INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Cluster: WED   **Program: Coop Work Exp**   **Current Academic Year: 2017-2018**

Last Academic Year CPPR Completed: (Estimated) 2014   **Current Date: February 13, 2018**

NARRATIVE: INSTRUCTIONAL CPPR

I.   GENERAL PROGRAM INFORMATION

A. Program mission. *The mission of the Cooperative Work Experience Program (WEXP) is to help students transition from school to work by providing focused hands-on learning experiences where they can apply knowledge and skills learned in the classroom to the real world of work. It is a work-based learning program in which employees or volunteer workers can earn college credits for new or expanded learning experiences they obtain in the performance of their jobs.*

B. Brief history of the program. Under Title V, alternative instructional methodologies are discussed.   One such program, Cooperative Work Experience Education (CWEE) was adopted in 2009. The curriculum is sanctioned by the State of California Department of Education, under the direction of the California Community College Chancellors Office. Cooperative Work Experience Education (CWEE) is an applied academic program in which students receive college credit for what they learn while working. The focus is on the learning and not the work.   The "learning" may involve the acquisition of new knowledge or skills, or the achievement of personal, professional or technical improvements as they relate to the student's job. The basis of the course is the student's development of learning outcomes which involve the rigor of college-level learning and are measured based on the achievement of those objectives as approved by a faculty member. The WEXP program at Cuesta College started as a small sub-program with oversight by one individual staff member.   As of 2017, the program has a dedicated Faculty Lead, 10 Faculty Advisors who are paid on a stipend basis, and a 75% time secretary to control records and documents that are submitted and processed by over 300 students per year.

B. Include significant changes/improvements since the last Program Review.   Since the last Program Review, a great deal of effort has gone into establishing a WEXP center of structure and professionalism. All facets of the program have undergone major review by all staff members for improvements to documentation, process, policies/procedures, and communications.   All student resources for the program have now been converted to Canvas, the Cuesta online learning system.   Students are able now to access the information they need through the office, online through Canvas, or through Faculty Advisor personal assistance. Faculty Advisor pay structures were reviewed by administration and the union and found to be significantly under pay structures of other community colleges in California.   In 2017, pay levels were increased by 91% with a supplemental stipend for mileage reimbursement for advisor

Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

meetings with students and employers.   The pool of Faculty Advisors has increased from five in early 2017 to 11 in 2018 due to the increase in enrollments and time requirements needed to adequately cover student assistance efforts.   Regular staff meetings are conducted three to four times annually to review existing components of the program and make improvements as needed. There is a continuous improvement effort in the WEXP program.   In addition, annual Student Learning Outcome assessments are now conducted to ensure that data are captured and analyzed in accordance with Cuesta's assessment initiatives. In addition to internal operations, a professionally prepared brochure was recently completed and published as a marketing tool to local businesses, students, and the general population. This brochure explains all programs in Career Connections, including the benefits of the WEXP program.   Over the past two years, there has been a steady increase in enrollments in WEXP including the expansion of the program to high school students as a "bridge" to higher educational opportunities.

The curriculum has been updated twice in the past two years with minor modifications.   In 2016, the curriculum was updated and approved to include a two-hour mandatory orientation workshop that students must attend at the beginning of each term.   In 2018, the curriculum was updated to require this only of new students and make other minor modifications with student learning outcomes and other areas to add clarity.   In 2018, a proposal is being made to departments to include a work experience course in those departments with students who have educational or career goals that align with a specific discipline.   Curriculum updates will reflect the changes for those departments who want this option included in their semester offerings.

C. List current faculty, including part-time faculty

- Faculty Lead: Bonnie Woodson, Ed.D. (also serves as a Faculty Advisor)
- Faculty Advisors: Carolyn Weyel, Julie Franklin, Lawrence Marino, Charles Garcia Jr., Kathy Marcove, Jennifer Kirn, Aaron Himelson, Marilyn Hotz, Diane Shoop, Midori Feldman

D. Describe how the Program Review was conducted and who was involved.   As a result of all meetings and documented changes, review of progress is easily tracked.   The Faculty Lead keeps a substantial number of records, meeting minutes, student files, and documented process reminders for staff to use as resources and references.   Student Learning Outcomes are routinely reviewed at the end of each term to identify any areas of improvement.   In addition, a Career Connections Advisory Board meeting is conducted twice annually to review all programs offered in Career Connections.   This board is made up of members representing various sectors of the San Luis Obispo County business community, including some state and local governmental agencies.   These team members provide valuable insight into the business needs relative to recruiting, hiring, training and retaining a viable workforce.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The WEXP program is very involved in providing an environment and assistance to a diverse population of students anxious to pursue higher education and workforce training.   The primary focus, as mentioned earlier, is to provide students with guidance towards developing a "learning" plan that they can employ at their respective workplaces.   Through these learning opportunities, students are able to apply their educational knowledge to real life work situations, resulting in personal and professional growth.   Staff continues to view their involvement as part of a three-way partnership between employers, Cuesta, and students striving to connect education with career goals and aspirations.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

The WEXP program does support all institution goals and objectives in a variety of ways.   It helps students achieve elective college credits that are tranferable to California State University institutions.   Through experiences in this program, they further develop basic skills; are nurtured and directed; and become engaged in general and occupational career fields.   For many, this program allows the students to be able to work and obtain college credits at the same time; thus, improving their financial and economic status for students of all backgrounds and levels of skills and abilities.   The three-way partnership discussed above has helped to further support Goal #3 as it expands the partnerships with local businesses to provide students with work-based and experiential learning opportunities.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

Learning outcomes are the foundation of the WEXP program and are based on the students' learning objective plans as outlined at the beginning of each school term.   These are developed in concert with the student and the employer under the guidance and oversight of the Faculty Advisor.   The objectives are defined in terms of the students' professional, academic, and personal development and require that the students apply basic educational knowledge to problelm solving and critical thinking in the workplace while learning how to move forward in their educational and career pursuits.   At the same time, students are expected to enhance technical skills in terms of technology and other industry tools. Faculty Advisors are expected to assist students through professional mentoring and guidance—while encouraging students to move into heightened levels of performance.   Another area of assesssment in this program is the measurement of students' abilities relative to respectful and timely communication with Faculty advisors, staff and employers.   To that end, students are held accountable to achieve a professional level of communication skill sets.

3 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
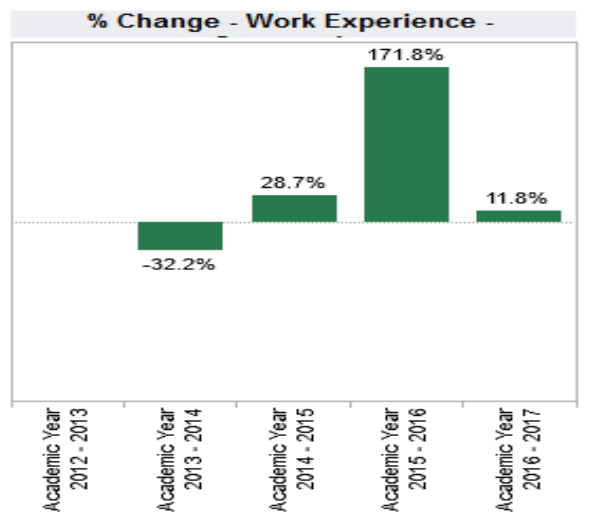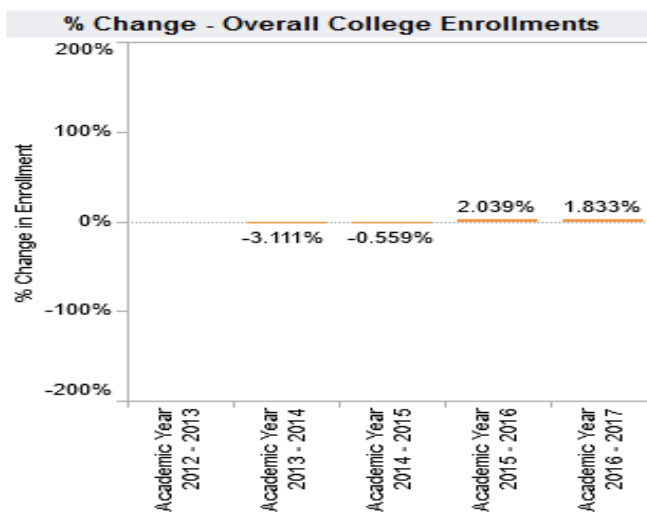Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

[General Enrollment](#)

As shown in the chart above, SLOCCCD Program Review Data – Enrollment, the enrollment for the WEXP program has increased steadily since 2014.   The increase far exceed that of the overall college enrollments. This can be attributed to the professional and structural improvements made over the past several years through the hiring of dedicated staff and quality advisors.   In addition, more information has been disseminated to students and the local business community about the opportunities and benefits of the WEXP program.

[General Student Demand (Fill Rate)](#)
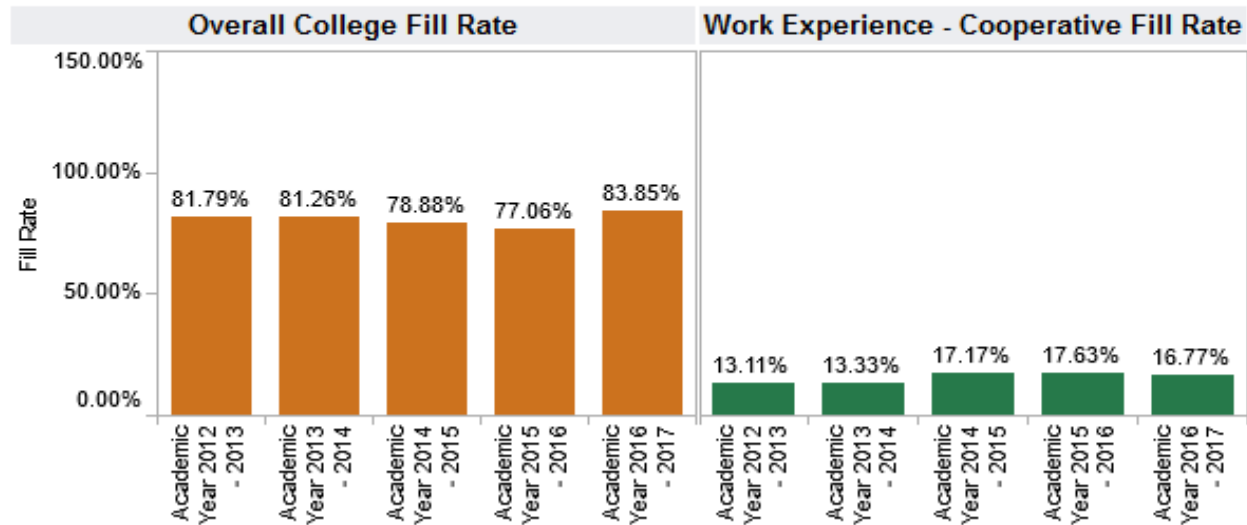
The WEXP program has very high "caps" in terms of enrollment limits.   Therefore, vary rarely, if ever, is there a high level of fill to meet those caps.   Caps rates will consistently fall below those of the overall Cuesta College fill rate due to these high caps that exceed 300 per course section.

[General Efficiency (FTES/FTEF)](#)

There is no data to display relative to general efficiency. WEXP courses are not offered in classroom setting where student ratio to faculty can be accurately measured.   Students study independently through the guidance of an assigned Faculty Advisor.

5 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

Student Success—Course Modality

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Work Experience - Cooperative ▼

Course: (Multiple values) ▼

Legend: 🟩 Face to Face Modality

Successful Course Competion by Modality -Work Experience - Cooperative

Face to Face Modality

Academic Year	Success Rate
Academic Year 2012 – 2013	77.97%
Academic Year 2013 – 2014	85.19%
Academic Year 2014 – 2015	92.23%
Academic Year 2015 – 2016	68.93%
Academic Year 2016 – 2017	67.20%
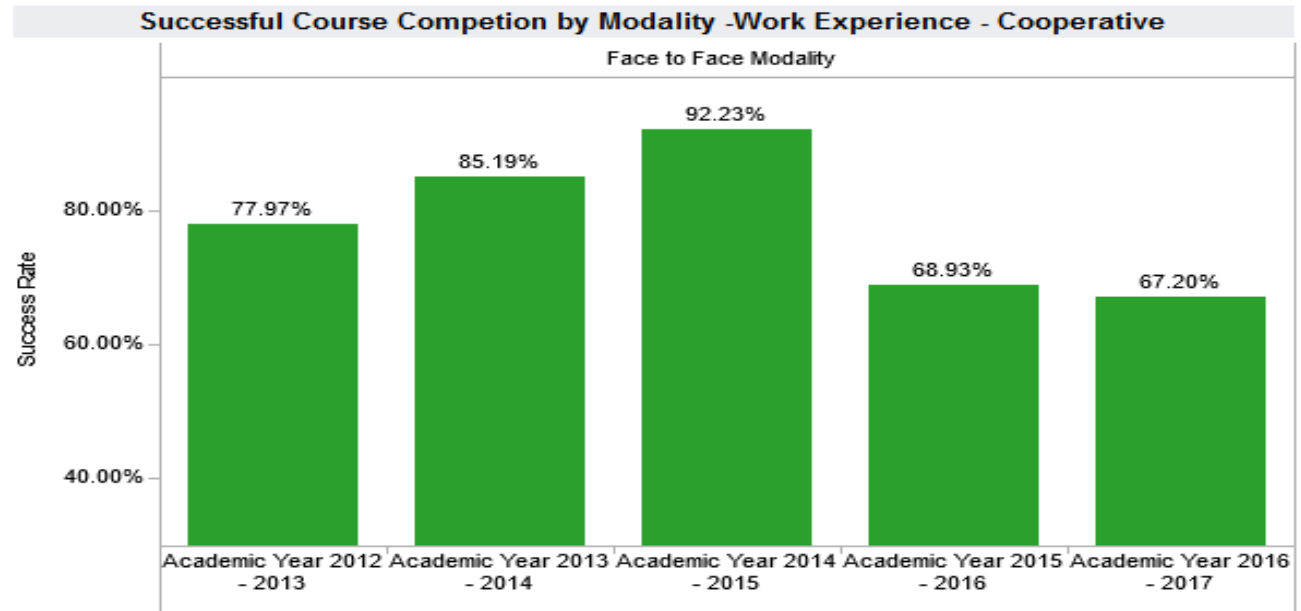
Successful Course Competion by Modality Table - Work Experience - Cooperative

		Academic Year 2012 – 2013	Academic Year 2013 – 2014	Academic Year 2014 – 2015	Academic Year 2015 – 2016	Academic Year 2016 – 2017
Face to Face Modality	Department Success Rate	77.65%	81.33%	90.75%	79.65%	72.41%
	Total Department Enrollments	179.0	150.0	573.0	457.0	377.0

The data reflected on this chart, SLOCCCD Program Review Data: Successful Course Completion, reflects a decline over in the completion rate and Department success rate.   This is, in part, due to the overhaul of the program to bring it into full compliance with Title V regulations and the structure implemented to better track student performance in the program. Somewhat misleading is the depiction of "Face to Face Modality" when there is no formal classroom with teacher/student interactions in an organized setting.

Degrees and Certificates Awarded

There are no degrees or certificates awarded in the WEXP program.

SLOCCCD Program Review Data -- Aggregate Successful Course Completion

Successful Course Completion - Work Experience - Cooperative

Work Experience - Cooperative Success Rate Table

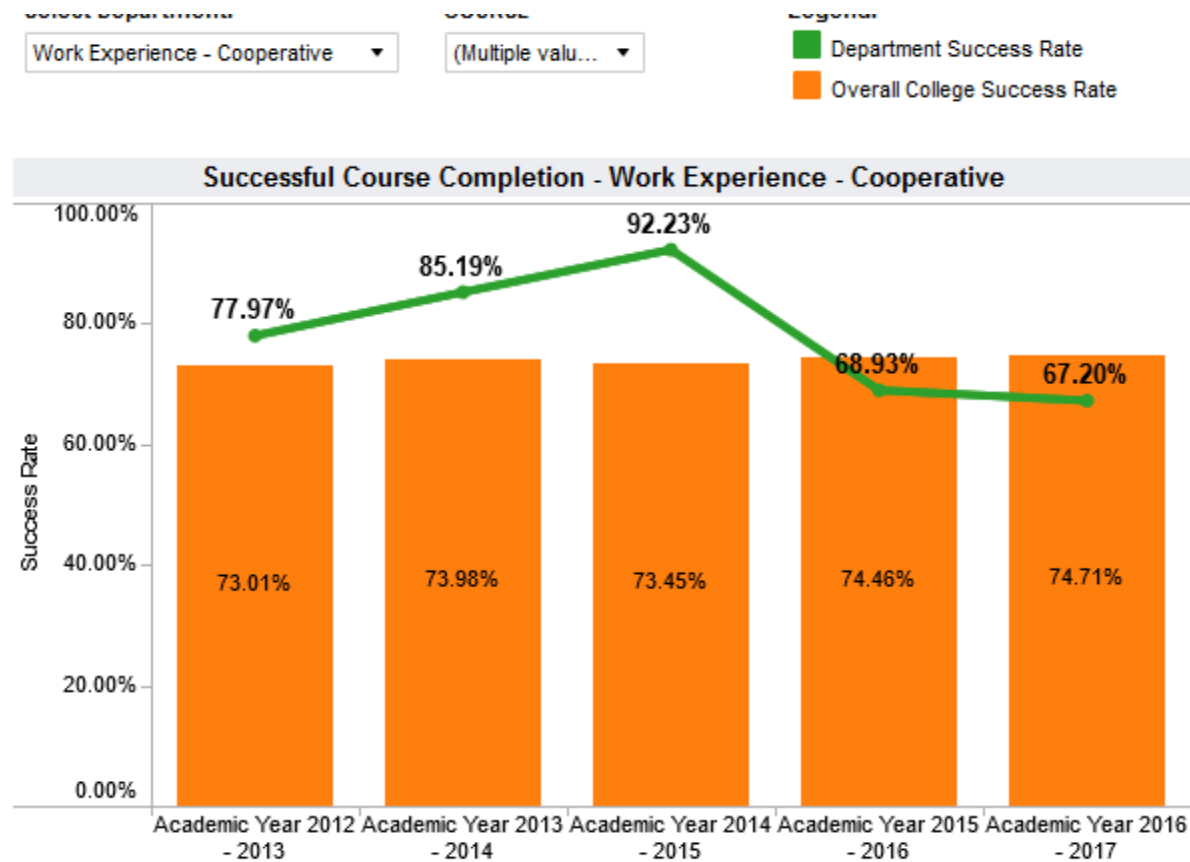|	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	77.97%	85.19%	92.23%	68.93%	67.20%
Total Enrollments	118	81	103	280	314

The WEXP shows a completion success rate definitely lower than the overall college completion rate. Many students enroll in this program with the expectation that there is no coursework associated with the course and fail to meet the State of California requirements over the term period.   Better communications with students and improved one-on-one coaching are two strategies being employed to improve this downward trend. In addition, more structure and accountability in the program has resulted in some of the downward trend because performance records on students have been better tracked, thus resulting in students not meeting requirements.

7 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the Curriculum Review Template and submit the form within your CPPR.

Curriculum Review Template is attached for WEXP 251 and 252.

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Cooperative Work Experience SLO Assessment Schedule -- By Academic Year

	Fall 17	Spring 18	Fall 18	Spring 19	Fall 19	Spring 20	Fall 20	Spring 21
251	Done		30-Dec		30-Dec		30-Dec	
252		30-May		30-May		30-May		30-May

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes, according to schedule.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Report not available in eLumen. Program SLOs not entered and mapped to WEXP SLOs. Goal is to complete this task by September, 2018.

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

Course materials have been updated and incorporated into Canvas in order to improve accessiblity for students. Standardization of forms with "fill-form" capabilities have been added. Structural improvements have been made in terms of policies, procedures, and processes in order to provide consistency in program administration and ease of managing student records and contacts.

E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

None identified.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives: The WEXP strongly supports Cuesta's institutional goals and objectives as explained earlier in this report on page 3.
B. Institutional Learning Outcomes: The WEXP strongly adheres to the institutional learning outcomes reflected in the strategic plan and discussed earlier in this report on page 3.
C. Program outcomes: Student data reflects a growth in student enrollments in this program and a high percentage of accomplishing student learning outcomes associated with the courses in this program.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling: Curriculum may be expanded to various Cuesta departments with students seeking academic degrees or careers in specific disciplines. This will be reviewed in Spring 2018.

B. Support services to promote success, persistence and retention: Staff in WEXP and Career Connections will continue to promote the program with students, the community, and local businesses through one-on-one contact, distribution of marketing materials, participation in job fairs, and the continuance of the Career Connections Advisor Board.

C. Facilities needs: None identified at this time.

D. Staffing needs/projections: As student enrollments increase, it can be expected that additional Faculty Advisors will be required. At present, the ratio of students to advisors is approximately 20:1 with some advisors being able to handle a 30:1 ratio.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

No changes in current strategies are anticipated.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII.   After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 15, 2018.

10 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

SIGNATURE PAGE

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

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:
https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20Ohandbook

APPLICABLE SIGNATURES:

_____   _____

Vice President/Dean   **Date**

_____   _____

Division Chair/Director/Designee   **Date**

_____   _____

Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

12 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/J79W8GW

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018