



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Cooperative Education

Discipline Name
Cooperative Education (CE)

Department Chair Name
Jason Jarvinen

Division Name
Career, Technical and Extended Education

Website address for your discipline
<https://www2.palomar.edu/pages/cooped/>

Discipline Mission statement

The mission of the Cooperative Education Department is to help Palomar's students advance their career and technical training goals by providing work experience opportunities. Through structured work experience, students improve existing job skills, learn new job skills, expand their professional networks, and combine what they learn through coursework with what they learn on-the-job or through internships. Work experience also affords our students the opportunity to consider how their work reflects their values and interests and how they balance work with other priorities in their lives. This type of reflection is critical to Palomar's mission of helping students contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs vocational (CTE/CE)?
No

Please list the names and positions of everyone who helped to complete this document.
Jason Jarvinen, Assistant Professor/Work Experience Coordinator

Kat Balouch, Academic Department Assistant
Nichol Roe, Associate Dean, Workforce Development and Extended Studies

Full-time faculty (FTEF)
2.0

Part-time faculty (FTEF)
1.37

Classified & other staff positions that support this discipline
Kat Balouch, Academic Department Assistant

Additional hourly staff that support this discipline and/or department
None

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Cooperative Education courses support the following GE/ILOs: written communication (ILO 1, Communication: A) and critical thinking (ILO 3, Creative, Critical, and Analytical Thinking: A).

Written Communication: Cooperative Education courses support written communication in several ways. At the beginning of the course, students work with their supervisor and their instructor to set three on-the-job learning objectives. These objectives are related to learning a new skill, improving an existing skill, or taking on a new project over and above what the student would typically be doing in the work environment. Cooperative Education courses use the SMART Objectives format. Students identify learning objectives that are specific, measurable, achievable, relevant, and time-bound. Drafting well-structured objectives requires clear, concise writing. Students also submit regular reports detailing the progress they make on their learning objectives. These reports require clear, concise writing as well.

Critical Thinking: Cooperative Education courses support the development of critical thinking skills through the development of learning objectives and the acquisition of new job-relevant skills. When students are

developing their learning objectives, they are asked to identify how the activities involved in meeting the objective are important to their company. Students must think about the objective from their own perspective, the perspective of their supervisors, and the perspective of other stakeholders (customers, suppliers, etc.). Moreover, students apply critical thinking skills while they are working toward their learning objectives. During final interviews instructors ask students to reflect on how they changed their work practices to meet the learning objectives and how they solved problems along the way.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

The department assessed Cooperative Education 100 (occupational work experience), 110 (general work experience), and 150 (internship) in the Spring of 2018. We assessed the following Student Learning Objectives:

- (1) Identify employment skills: students will (a) identify skills they want to develop, skills they want to improve, and/or a new project that they want to complete at their work experience site during the semester and (b) be able to explain why the skills or project are important for the organization.
- (2) Develop employment skills: students will demonstrate the acquisition of new employment skills, the improvement of existing employment skills, and/or the completion of a new project at their work experience site.

We assessed these outcomes by reviewing the files of 10 random students in CE 100 and CE 110 and 8 random students enrolled in CE 150 in the Fall 05 2017 (only 8 students were enrolled in CE 150 in Fall 2017).

Our assessment found evidence of students demonstrating writing and critical thinking skills. Students demonstrated writing skills in their monthly reports. The described how they were making progress on their learning objectives. For example, one student who was majoring in accounting worked for a local insurance agency. One of her learning objectives involved using databases to identify potential customers. She would then reach out to them to offer insurance products. During her final interview she reflected on how this required her to “thicken her skin” because many of the people she reached out to would say no and some could be gruff and rude. But at the same time she had to listen to them and remain open to their perspective just in case they expressed a need that her insurance agency could fill. This type of critical reflection about work practices is what students will need to be effective on-the-job and as citizens.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

Fill rates for Cooperative Education courses exceeded the college goal of 85% in each of the past five years. The high was 98% in the Fall of 2013-2014 and the low was 88% in the Fall of 2017-2018.

The WSCH/FTEF ratio for Cooperative Education classes fluctuated over the past five years and was below the college goal of 525. It ranged from 479 (13-14) to 438 (14-15) to 450 (15-16) to 505 (16-17) to 425 (17-18). This result was not entirely expected.

What factors have influenced your efficiency trends?

Cooperative Education courses generally have high fill rates. Because our classes are not classroom-based—after attending orientation students are doing their work at their job or internship site—we are able to adjust our class caps match enrollment at census.

The WSCH/FTEF ratio for Cooperative Education classes is somewhat surprising. It likely reflects a peculiarity of the structure of Cooperative Education classes. Students can enroll in 1, 2, 3, and 4-unit Cooperative Education courses. The number of units students earn depends on the number of hours of work experience that they complete during the course (60 hours per unit of unpaid work experience, 75 hours per unit of paid work experience). Students in 4-unit courses have more weekly student contact hours than students in 2-unit courses.

The fluctuation in the WSCH/FTEF ratio likely reflects a shift in proportion of students enrolled in 1, 2, 3, and 4-unit courses. If more students enroll in lower-unit courses, the WSCH/FTEF ratio will decline. We are largely doing away with 1-unit Cooperative Education courses because the apportionment they bring in are too low for the college.

We may continue to see declines in the WSCH/FTEF ratio as we promote internship opportunities for students. These opportunities will typically occur at lower-unit levels, 2-3 units, because students are completing internships along their other coursework and employment responsibilities. However, internships are a critical component of preparing students for employment related to their fields of study.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

No.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

87.0%

Why did you choose this standard?

We chose this standard because it seems reasonable given historical performance. The success rate in Cooperative Education classes ranged from 85% to 89% over the past five years.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected?

The success rate has increased slightly from 85% to 89%. It has stayed fairly consistent over the past five years. This was expected given historical performance.

What is your Stretch goal for COURSE success rates?

90.0%

How did you decide upon the goal?

We decided upon this goal because we want to improve performance while maintaining high standards for performance in our classes.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected? Please explain.

Our course retention rates have increased from 92% in 13-14 to 96% in 17-18. This was expected. The addition of a full-time faculty member in 17-18 helped. Students work with their instructor and supervisors to identify three learning objectives. These learning objectives are documented on a Statement of Cooperation signed by the student, supervisor, and instructor. The Statement of Cooperation outlines the responsibilities of each party in the class. Students who do not submit the Statement of Cooperation by the drop deadline are dropped from the course. This is a primary reason that course retention declines. The Cooperative Education Department would send students reminders by email and regular mail. The new full-time faculty started calling all students who are missing their learning objectives worksheets and Statements of Cooperation at the beginning of the semester. This helped to increase retention and engagement with the courses.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Age

Ethnicity

Gender

Gender: Why do you think gender differences exist? What do you need to help close the gap?

There is a 3% difference in success rates between female and male students--female students have a success rate of 87% and male students have a success rate of 84%. We can help close the gap by proactively following up with students about missing assignments and providing timely feedback about the quality of their work.

Retention rates are the same for male and female students.

Age: Why do you think age differences exist? What do you need to help close the gap?

Students between the ages of 25 and 49 have a higher success rate (93%) than students between the ages of 20 and 24 (86%) and students 19 and under (82%). This is likely because these students have more experience balancing their coursework with other priorities in life. We can work to close the gap by proactively following up with students about missing assignments and providing timely feedback about the quality of their work.

Students aged 19 and under have a slightly higher retention rate (96%) than students between the ages of 20 and 24 (92%) and students between the ages of 25 and 49 (93%). It is not clear why this is but the gap is not significant.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Students who identify as white have a higher success rate (91%) and retention rate (98%) than students

who identify as Asian (83% success rate, 83% retention rate), Black (85% success rate, 85% retention rate), Filipino (94% success rate, 94% retention rate), Hispanic (81% success rate, 92% retention rate), and students who identify as multi-ethnic students (85% success rate, 96% retention rate). The reason for the gap is complex and involves multiple factors. Institutional factors such as a lower proportion of faculty of color likely play a role. Ethnicity acting as a proxy for socioeconomic status and familial history with higher education could be another factor.

We can work to close the gap by proactively following up with students about missing assignments, providing timely feedback about the quality of their work, and providing other needed supports.

Are there differences in success/retention between on-campus and online courses?

N/A

Do you have any best practice methods you use for online courses to share with the community?

Our classes have not been online to date though we are looking to implement Canvas.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

We coordinate course assessment by drawing student files from all sections. There is more consistency in the structure of Cooperative Education courses across sections than there is in a typical lecture course.

How have you improved course-level assessment methods since the last PRP?

The Cooperative Education Department has improved course-level assessment methods since the last PRP. In the Spring of 2018 we restructured our Student Learning Outcomes and assessment methodology. We developed new Student Learning Outcomes:

(1) Identify employment skills: students will (a) identify skills they want to develop, skills they want to improve, and/or a new project that they want to complete at their work experience site during the semester and (b) be able to explain why the skills or project are important for the organization.

(2) Develop employment skills: students will demonstrate the acquisition of new employment skills, the improvement of existing employment skills, and/or the completion of a new project at their work experience site.

Summarize the major findings of your course outcomes assessments.

We assessed these Student Learning Outcomes by reviewing the files of 10 random students in CE 100 and CE 110 and 8 random students enrolled in CE 150 enrolled in Fall of 2017 (only 8 students were enrolled in CE 150 in Fall 2017).

For CE 100 80% of students successfully identified employment skills and explained how those skills were relevant to their work experience site. 70% documented acquisition of new job skills based on feedback and assessment by their supervisors.

For CE 110 80% of students successfully identified employment skills and explained how those skills were relevant to their work experience site. 90% documented acquisition of new job skills based on feedback and assessment by their supervisors.

For CE 150 75% of students successfully identified employment skills and explained how those skills were relevant to their work experience site. 88% documented acquisition of new job skills based on feedback and assessment by their supervisors.

Our assessment identified some administrative issues and student retention as some potential reasons for

why some students did not meet the learning objectives. Some students, for example, brought in Statements of Cooperation (the form we use to document supervisor feedback on learning objectives) with concluding comments from supervisors but no final rating on the learning objectives. It seemed as if this was at least partially due to confusion about how to fill out the form so we re-designed the Statement of Cooperation to make it more clear that supervisors need to rate students on each objective at the end of the class.

We continue to work to improve student retention by proactively reaching out to students who are missing paperwork as soon as possible to keep them engaged with the class. We are also exploring technology solutions, such as Canvas and Jobspeaker, a software platform designed to connect students to work-based learning opportunities. These technology solutions have the potential to increase student engagement and participation.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

We still have questions about how Cooperative Education courses are helping students to determine their future career path. We have anecdotal evidence from final interviews that many students find the courses helpful in this way. This could be measured systematically with a student survey in Canvas.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

The Cooperative Education Department can incorporate assessment of more GE/ILO's. In addition to writing and critical thinking, we can include teamwork, problem solving, and ethical reasoning. There are opportunities to assess these learning objectives through student monthly reports, the job site visit, and in the final interview with the student.

We can also continue to improve student engagement, retention, and success through the use of technology platforms such as Canvas and Jobspeaker.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

Cooperative Education courses help students achieve their program outcomes in several ways.

Cooperative Education courses teach students how to develop SMART objectives (Specific, Measurable, Achievable, Relevant, Time-Bound), solicit feedback on their performance, and then use that feedback to improve their performance on the job.

For students who know their major and field of interest, work experience allows them to apply what they learn in the classroom in a real work setting. Students build professional connections and get feedback on

their performance from people working in industry.

For students who are uncertain about their major and field of interest, work experiences allows them to explore potential career options and build transferable skills that they will use in the future. Internships and work experience can help students determine what they would like to study.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

Scheduling Cooperative Education courses is relatively easy since we do not need ongoing classroom space. For our semester length courses we schedule a series of orientations during the first two weeks of the semester. Students need to attend one orientation the first week of class and one orientation the second week. We hold the orientations at various times in the afternoons, evenings, and on Saturdays to accommodate a wide range of student schedules.

For fast-track courses, we will schedule several afternoon and evening times for students. We will also make appointments with students as needed.

How do you work with other departments that require your course(s) for program completion?

The Cooperative Education Department collaborates closely with other departments that require our courses for program completion. We work with faculty members in other departments to ensure that they are collecting all the documentation required by Title V for Cooperative Work Experience courses.

We also work with other departments to develop internship opportunities for their students. For example, starting in the Summer and Fall of 2018, we worked with the Business Administration Department on their Small Business Entrepreneurship Certificate. We developed internships and placed students with six small businesses: Mostra Coffee, Kid Ventures, Holistic Baseball, Code Ninjas, Custom Song Collective, and Park Avenue Securities, a financial advisory firm.

We are also working closely with Legal Studies, Auto Technology, and Drone Technology on developing internships for students.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

There are currently three Cooperative Education courses: CE 100 Occupational Work Experience; CE 110 General Work Experience; and CE 150 Cooperative Education Internship. Over time we would like to work with other departments that include Cooperative Education as a requirement or an elective to create a cooperative work experience course within that discipline and identify an instructor to lead that course. That would allow us to eliminate the CE 100 course. All occupational work experience would be done in-discipline.

We would keep CE 110 General Work Experience and CE 150 Cooperative Education internship for students who are pursuing work experience opportunities outside of a specific discipline or in disciplines that do not include a cooperative work experience course.

How is the potential need for program/course deactivation addressed by the department?

The Cooperative Education Department offers three courses. This is not a major need for us.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

No

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Not applicable.

Describe other data and/or information that you have considered as part of the evaluation of your program

At the end of each class we ask students to complete an evaluation and follow-up survey. These surveys have helped to make improvements to the course. For example, students have suggested that we develop a tool to help them stay on track with their hour completion based on the number of units they are enrolled in. We developed a job aid to do just this. Students also suggested that we provide a checklist of assignments to help them keep track of what they have submitted and what they have not submitted. We incorporated this into the syllabus.

The most common request we receive from students is creating a way for them to report their hours and monthly reports online.

This is a priority for us and we are exploring both Canvas and Jobspeaker, a software platform that is designed to connect students to jobs, internships, and other work-based learning opportunities. We are currently piloting Jobspeaker as part of a regional initiative.

Canvas will work just fine for setting learning objectives and submitting monthly reports. It does not have a tool for tracking student hours. Jobspeaker may have better functionality here.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Cooperative Education can work with students across all disciplines. It provides an opportunity to build employment skills that are important for any field.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

In Cooperative Education courses students set learning objectives that are specific to the job and field.

How does your program help students build these KSA's?

The learning objectives that students set in Cooperative Education help them to develop specific employment skills. The courses also help students to learn about the general practice of setting objectives, soliciting feedback, and using that feedback to improve performance.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

Work-based learning is essential to Cooperative Education. We have been working to increase internship opportunities for Palomar students.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Work-based learning allows our students to interact with employers and sharpen the skills that they will need on-the-job.

How do you engage with the community to keep them apprised of opportunities in your program?

The Cooperative Education Department engages directly with businesses, government agencies, and nonprofit organizations to develop internships for Palomar students. We attend meetings with Chambers of Commerce and economic development organizations to make connections. We have a form on our website that allows organizations to submit internship opportunities for Palomar students. We then follow up on these postings with a phone call and email.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Increase internship and work experience opportunities for Palomar students in growing career sectors.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

1. Coordinate with faculty who are identifying sustainable internship opportunities through industry contacts
2. Build relationships with employer partners during student job site visits and through follow-ups
3. Network with the North County Chamber of Commerce and other local and regional business groups

Outcome(s) expected (qualitative/quantitative)

An increase in the number of internship and work-based learning opportunities for Palomar students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal is directly in line with our department mission statement of helping students advance their career and educational goals through work experience.

Expected Goal Completion Date

5/31/2020

Goal 2

Brief Description

Pilot Jobspeaker and, if necessary, other software platforms that connect community college students to jobs, internships, and other work-based learning opportunities.

Is this a new or existing goal?

New

How will you complete this goal?

In Spring 2019 we are piloting the work-based learning module of Jobspeaker in an 8-week fast-track class. We are doing use case testing of other software features using fictitious student data. In the summer we may pilot other aspects of the software during our summer class. This is all part of a San Diego/Imperial Counties regional pilot of the Jobspeaker platform. We are providing feedback on our experience to West Ed, a consultant that is working with the region.

Outcome(s) expected (qualitative/quantitative)

- An efficient process for posting job and internship opportunities online for Palomar students
- An efficient process for marketing job and internship opportunities to Palomar students based on their fields of study and course completion
- A tool that faculty can use to connect their students with a whole host of work-based learning opportunities.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal is directly in line with our department mission statement of helping students advance their career and educational goals through work experience. It is also in line the goals of a regional initiative to increase work-based learning opportunities for students.

Expected Goal Completion Date

12/15/2019

Goal 3

Brief Description

Build Cooperative Education courses in Canvas.

Is this a new or existing goal?

New

How will you complete this goal?

We will complete a version of the course in Canvas by the end of Spring 2019 with a goal of piloting the new course in Summer 2019. Summer is an ideal time to pilot because there is lower enrollment in the summer. We can resolve any issues in advance of Fall 2019.

Outcome(s) expected (qualitative/quantitative)

- A more efficient process for students to submit assignments

- Improved GE/ILO assessment
- Improved student success/retention

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal is directly in line with our department mission statement of helping students advance their career and educational goals through work experience.

Expected Goal Completion Date

12/15/2019

Goal 4

Brief Description

Work with regional deputy sector navigators to develop internships in priority sectors and connect to programs at Palomar College.

Is this a new or existing goal?

New

How will you complete this goal?

Palomar College's work experience coordinator, job placement case manager, and work-based learning coordinators will collaborate with the deputy sector navigators through the regional Work-Based Learning and Job Placement Working Group. Deputy sector navigators represent the following priority sectors: advanced manufacturing; advanced transportation and logistics; agricultural, water, and environmental technologies; business and entrepreneurship; energy efficiency, construction, and utilities; global trade; healthcare; information, communication technology and digital media; and life sciences and biotechnology.

Outcome(s) expected (qualitative/quantitative)

An increase in the number of internship and work-based learning opportunities for Palomar students in the region's priority sectors.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal is directly in line with our department mission statement of helping students advance their career and educational goals through work experience.

Expected Goal Completion Date

5/25/2022

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Are you requesting additional Staff, CAST or AA?

No

No