Instructional Comprehensive Program Review Template

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Joseph Adams   Submission Date: 4/4/2022

CONNECTION TO THE COLLEGE

1.A.   DIVISION:

PROGRAM NAME: Cooperative Education

1.B.   YEAR OF REVIEW: AY 2021-22

1.C.   PROGRAM REVIEW TEAM: Joseph Adams

1.D.   CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i.   Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

Our mission is to equip our diverse level of students with the modern resources that assist guide, and foster their academic, professional and career advancement. The Cooperative Education (COOP) Program at Skyline College offers students the opportunity to earn elective units of credit for work experience. Students establish written job related goals with their work supervisors which are submitted to the assigned Cooperative Education Instructor. The Coop Ed student must work in the established goal areas and make measurable progress on each written goal during the course of the semester. Cooperative Education strives to empower students with the ability to grapple with balancing work and college. The program aids in transforming a global community of learners inside and outside of the classroom. Cooperative Education aids working adults by providing a strong foundation to enter into college.

ii.   Alignment with the College Values

Place a check next to the Skyline College Values that are integral to your program's operations; for each value checked, provide a concrete example of how the value connects to your programs.

☒ **Social Justice**: We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedure, and practices of the College.

The Cooperative Education (CO-OP) Program is committed to providing everyone with equal academic, social connection, and professional opportunities. CO-OP aims to open the doors of access and opportunity for everyone, particularly those in greatest need of higher education opportunities.

Instructional Comprehensive Program Review Template

☒ **Campus Climate**: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

The Cooperative Education (CO-OP) Program philosophy is geared toward the mutual respect for all students. The CO-OP program's instruction and student services are dedicated to providing every student with an avenue to success.

☒ **Open Access**: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socioeconomic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

The Cooperative Education (CO-OP) Program is committed to providing services and opportunity for every single member of the community for the purpose of their personal or professional benefit.

☒ **Student Success and Equity**: We value students' success in achieving their goals, on time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

The Cooperative Education (CO-OP) Program aims to strengthen the voices by gathering student's data and testimonials to access what is the best equitable solutions and intentional purposeful outcomes for student's personal and professional benefit.

☒ **Academic Excellence**: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, a Baccalaureate Degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

The Cooperative Education (CO-OP) Program is structured to provide California State University electives units to student through working in either paid or unpaid work opportunities. CO-OP aims to provide academic opportunity to students who may not be able to enroll in traditional classes for their academic progression.

☒ **Community Partnership**: We value a deep engagement with a community we serve through collaborating with local school districts, industry, non-profits, government and the

arts. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

The Cooperative Education (CO-OP) Program is committed to establishing intentional partnerships with community organizations, industry professionals, and high school districts for the benefit of students personal and professional development.

☐ **Participatory Governance**: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

☐ **Sustainability**: We value an institutional culture that is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, "To meet present needs without compromising the ability of future generations to meet their needs."

1.E.   PROGRAM PERSONNEL

i.   Provide the current FTE of each category of personnel:

- FT Faculty FTE: Joseph Adams

Adjunct Faculty FTE:
Lavinia Zanassi
Alexander Jones
Julia Johnson
Soledad McCarthy
Cassidy Ryan
Tina Watts
Cyane Dandridge
Carina Anttila-Suarez
Jesse Raskin
Radni PirehAbdollahKandi
Norman Del Prado

- Classified Professionals FTE:

- Manager/ Director FTE:

- Dean FTE (if applicable): Andrea Vizenor

ii.   Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program.

☐ Not Applicable

Steve Cooney has retired and left the program without a coordinator for some time. In February of 2021, Joseph Adams was hired as the new full-time Cooperative Education Instructor/Work Experience Coordinator.

iii.   Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

☐ Not Applicable

At this current time the Cooperative Education program does not have an office assistant. The previous office assistant left the position to pursue a position in another area within the San Mateo Community College District.

1.F.   PROFESSIONAL DEVELOPMENT

i.   Summarize key professional development that the program personnel have engaged in since the last CPR to meet

- the mission of the program,
- the aim of the college to increase equity.

Cooperative Education faculty attended Flex Day works and discipline specific conferences to add in the development students.

ii.   Are there any unmet needs pertaining to professional development? Please specify.

☐ Not Applicable

I would recommend that Cooperative Education faculty and staff go to the either conferences, workshops or events held by the National Association of Colleges & Employers. This nationally recognized organization is built around providing Colleges and Universities with information Employers are looking for. This information will be beneficial to the growth and development of Cooperative Education and the support and success of students.

CURRENT STATUS

2.A.1. STATUS OF PRIOR GOAL – Goal # 1

If there is more than one goal, complete 2.A.2 up to 2.A.5; if not, leave 2.A.2 and 2.A.5 blank. If there are more than five goals, please contact the Office of Planning, Research, and Institutional Effectiveness (PRIE) to add sections.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

This continues to be an ongoing goal that will be revised with actions items to support desired outcomes. See 5.B.1 for further information.

This goal will be revisited with the appointment of a new COOP Coordinator.

STATUS: ☐ Completed ☐ Discontinued

For ongoing or revised goals, provide responses in Section 5.B.

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

This continues to be an ongoing goal that will be revised with actions items to support desired outcomes. See 5.B.1 for further information.

This goal will be revisited with the appointment of a new COOP Coordinator.

IMPLEMENTATION STEP(S)

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

2.A.2. STATUS OF PRIOR GOAL – Goal # 2

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

This continues to be an ongoing goal that will be revised with actions items to support desired outcomes. See 5.B.2 for further information.

This goal will be revisited with the appointment of a new COOP Coordinator.

STATUS: ☐ Completed ☐ Discontinued

For ongoing or revised goals, provide responses in Section 5.B.

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

This continues to be an ongoing goal that will be revised with actions items to support desired outcomes. See 5.B.2 for further information.

This goal will be revisited with the appointment of a new COOP Coordinator.

IMPLEMENTATION STEP(S)

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

2.A.3. STATUS OF PRIOR GOAL – Goal # 3

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

This continues to be an ongoing goal that will be revised with actions items to support desired outcomes. See 5.B.3 for further information.

This goal will be revisited with the appointment of a new Coop coordinator.

STATUS: ☐ Completed ☐ Discontinued

For ongoing or revised goals, provide responses in Section 5.B.

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

This continues to be an ongoing goal that will be revised with actions items to support desired outcomes. See 5.B.3 for further information.

This goal will be revisited with the appointment of a new COOP Coordinator.

IMPLEMENTATION STEP(S)

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

2.A.4. STATUS OF PRIOR GOAL – Goal # 4

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

STATUS: ☐ Completed ☐ Discontinued

For ongoing or revised goals, provide responses in Section 5.B.

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

IMPLEMENTATION STEP(S)

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

2.A.5. STATUS OF PRIOR GOAL – Goal # 5

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

STATUS: ☐ Completed ☐ Discontinued

For ongoing or revised goals, provide responses in Section 5.B.

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

IMPLEMENTATION STEP(S)

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

2.B.   ACHIEVEMENTS

Describe the program's achievements since the last CPR (beyond what was addressed in 2.A).

Consideration may include, but not limited to:

- Successful and/or innovative programming, initiatives and plans
- Fruitful collaborations beyond the program
- New or updated curriculum
- Inreach/outreach efforts
- Technology or operational improvements
- Successful use of data to improve student outcomes and equity
- Maintenance of high levels of excellence
- New degrees, certificates, and/or pathways

There has not been too much growth within Cooperative Edcuation since the last CPR. Some of the main updates have been curriculum updates in discipline specfic areas.

2.C.   IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

At this time, I have to illustrate the negative impacts of the Cooperative Education. Since the previous CPR, no new community/school partnerships have been made or established. Cooperative Educations serves as a last-ditch effort for students rather than one of the primary options for students. The current curriculum does not reflect the career readiness standards based upon research from the National Association of Colleges and Employers. The current assignments are fully equipped to handle the virtual online modality due to the COVID-19 pandemic.

ACCESS

3.A.   PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

I have noticed that the enrollment of Cooperative Education has been in a slow decline of enrollment based upon data collected from the fall of 2015 to the spring of 2020. Without having an holistic view of the program, I can not determine what may account for the decline in enrollment. One factor may be the emergence of the COVID-19 pandemic in spring 2020. While Cooperative Education has experienced a decline in enrollment, the campus wide data collected from the fall of 2015 to the spring of 2020 has also illustrated a decline in the enrollment of students. Therefore, further data is needed to determine the account for these trends.

3.B.   EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. S*pecific questions to answer in your response*:

To formally answer this question, would be to define historically disadvantaged students. Historically disadvantaged students are traditionally classified as students are at a hindrance in excelling in school because of circumstances beyond their control. These circumstances may include financial and social hardships as well and problems within the family. The Cooperative Education program is structured around work offering students the opportunity to earn elective units of credit for work experience. This program provides open access to disadvantaged students who are currently working or volunteering at a sight that serves their academic or career goals. Cooperative Education is specifically designed to serve the working students that may not have the means to attend classes in a formal structure.

i.   PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

I have noticed that the program enrollment demographics compare to that of the college as a while. While there are various degrees percentages. The percentage of enrollment of the program compared to the college is within a margin of 15% overall. One of the factors that may have played a role is this data is campus and community. However, the numbers of the program are not that far of a decline from the college as a whole.

ii.   COURSE ACCESS: Provide analysis of course enrollment trends for all active courses.

iii.   What efforts, if any, have been made to increase equitable access to your program (e.g., curricular and pedagogical changes to the courses; when it is offered; modality options – face-to-face, online, hybrid; recommended course sequencing; integration into guided pathways; adoption of OER/ZTC texts, etc.)? If more is needed, consider making it one of your program goals in the Action Plan.

EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Provide analysis of course success rates overall and disaggregated by student demographics. *Specific questions to answer in your responses*:

Based upon the demographic data, the highest success rates above 80% are students who self-identify as White Non-Hispanic and Unreported. Students below 80% and above 70% are students who self-identify as Asian, Black - Non-Hispanic, Filipino, Hispanic/Latino, Pacific Islander and Multiraces.

i. How do the course success rates overall compare to the College success rates?

Based upon the demographic data, there is a small shift from the program to the college overall data. The highest success rates above 80% are students who self-identify as Asian. This data aligns with the overall success rates of the college.

ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

Based upon the demographic data, the highest success rates above 80% are students who self-identify as and. Students below 80% and above 70% are students who self-identify as White Non-Hispanic, Filipino, Hispanic/Latino, Multiraces and Unreported. Students below 70% and above 60% are students who self-identify as Am. Ind./Alaska Native, Pacific Islander, and Black - Non-Hispanic.

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

I have notice that certain groups of students who had a high success rate in the program has a lower success rated when compared to college wide demographic data.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of individual course success rates.

Cooperative Educations offer generals courses for students as well as discipline specific COOP courses that are designed to integrate knowledge from the major into the workforce. Based on the data, it shows that COOP 670 and 671 outside of the discipline specific majors experience a 77.3% success rate while a discipline specific COOP 670 experience a 87% percent success rate. This is data is not surprising given the fact that discipline specific COOP courses are geared toward preparing students for the workforce based on their majors.

4.C. INSTITUTIONAL SLO RESULTS

When possible, concurrently assess course SLOs and ISLOs.

Report on the last six years of ISLO results. Indicate if the results met the benchmark or were inconclusive. Additional commentary is optional.

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
CITIZENSHIP	2016-2017 2018-2019	COOP 670 COOP 671	70% Accomplished Learning Outcomes. 85% of students met established objectives with employers that develop job skills.
CRITICAL THINKING	2016-2017 2018-2019	COOP 670 COOP 671	
EFFECTIVE COMMUNICATION	COOP 670 COOP 671	COOP 670 COOP 671	70% Accomplished Learning Outcomes. 85% of students met established objectives with employers that develop job skills.
INFORMATION LITERACTY	COOP 670 COOP 671	COOP 670 COOP 671	70% Accomplished Learning Outcomes. 85% of students met established objectives with employers that develop job skills.
LIFELONG WELLNESS	COOP 670 COOP 671	COOP 670 COOP 671	70% Accomplished Learning Outcomes. 85% of students met established objectives with employers that develop job skills.

4.D.   COURSE AND PROGRAM SLO RESULTS

Upload the relevant *Improve* (formerly *Tracdat*) SLO reports showing the last six years of results that you reference in the narrative.

Drawing from 4.C. and 4.D., what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? *Specific questions to answer in your response*:

In regards to outcomes assessment, the Cooperative Education program will continue gathering assessment information based on its current SLO and PSLO information and it will work with CTE programs offering 670 and 671 courses under their prefix to utilize the same SLOs and gather data to get a more comprehensive view of student progress in work experience courses at the college. The data collection to identify the results of the SLOs was

not effective down. The data provides the same answer across all of the three SLOs. There needs to be a restructing of the SLOs to match career readiness competencies from the National Association of Colleges and Employers (NACE) that are in alignment with the ISLOs. For example, the ISLOs are mearing course effectiveness based on Lifelong Wellness, Information Literacy, Citizenship, Effective Communication, and Critical Thinking. Each of these ISLOs are in direct alignment with the 8 career readiness competencies established by NACE. NACE 8 competencies are Career & Self Development, Communication, Critical Thinking, Equity & Inclusion, Leadership, Professionalism, Teamwork and Technology. These are the building block what we as edcuators are striving to impart onto our students. Therefore, greater work needs to be down to truly measure meaningful learning for students and not ambiguous outcomes with no fundamental point of reference for students professional and academic growth.

i. How well is the program meeting its PSLOs?

For programs that assess PSLOs by "rolling up" course level SLO results,

- Which courses or course level SLOs do students struggle with, and which have "inconclusive" results, if any? Speculate why.
- If course level SLO results were quantified, identify the total number of students whose work met the benchmark, and the total number of students whose work was assessed, and then calculate the total percentage of students whose work met the benchmark.

COOP SLOs and PSLOs can not be fully quantified because there is insufficent data to determine how COOP is doing across all areas.

ii. Are the PSLOs still relevant to your program? If not, what changes might be made?

COOP SLOs and PSLOs can not be fully quantified because there is insufficent data to determine how COOP is doing across all areas.

iii. Drawing from the last six years of course SLO assessment, which courses beyond the ones mentioned in 4.D.i. had results that led to action(s) that were planned or taken?

☐ Not Applicable

COOP SLOs and PSLOs can not be fully quantified because there is insufficent data to determine how COOP is doing across all areas.

4.E. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses (e.g., curricular and pedagogical changes to the courses; course sequencing, including complementary general education courses; adoption of OER/ZTC text; assessment design; collaborations with other areas of campus, etc.)? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals in the Action Plan.

There is insuffcient information to determine how COOP has been enhanced across all areas.

Cooperative Education successfully converted to an entirely remote program during the pandemic. This assisted students who still continued to work despite far reaching virus limitations in work settings to continue benefitting from earning Cooperative Ed units. Also during Skyline College on campus class closures, students were able to maintain connections with Cooperative Education faculty via zoom communication.

Cooperative Education is now an effective and efficient hybrid program serving students both remotely and in person. All documents can be accessed online in fillable forms, or in printable version. Employers, Faculty and Students may communicate via email, phone, and zoom as necessary. This streamlines time, travel, and paper resources.

Cooperative Education has collaborated with our Skyline Global Virtual Internship program as an integral partner to establish connections with international work settings including Florence, London, Costa Rica, Japan, India, and Canada. This enhances the student experience with cultural competence, and professional expectations of a global workforce. It further establishes an equitable base for all students regardless of economic status to participate in international and study abroad opportunities without the cost of travel, and housing fees which have traditionally been accessible primarily to those students who could afford the expenses that a study/work abroad program entails. More than 50% of student participants in GVIP experiences receive scholarships that significantly offset the administrative cost to participate.

4.F.   DEGREES AND CERTIFCATES

☒ Not Applicable

List each of the degrees and certificates separately.

Provide analysis of degrees and certificates attainment, disaggregating by the demographics that are relevant to your program. *Specific questions to answer in your responses*:

i.   What do the data reveal about

- degree and certificate completion?
- time to completion?
- equity?

ii.   What changes do the data suggest are necessary for the program to explore?

4.G. LABOR MARKET CONNECTION

☐ Not Applicable

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating assessment information, recommendations form any advisory boards, and other external indicators into program planning? Report out on the following source(s) that are relevant to your program. Attach data.

The labor market appears to be steady despite the pandemic. Given the fact the COOP is tided directly to the labor market, there remained a study progression in jobs opporunities.

i.   Labor Market and Trends (e.g. Centers of Excellence, Burning Glass)

The labor market trends vary greatly across regions but specifally for the region of San Mateo county, the labor market seemed to be almost unaffected by the pandemic.

ii.   Performance for CTE Programs (Launchboard)

N/A

iii.   Advisory boards

N/A

4.H. STUDENT FEEDBACK

Briefly describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal.

Cooperative Education is a student first driven program that prides itself on making sure students are getting the tools they need to be successful in the workforce. In the recent student feedback on Cooperative Education courses between Summer 2019-Summer 2021; the response rate was 6% (64 responses out of 1056 invitations). The demographic data shows that nearly more than half of the males in the COOP program participated in the survey and female participates were 10% more than the overall COOP program. The ethnicity data shows that highest percentage of ethnicity that completed the survey were Black - 8%, Asian – 32%, White – 18%, Latinx – 26% and Filipino – 26%. This was greatly higher compared to the total of the COOP program. Black - 3.7%, Asian – 12.6%, White – 19%, Latinx – 33% and Filipino – 19%. I found it interesting that more ethnic group filled out the survey compared to the overall program data. The main take away questions are Q5, Q7, and Q8. Q5: In which of the following areas did the COOP program help you reach your goals? The two with the highest percentage were tied at 53%. 34 out of the 64 participants felt COOP help them clarify their career goals and 34 out of the 64 participants felt COOP increased their professional self-confidence. Q7: Rate the level of support your last COOP instructor provided in your success of this course experience. 60% of the 64 responses felt their COOP Instructor was support was high and 31% felt the support was moderate. Q8: The content of my COOP course(s) at

Skyline College met my needs. 51% of the of the 52 responses agreed the course met their needs and 40% strongly agreed the course met their needs. Overall the data is showing that students feel that COOP is helping students achieve their goals.

4.I.   CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please check the boxes to indicate that the following tasks have been completed.

☐ Secured approval of updated courses by the Curriculum Committee

☐ Updated Improve with new or changed SLOs, and requested from PRIE the addition of new courses in order to input SLOs

   ☐ Not Applicable

☐ Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

☐ Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement.

Identify 1 – 5 goals total: ongoing, revised, and/or new goals.*

5.A.   CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Based upon the assessment of this year's CPR, I have identified the following challenges, concerns and areas in which needed further action. The following areas that require further action are, program personnel, data collection, and curriculum development. There currently resides only one full time faculty member who is solo responsible for the Cooperative Education program. Therefore, this faculty person is responsible for program development, outreach and teaching the assigned classes. I am recommending that additional personnel be hired to assist with the program development of Cooperative Education. The key positions that should be hired and remain solo with Cooperative Education are a full time office assistant and a full-time outreach/marketing assistant. The next area is data collection. There is currently not enough data on discipline specific COOP course. Therefore, a system needs to be designed to determine how discipline specific COOP course are doing. The final area is

curriculum development. The curriculum needs to relation national standards of workforce development rather than the current standards.

5.B.1. ONGOING AND/OR REVISED GOAL – Goal # 1

If there is more than one goal, complete 5.B.2 up to 5.B.5; if not, leave 5.B.2 and 5.B.5 blank. If there are more than five goals, please contact the Office of Planning, Research, and Institutional Effectiveness (PRIE) to add sections.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Skyline College Cooperative Education Program needs to become more visible to students. Most students if asked what Cooperative Education is would have no idea and a large portion of our students would not even know how to pronounce it. The program needs to continue to promote and support our internships and workforce development programs. Many college programs and students benefit greatly from the cooperative work experience opportunity and this message needs to be further promoted. This continues to be an ongoing goal that will be revised with actions items to support desired outcomes.

Cooperative Education goal for the next CPR cycle is to develop a marketing plan that includes advertising and promotion with various mediums such as social media, campus communication, bulletin boards, campus monitors, webpage, and print materials, and local malls and stores. In addition, the program should work with various learning communities on campus to help promote cooperative education and its advantages for students. The program will work with the College Marketing, Communications and Public Relations Department to build a plan to make our programming more visible.

This goal will be revisited with the appointment of a new Coop coordinator.

STATUS

☐ Ongoing   ☒ Revised for this cycle

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised
    a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?

Cooperative Education has experienced a decline in course enrollment throughout the last few academic years. To tactical the drop in course enrollment, we will employ a strategic outreach and marketing plan to spread program awareness. The outreach and marketing plan will meet students where they are at to increase awareness.

This goal will be revisited with the appointment of a new Coop coordinator.

REMAINING IMPLEMENTATION STEP(S) AND TIMELINE

Action Item 1.1: Revamp the current CO-OP outreach and marketing materials to imagery and information that will attract students into programing and events
Action Item 1.2: Hire student assistants under work study eligibility to do in person tabling, classroom visits and campus marketing
Action Item 1.3: Outreach and marketing will be targeted to Skyline College campus, local malls, and local stores

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☒ Social Justice

☒ Campus Climate

☒ Open Access

☒ Student Success and Equity

☒ Academic Excellence

☒ Community Partnership

☒ Participatory Governance

☒ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the Annual Resource Request (ARR) form by November 15.

5.B.2. ONGOING AND/OR REVISED GOAL(S)

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Cooperative Education needs to increase its direct involvement with Career and Technical Education (CTE) programs through the CTE Committee on campus and develop its own team with other CTE programs that meets 2-4 times a year to discuss workforce experience needs in the CTE programs, developing and maintaining curriculum standards and practices with workforce experience (including common SLOs), and how all the programs can work together to build stronger Cooperative Education/Workforce Experience programs at Skyline College. Initiated 2014

For the next CPR cycle, the goal is to become more actively engaged with other CTE programs that have workforce education classes (that primarily use the 670 and 671 course numbers). It will be imperative that we incorporate a system of data collection to determine who are the are the students we are serving? Who are the employers that are employing our students? What strategic connections can be by looking at the data? During the time of a pandemic, we need to determine how Cooperative Education is helping students and what pathways can be established.

This goal will be revisited with the appointment of a new COOP Coordinator.

STATUS

☐ Ongoing   ☒ Revised for this cycle

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Ongoing
    - a) Roughly how much of the goal has been implemented – 25/50/75%?
    - b) What has been accomplished thus far?
    - c) What has been the impact of resources that were provided? ☐ Not Applicable
    - d) What are challenges not already documented? ☐ Not Applicable
- Revised
    - a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?

Over the next five years, the goal of Cooperative Education is to improve the assessment and data collection of our programs, support services and initiatives. The goal is to research, develop and implement systems that are more effective in gathering this information. We are committed to tracking the numbers of new students who utilize our services as well as those who attend our programs, trainings and events to better enhance and understand the effectiveness of our programs and services.

This goal will be revisited with the appointment of a new COOP Coordinator.

REMAINING IMPLEMENTATION STEP(S) AND TIMELINE

Action Item 1.1: Develop and implement a digital way of tracking Cooperative Education programs and events

Action Item 1.2: Research ways to assess student engagement that captures the impact of Cooperative Education on student success at Skyline College

Action Item 1.3: Create a Cooperative Education Assistant position for assessment management and development, as well as the management of student academic records

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☒ Social Justice

☒ Campus Climate

☒ Open Access

☒ Student Success and Equity

☒ Academic Excellence

☒ Community Partnership

☒ Participatory Governance

☒ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the <mark>Annual Resource Request (ARR) form</mark> by November 15.

N/A

5.B.3. ONGOING AND/OR REVISED GOAL(S)

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

The Cooperative Education program needs to develop a marketing plan for promoting the program, work with learning communities on campus to increase diversity and student numbers in workforce experience courses. The department will work with CTE programs on campus to build a supportive community for workforce education courses. Cooperative

Education will develop a advisory committee to assist with the program's continuous improvement process. The program will also work within the region and state to learn best practices on how to deliver quality programming and work to stay knowledgeable of changing regulations (such as course repeatability requirements) that can directly impact the program. The program will also continue to build stronger relationships with the Skyline College Career Center and Sparkpoint Center to collaborative serve the needs of students and graduates looking for employment.

Cooperative Education goal for the next CPR cycle is to further refine our standards as a college for Cooperative Education programming. The Cooperative Education Coordinator and Instructors will need to work in collaboration to strategically think about how we are enhancing workforce experience education as a college and be more proactive in the future addressing the needs in the community and enhancing our student's educational experience at Skyline College and beyond.

This goal will be revisited with the appointment of a new Coop coordinator.

STATUS

☐ Ongoing   ☒ Revised for this cycle

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised
    a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?

For any college student, career readiness is key to ensuring successful entrance into the workforce. Career readiness is the foundation upon which a successful career is launched. Career readiness is, quite simply, the new career currency. For higher education, career readiness provides a framework for addressing career-related goals and outcomes of curricular and extracurricular activities, regardless of the student's field of study. Therefore, moving forward we will work to increase career readiness on campus by offering campus wide work experience programs and events

This goal will be revisited with the appointment of a new COOP Coordinator..

REMAINING IMPLEMENTATION STEP(S) AND TIMELINE

Action Item 1.1: Revamp CO-OP applications to determine what students are looking for regarding career readiness and work experience programs and events

Action Item 1.2: Collaborate with Career Readiness & Job Placement Hub to offer pathway programs to get students career ready

Action Item 1.3: Develop and implement a career, leadership and empowerment programs and events meant to provide students with the necessary work experience required for their career trajectory

Action Item 1.4: Collaborate with Skyline College Learning Communities to provide students with the necessary work experience required for their career trajectory

Action Item 1.5: Create programs and initiatives that foster and increase cross cultural integration of programming and advocacy

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the Annual Resource Request (ARR) form by November 15.

5.B.4. ONGOING AND/OR REVISED GOAL(S)

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

STATUS

☐ Ongoing   ☐ Revised for this cycle

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised
    a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?

REMAINING IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the <mark>Annual Resource Request (ARR) form</mark> by November 15.

5.B.5. ONGOING AND/OR REVISED GOAL(S)

Copy and paste the fields for the Ongoing and/or Revised Goals if there is more than one goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

STATUS

☐ Ongoing   ☐ Revised for this cycle

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised
    a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?

REMAINING IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the <mark>Annual Resource Request (ARR) form</mark> by November 15.

5.C.1. NEW GOAL – Goal # 1

If there is more than one goal, complete 5.C.2 up to 5.C.5; if not, leave 5.C.2 and 5.C.5 blank. If there are more than five goals, please contact the Office of Planning, Research, and Institutional Effectiveness (PRIE) to add sections.

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale".
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

RATIONALE

IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the <mark>Annual Resource Request (ARR) form</mark> by November 15.

5.C.2. NEW GOAL – Goal # 2

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale".
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

Instructional Comprehensive Program Review Template

*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

RATIONALE

IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the Annual Resource Request (ARR) form by November 15.

5.C.3. NEW GOAL – Goal # 3

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale".
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

RATIONALE

IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the <mark>Annual Resource Request (ARR) form</mark> by November 15.

5.C.4.   NEW GOAL – Goal # 4

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale".
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

RATIONALE

IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the <mark>Annual Resource Request (ARR) form</mark> by November 15.

5.C.5. NEW GOAL – Goal # 5

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale".
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

RATIONALE

IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the <mark>Annual Resource Request (ARR) form</mark> by November 15.

APPROVAL AND SIGNATURE

This document has been reviewed and approved by: Click or tap here to enter text. on Click or tap to enter a date.

Andrea Vizenor

Andrea Vizenor

05/23/2022

Danni Redding Lapuz

05/25/2022

As the division hires a new COOP/Work Experience Faculty Member, in the 22/23 academic year, the new faculty member will revisit course modifications and other important items in the CPR to ensure successful completion and adoption.