

# Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Department: Cooperative Education**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	751	634	840	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	92.72%	88.67%	94.38%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	3,090	2,466	2,993	Weekly Student Contact Hours
<b>FTEs</b>	103.00	82.20	99.77	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	4.90	4.10	5.40	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	631	601	554	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	0.80	0.80	0.80	FTEF from Contract Faculty
<b>Hourly FTEF</b>	3.30	2.70	3.80	FTEF from Hourly Faculty
<b>Overload FTEF</b>	0.80	0.60	0.80	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	4.10	3.30	4.60	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	83.67%	80.49%	85.19%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	87.25%	93.52%	95.86%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	73.34%	69.53%	76.91%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

The Cooperative Education department has grown from Fall 2005 to Fall 2006 be approximately 33%. This Spring our enrollment again increased by an additional 10% to a total of about 925 students. I would estimate status quo or a slight increase of 10-15% because of the recent economic conditions and the question of High School, plus other variables.

We have developed an excellent rapport with some of the local High Schools and our reputation with specific Industries for internships have excelled.

Our WSCH/FTE ratio is among the highest on campus.

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>Consider other topics (CE197) offerings and/or reestablish CE 105. Attempt to get other areas to utilize the CE150 concept.</p> <p>Maintain and increase Cooperative Education and Internship program requirements in existing and new certificate/AA programs.</p> <p>Complete articulation agreements with Poway High School District and explore possibility of other articulation agreements.</p>	
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>Add classes as growth mandates and new sections when additional High Schools are added.</p>	

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

<b>PLAN – 2007-08</b>	<b>Progress – 2008-09</b>
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b>                      No equipment needed other than replacements for breakdowns of copy, fax or printers. Computer replacement if they crash.</p>	
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b>                      Normal increases due to salary and benefits, and all other accounts based on a rollover plus inflation.</p>	
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b>                      No change. We do require a room seating 60 for the first two weeks of school for an hour-long student orientation; this is needed during the midday and early evening for a duration of one hour.</p>	
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b>                      Replace one full time director/chair when retired and probable increase in adjunct account of \$20,000</p>	
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b>                      None other than mentioned above (d)</p>	
<p><b>f. Other</b>                      Financial and administrative support of Palomar College.</p>	

**5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

"Learning for Success"

In the Cooperative Education/Internship program the majority of our students also "Learn more and Earn more" i.e. participants earn about 20% more in their first three years of work versus other classmates without internships. I might add that they find employment faster. Clearly we promote student success and learning thru a structured program.

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

Each student must formulate three objectives; they are to be specific, measurable and attainable within the semester. A formal "Statement of Cooperation" is signed by the student, college instructor and the employer.

Students must submit written progress reports each month. An instructor, with input, from their supervisor/employer evaluates the success and degree of accomplishment of these learning outcomes, goals and objectives.

**b. Discuss a learning outcome that is observable yet difficult to measure.**

Attitude, personality, manual dexterity, enthusiasm, work ethics and a host of other "world of work" experiences occur.

**7. Describe a discipline accomplishment that you want to share with the college community.**

Cooperative Education/Internship is the bridge from classroom to the real world of work. Accomplishments vary—they have been promotions, raises, and offers of employment-their first job in their major or specialty. It is truly a win-win situation for all involved.

Statistically the "coop ed" effect for students has shown to be extremely positive.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

No

**9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.**

N/A

**10. Other comments, recommendations:**

A Cooperative Work Experience education or Internship experience is a key component to a comprehensive education and should be available and encouraged for every student!

Please identify faculty and staff who participated in the development of the reviewer's planning:

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Department Chair/Designee Discipline Review and Signature

Date

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Division Dean Review and Signature

Date

**\* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

**\* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**