-experience education programs meeting the standards of the Carl D. Perkins Career Technical Education Act of 2006 California State Plan (or any successor agreement related to career technical education), “immediate supervision” of off-campus work training stations means student participation in on-the-job training as outlined under a training agreement, coordinated by the community college district under a state-approved plan, wherein the employer and academic school personnel share the responsibility for on-the-job supervision.

10.3 For purposes of computing the full-time equivalent student of a community college district, attendance shall also include student attendance and participation in in-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations that conform to all apportionment attendance and course of study requirements otherwise imposed by law, if the courses are fully open to the enrollment and participation of the public. However, prerequisites for the courses shall not be established or construed so as to prevent academically qualified persons who are not employed by agencies in the criminal justice system from enrolling in and attending the courses.

10.4 Notwithstanding subdivision (c) and any regulations related thereto, a community college may give preference in enrollment to persons who are employed by, or serving in a voluntary capacity with, a fire protection or fire prevention agency in any course of in-service fire training at the community college in cooperation with any fire protection or fire prevention agency or association. Preference shall only be given when such persons could not otherwise complete the course within a reasonable time and when no other training program is reasonably available. At least 15 percent of the enrollment in in-service fire training courses shall consist of persons who are neither volunteers of, nor employed by, a fire protection or fire prevention agency or association, if the persons are available to attend a course. Full-time equivalent student for the courses may be reported for state aid.

10.5 Subdivision (d) shall apply only to the following:

10.5.1 Community colleges which, in cooperation with any fire protection or fire prevention agency or association, have been, as of January 1, 1980, the primary source of in-service fire training for any fire protection or fire prevention agency or association.

10.5.2 Community colleges which, in cooperation with any fire protection or fire prevention agency or association, establish in-service fire training for any fire protection or fire prevention agency or association which did not have in-service fire training, prior to January 1, 1980.

10.6 In the event that in-service training courses are restricted to employees of police, fire, corrections, and other criminal justice agencies, attendance for the restricted courses shall not be reported for purposes of state apportionments. A community college district which restricts enrollment in in-service training courses may contract with any public agency to provide compensation for the cost of conducting such courses.

10.7 As a condition of claiming state apportionment, in addition to all other applicable apportionment eligibility requirements, for in-service training courses in the areas of police, fire, corrections, and other criminal justice occupations, community college districts conducting in-service training courses must adhere to all applicable conduct of course and student attendance tracking requirements prescribed by law and/or the state public safety agency responsible for adopting training standards in the in-service training course area in which the student is licensed, certified or employed. For purposes of claiming state apportionment, the units of full-time equivalent student shall be computed for courses consistent with the provisions of section 58003.1(a).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 84500, Education Code.

10.8 In certain limited situations that will be defined in guidelines issued by the State Chancellor, the District may substitute approved alternatives to “in- person” consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used.

11.0 Provide apprenticeship work experience courses when entering into contracts with Joint Apprenticeship Training Committee (JATC). The Los Rios District may delegate CWEE coordination/supervision activities to the JATC per Title 5 of the California Administrative Code. LRCCDAdm. Regulation Adopted: 9/4/74Adm. Regulation Revised: 1/28/81; 4/21/82; 12/8/82; 7/12/99; 9/24/12; 4/22/19Adm. Regulation Reviewed: 4/7/16; 4/22/19Board Policy: P-7421

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.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year’s available data.

A. General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:
Work Experience - Cooperative

Course:
All

Dual Enrollment:
All

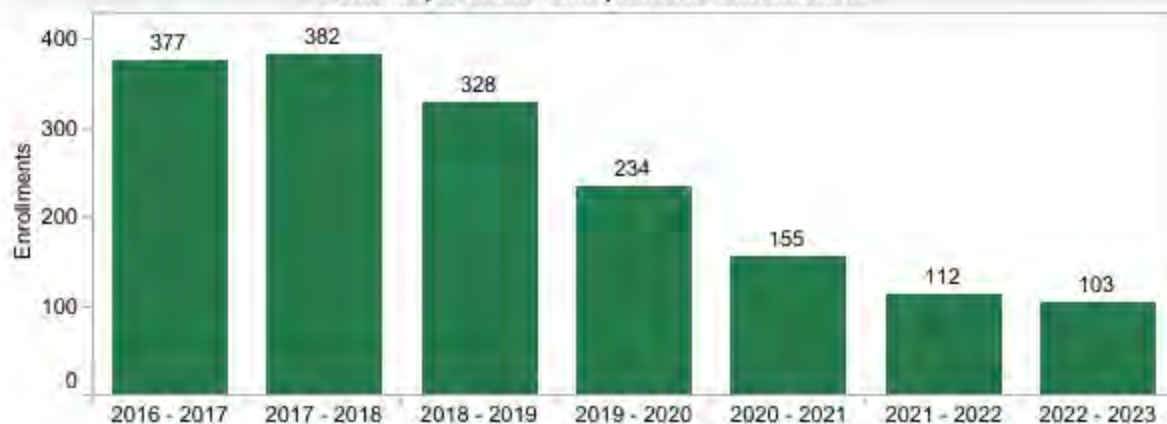
Prison:
All

Region:
All

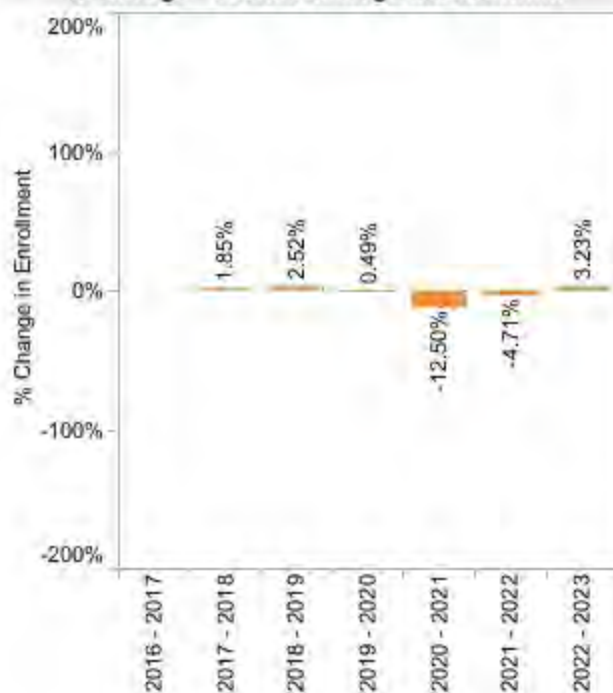
TERM

All

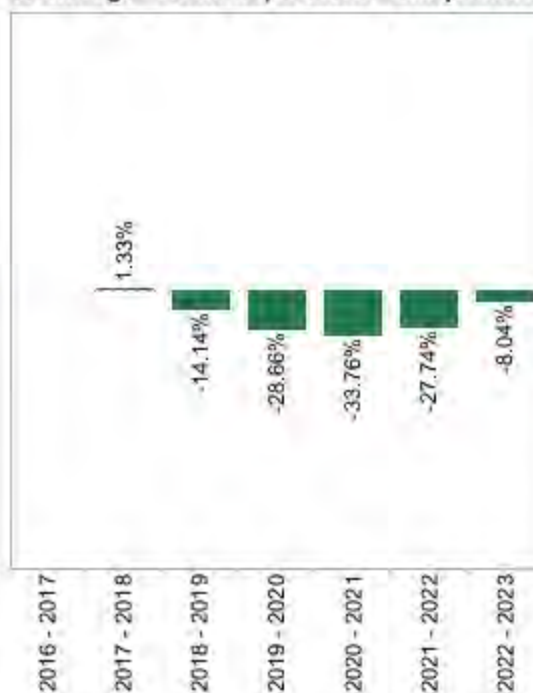
Work Experience - Cooperative Enrollments



% 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.

Work Experience enrollment has been steadily declining over the last several years for multiple reasons. The initial drop beginning 2018-19 stems from not having a comprehensive Faculty Lead to promote the program both on campus and with local employers and employer groups. The decrease in enrollment has been compounded by not having a Program Coordinator Program (in lieu of a comprehensive Faculty Lead/Coordinator. Specific outreach for the Work Experience program consequently has been limited., especially to promote the course with faculty and Divisions, counseling, Financial Aid. Career Connections staff do promote Work Experience as an option, but a Faculty Lead/Coordinator is warranted, in particular for program development and enrollment growth. In Spring 23, there were a total of 39 enrollments in Work Experience with an average enrollment of 2.9 units.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

Fill rate is not a factor for Work Experience given that load/cost is assigned to the faculty advisor on a per student basis. Decreasing student demand is a serious concern for Work Experience.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

Efficiency for Work Experience is best calculated by factoring the number of students (and average number of units) as a ratio of the cost of the Faculty Advisor, Program Faculty Lead/Coordinator (when assigned) and appropriate portion Career Connections clerical support. Each unit of Work Experience generates 0.03 FTE. In Spring 23, there were a total of 39 enrollments in Work Experience with an average enrollment of 2.9 units. The Chancellor's Office has place greater attention and expectation on the Work Experience program as a feature of the Employer Engagement Plan and (which requires regular reporting of Work Experience completions) of the Strong Workforce and Workforce training more generally. The drop in student demand for the course/program is a reflection of limited college investment in the program.

D. Student Success—Course Completion by Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

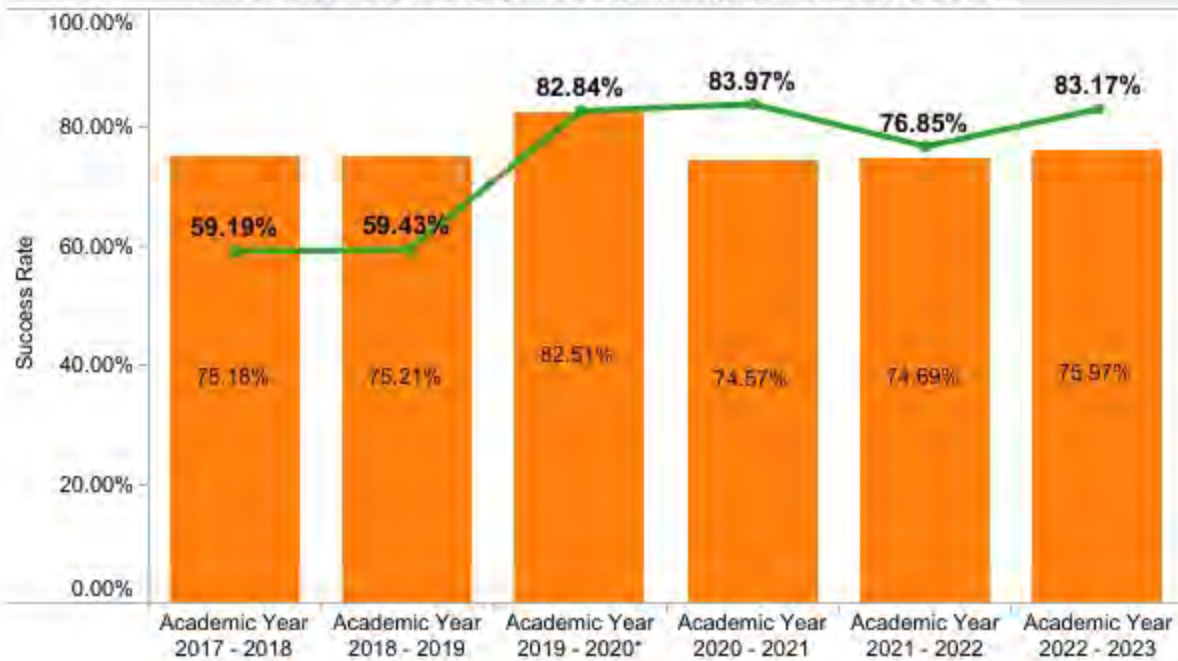
Select Department:
Work Experience - Cooperative

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
All

Successful Course Completion - Work Experience - Cooperative



Work Experience - Cooperative Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	59.19%	59.43%	82.84%	83.97%	76.85%	83.17%
Total Enrollments	419	350	235	157	112	103

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

Student Success by modality is not a factor for Work Experience since the courses/sections are all offered in the same hybrid modality. All course materials are delivered and submitted in Canvas. There is a minimum of two required in-person meetings for the student- one with the Faculty Advisor to review course requirements and expectations and to finalize the Learning Objectives, the other the Job Site Visit with the Faculty Advisor and the supervisor. All other interactions can take place via email, text, phone and Zoom.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

N/A- However, adding the Work Experience course as an elective or requirement of Certificates in different disciplines would assist the college with fulfilling Work-based Learning a priority in the Vision for Success of the Chancellor's Office,

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

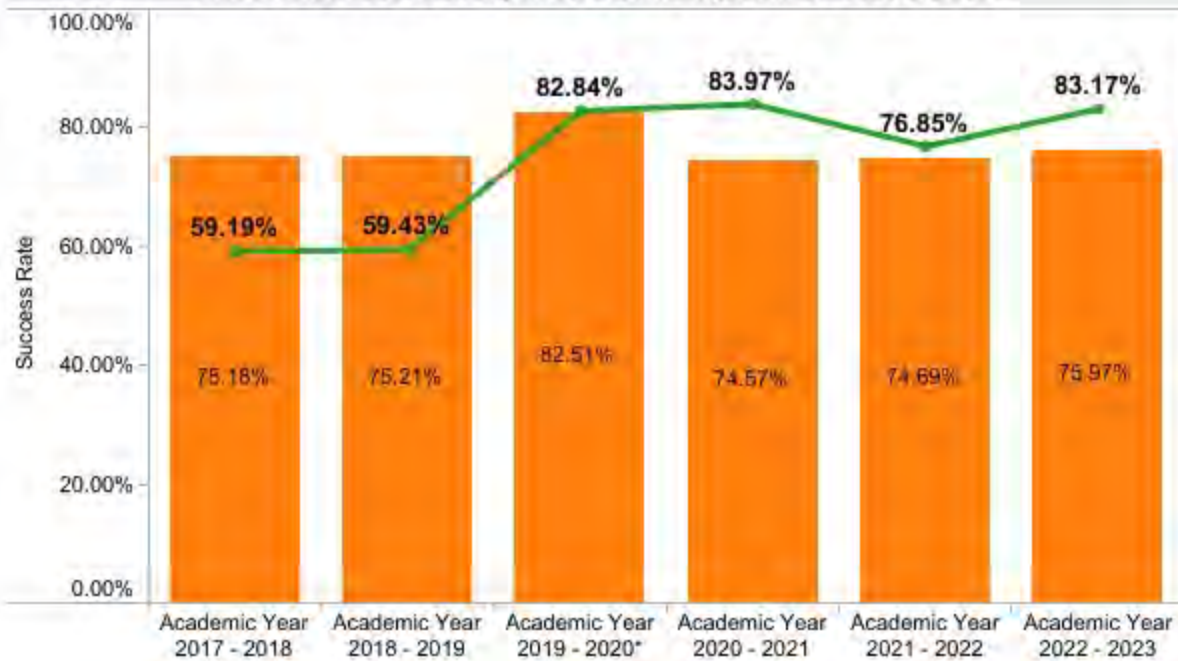
Select Department:
Work Experience - Cooperative

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
All

Successful Course Completion - Work Experience - Cooperative



Work Experience - Cooperative Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	59.19%	59.43%	82.84%	83.97%	76.85%	83.17%
Total Enrollments	419	350	235	157	112	103

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

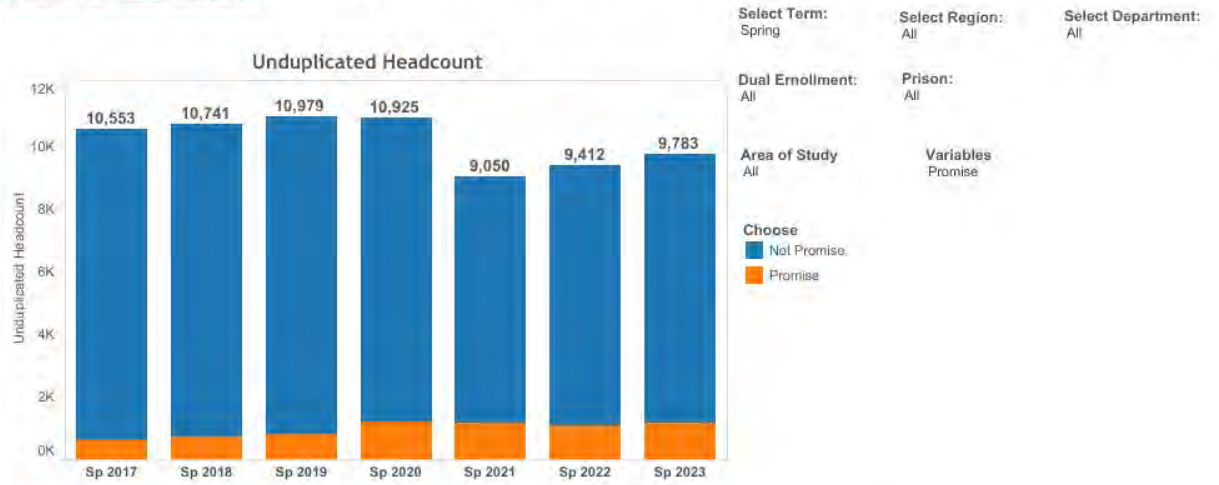
Student success for Work Experience improved in the past three years and now slightly exceeds the success rate collegewide. Considerable effort has been made to inform students of course requirements as well as to provide on-going assistance and reminders throughout the course. The number of students discovering at the end of the term that they are not able to pass the class has decreased. With this support, students can better act to complete course requirements or to drop prior to the “Drop With a W” deadline. Another factor related to course success is the strengthening of the rigor of the course in the past couple of years, with clearer standards for Learning Objectives, demonstrating workplace competencies, and documenting learning in the final essay. Future changes to the course will involve integrating lecture credit component with modules on job search skills and workplace competencies.

- G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

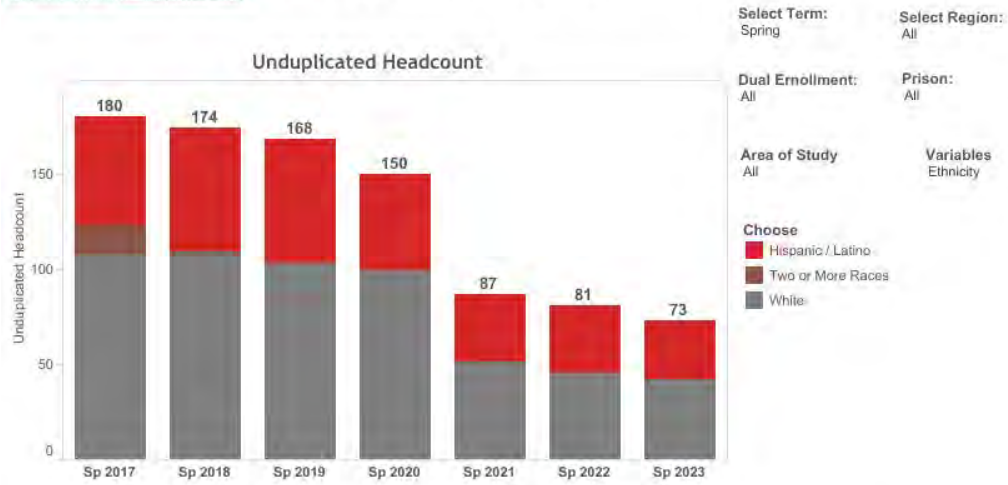
Student Characteristics and Enrollment Trends



Student Major

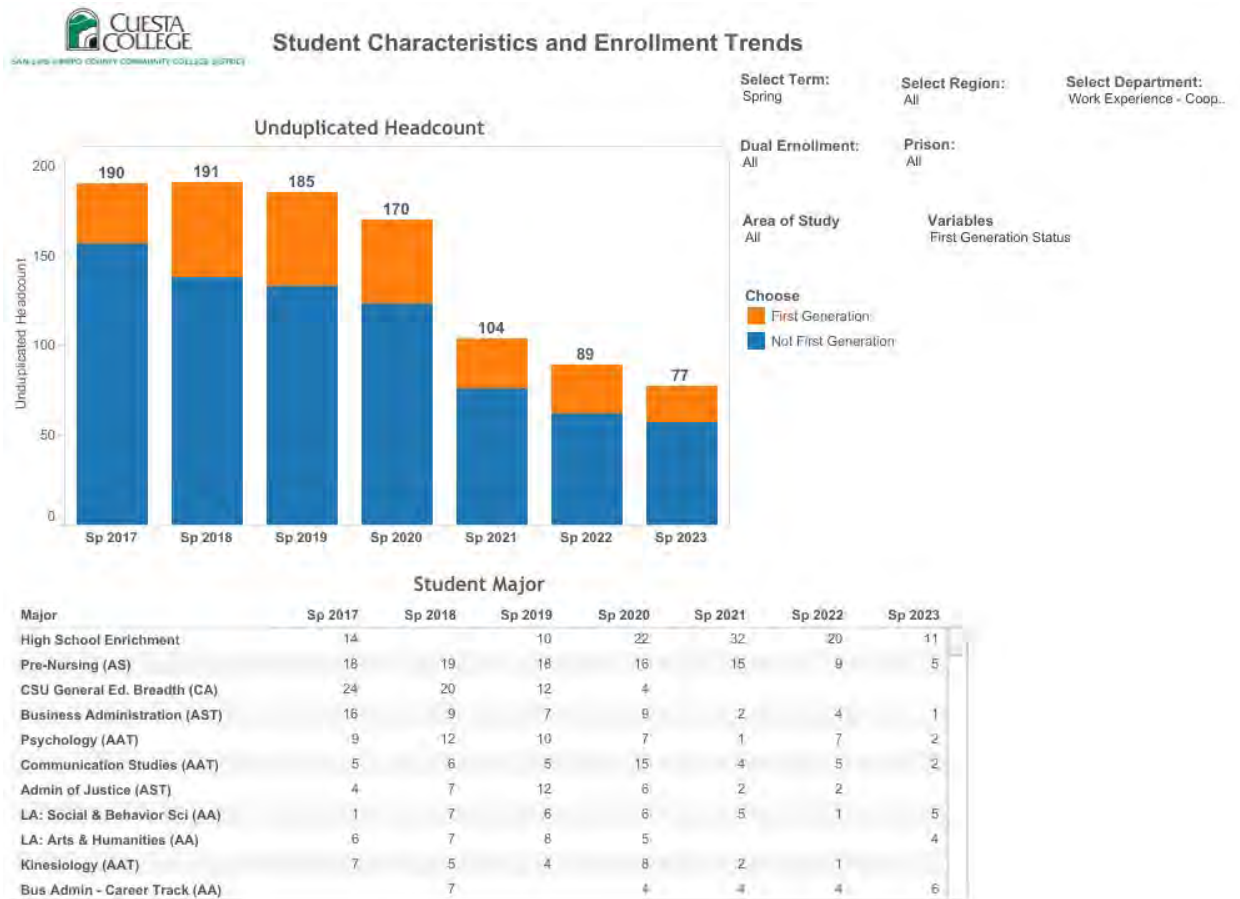
Major	Sp 2017	Sp 2018	Sp 2019	Sp 2020	Sp 2021	Sp 2022	Sp 2023
High School Enrichment	1,599	1,610	1,672	1,565	1,117	1,430	1,656
Pre-Nursing (AS)	366	656	744	764	749	665	611
Basic Skills (CA)	440	691	708	697	180	420	539
CSU General Ed. Breadth (CA)	1,314	897	461	251	142	78	77
Business Administration (AST)	535	491	492	536	493	544	198
Engineering (AS)	318	313	400	406	318	311	309
Psychology (AAT)	255	257	301	351	315	304	342
Bus Admin - Career Track (AA)	62	141	219	247	262	204	194
Sociology (AAT)	186	257	252	325	347	235	220
Biology (AST)	161	231	235	215	229	203	231
Kinesiology (AAT)	207	206	175	181	185	147	137

Student Characteristics and Enrollment Trends



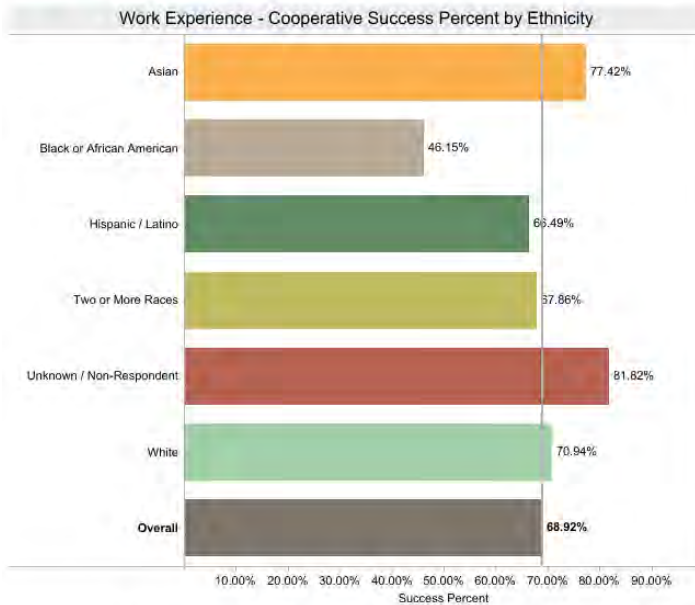
Student Major							
Major	Sp 2017	Sp 2018	Sp 2019	Sp 2020	Sp 2021	Sp 2022	Sp 2023
High School Enrichment	14		10	22	32	20	11
Pre-Nursing (AS)	18	19	18	16	15	9	5
CSU General Ed. Breadth (CA)	24	20	12	4			
Business Administration (AST)	16	9	7	9	2	4	1
Psychology (AAT)	9	12	10	7	1	7	2
Communication Studies (AAT)	5	6	5	15	4	5	2
Admin of Justice (AST)	4	7	12	6	2	2	
LA: Social & Behavior Sci (AA)	1	7	6	6	5	1	5
LA: Arts & Humanities (AA)	6	7	8	5			4
Kinesiology (AAT)	7	5	4	8	2	1	
Bus Admin - Career Track (AA)		7		4	4	4	6

- success



SUCCESS

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Work Experience - Cooper...

Region:
All

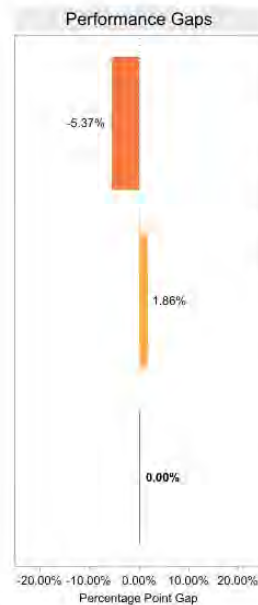
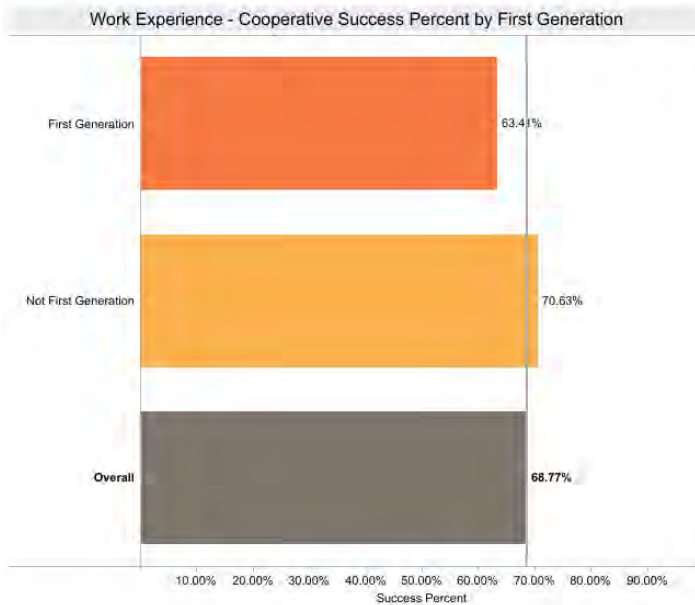
Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
All

Disaggregate By:
Ethnicity

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Work Experience - Cooper...

Region:
All

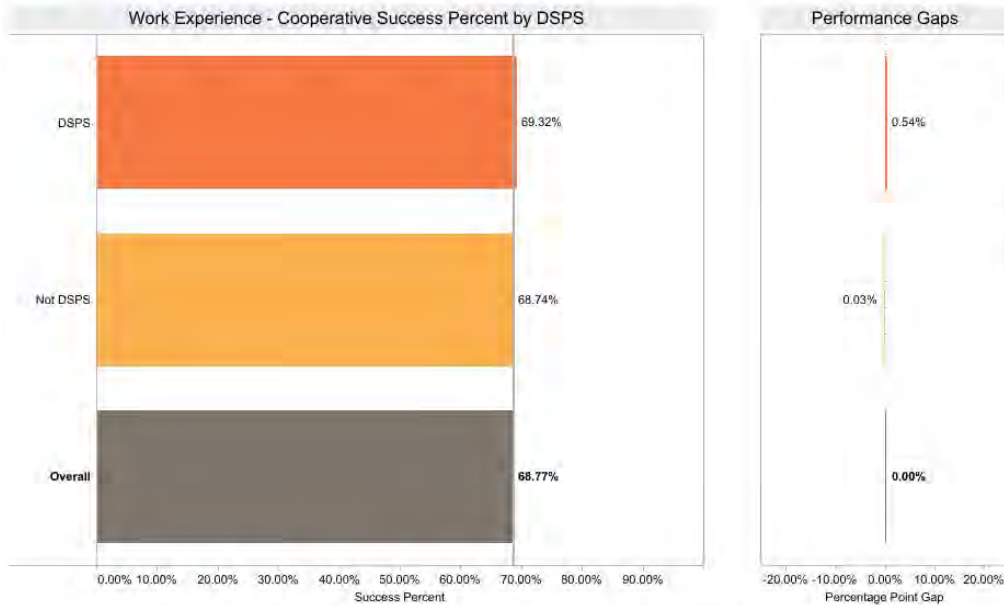
Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
All

Disaggregate By:
First Generation

Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
Work Experience - Cooper...

Region:
All

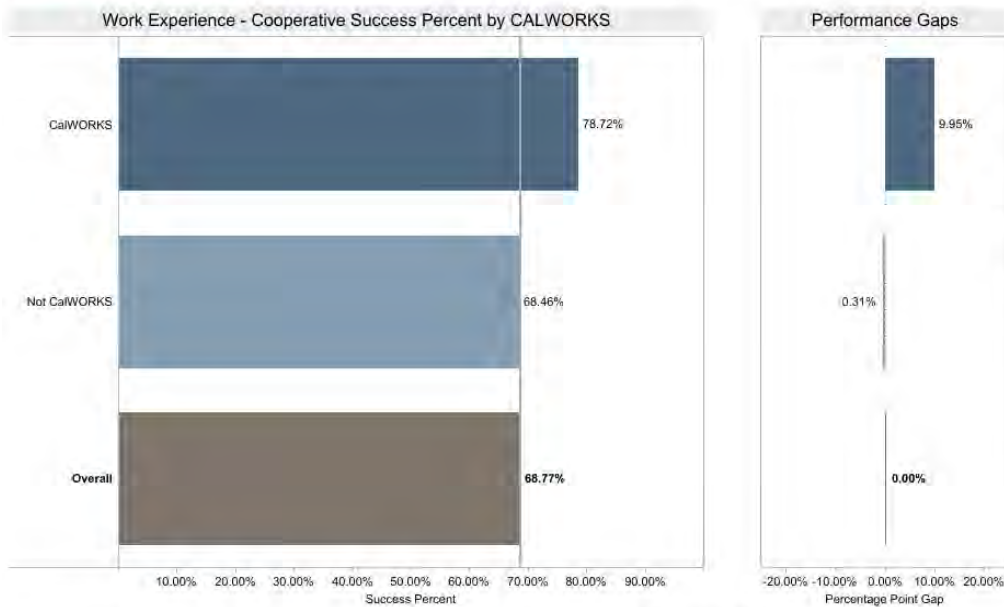
Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
All

Disaggregate By:
DSPS

Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
Work Experience - Cooper...

Region:
All

Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
All

Disaggregate By:
CALWORKS

Student success for Work Experience improved in the past three years and now slightly exceeds the success rate collegewide. Considerable effort has been made to inform students of course requirements as well as to provide on-going assistance and reminders throughout the course. The number of students discovering at the end of the term that they are not able to pass the class has decreased. With this support, students can better act to complete course requirements or to drop prior to the “Drop With a W” deadline.

Another factor related to course success is the strengthening of the rigor of the course in the past couple of years, with clearer standards for Learning Objectives, demonstrating workplace competencies, and documenting learning in the final essay. Future changes to the course will involve integrating lecture credit component with modules on job search skills and workplace competencies.

The initial steps of the course, which are facilitated by Program staff have been made more clearly defined in the materials and communicated, and can continue to be improved. This clarification in the process reduces the number of students who remain in the course who are not in a position to be successful. A lack of awareness of the expectations of the course (rigor, timelines and deadlines) has led students to attempt the course or remain in it and end up failing or being less successful than otherwise they would have had they know what the course entailed. Improved support from Program staff and Faculty Advisor throughout the semester, with reminders and encouragement on each step of the process and addressing challenges that impact participation.

As highlighted in a previous report, there is a significant performance gap of the academically disadvantaged in the Work Experience course. The hybrid format and the limited structure of the course may be factors of this performance gap. Deeper analysis is needed to determine how best to respond and address this gap. The program will also reach out to the Equity program resources for assistance. There is a notable performance gap of Black or African American students in the Work Experience course. Deeper internal program analysis is needed to determine how best to respond and address this gap. The program will also reach out to the Equity program resources for assistance. There is a slight performance gap for male and unknown students in the Work Experience course. Deeper internal program analysis is needed to determine how best to respond and address this gap. The program will also reach out to the Equity program resources for assistance. There is no performance gap noted in the data for veteran students in the Work Experience course.

Retention rate in 21-22 was 76% for Hispanic/Latino students, 84.7% for White students and 100% for both Asian and African American students. The retention rate in 21-22 for

low income students in 68.89%, which is a similar rate to previous years except for 20-21. This rate is an unacceptable . The efforts listed in previous section will be pursued with the Work Experience Program team. The lack of a comprehensive Faculty Lead over the program limits the capacity of the program to address equity and performance issues. The retention rate for male students is significantly lower than the rate for female students. . The efforts listed in previous section will be pursued with the Work Experience Program team. The lack of a comprehensive Faculty Lead over the program limits the capacity of the program to address equity and performance issues.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

- A. For the following questions, please refer to the 5-year update calendar in the [Curriculum Review Worksheet](#) (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the ____ year in the 5-year calendar of the Curriculum Review Worksheet.

New course outlines were approved in March 2024 for Fall 2024 implementation. These new courses will implement the changes to Title 5 regulations for Work Experience. The changes were adopted by the Board of Governors in August 2023 with a target Board approval date in February 2024. Changes will become effective and implemented only after the Cuesta College Board of Trustees approves new Administrative Policies reflecting the new regulations. A summary of the Title 5 changes highlighting the policies and practices that need to be defined by the college was submitted to Administration in Fall 2023. A Working Draft of Administration Policies for Work Experience was submitted to Administration and to the Board Policy Committee in January 2023.

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST

- ☐ SLO assessment cycle calendar is up to date.
- ☐ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

SLO assessment is completed each semester for the Work Experience course and program. Changes to the program involves improvements to the forms and presentation in the Canvas shell, to the modes of informing students of course requirements and due dates, to on-going communication with students (and Faculty Advisors). A project that is in progress is a revision of the instructional materials and supports related to experiential and work-based learning strategies.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
As noted above, changes to the program involves improvements to the forms and presentation in the Canvas shell, to the modes of informing students of course requirements and due dates, to on-going communication with students (and Faculty Advisors). A project that is in progress is a revision of the instructional materials and supports related to experiential and work-based learning strategies.
- B. Anticipated changes in curriculum, scheduling or delivery modality
All new course outlines and other program requirement and process changes will be implemented in Fall 2024 as a result of changes to Title 5 regulations for Work Experience. See Program Update above
- C. Levels, delivery or types of services
One intention of the Governor's Office for the Title 5 changes to Work Experience is to both increase the number of students completing structured and supervised work-based learning

as well as expand the category of students participating in work-based learning beyond the CTE student, to encompass noncredit, humanities, sciences, arts, service learning, etc.

D. Facilities changes

Career Connections in Rm 5310 is the ideal location for Work Experience program

E. Staffing projections

Title 5 Regulations requires the Work Experience program to have adequate Faculty oversight (Faculty Lead or Faculty Coordinator) for course development and policy program monitoring, program coordination (Faculty or Classified Coordinator) and operations support (Classified Coordinator and/or Clerical position). The proposed request for funding in the Resource Allocation is for a Faculty Coordinator, who would develop and implement all faculty components and provide comprehensive oversight of the student status and related issues. This position would require more time and structured assignment and location than is funded or provided for with a Faculty Lead position. The \$6,000 per semester Specialized Faculty Lead has proved to be inadequate for filling the position. With the vacancy of all positions for the Work Experience program, Administration has the opportunity to review the positions and staff structure to address the actual needs and interests of Work Experience, per the vision of the Chancellor's Office.

F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.