# Program Review and Planning 2019-2020

## 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**
2019-2020

**Are you completing a comprehensive or annual PRP?**
Annual

**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
Suzanne Sebring, Acting Associate Dean, Workforce Community & Continuing Education

**Full-time faculty (FTEF)**
0.6

**Part-time faculty (FTEF)**
1.65

**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.](#)

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/](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 84% to 89% over the past five years.

**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.

**Gender: Why do you think gender differences exist? What do you need to help close the gap?**
In academic year 2018-2019, there was a gap of 8% in the success rates between female students (88%) and male students (80%). This is consistent with five-year trends. Between academic year 2014-2015 and 2018-2019, there has been an average difference in success rates of 6.6%. Female students have had an average success rate of 89.2% and male students have had an average success rate of 82.6%. The gap has been as narrow as 3% in academic years 2014-2015 and 2017-2018 and as wide as 10% in academic year 2016-2017.

In academic year 2018-2019, there was a gap of 4% in the retention rates between female students (96%) and male students (92%). This is consistent with five-year trends. Between academic year 2014-2015 and 2018-2019, there has been an average difference in retention rates of 3%. Female students have had an average retention rate of 94.6% and male students have had an average retention rate of 91.6%. The gap has been as narrow as 0% in academic years 2017-2018 and as wide as 4%.

It is difficult to say with available data why the gap exists. We can help close the gap by proactively following up with students about missing assignments, providing timely feedback about the quality of their work, and providing needed supports. Canvas allows us to do this in a more timely manner. Data in the next PRP should shed some preliminary light on whether the department is making progress.

**Age: Why do you think age differences exist? What do you need to help close the gap?**
In academic year 2018-2019, students 19 and under had a higher success rate (87%) than students between the ages of 20 and 24 (80%) and 25 and 49 (80%). Between academic years 2014-2015 and 2018-2019 there has been some fluctuation, but that finding has generally been consistent. The average success rate for students 19 and under was 88%, the average success rate for students between the ages of 20 and 24 was 84.2% and the average success rate for students between 25 and 49 was 85.2%.

There is a similar pattern with retention rates. In academic year 2018-2019, students 19 and under had a higher retention rate (96%) than students between the ages of 20 and 24 (93%) and 25 and 49 (90%). Between academic years 2014-2015 and 2018-2019 there has been some fluctuation, but that trend has generally been consistent. The average retention rate for students 19 and under was 95.4%, the average retention rate for students between the ages of 20 and 24 was 91% and the average retention rate for students between 25 and 49 was 92.4%.

It is difficult to say with available data why the gap exists. It could be that younger students as a group have fewer external commitments such as full-time work and family commitments and are thus more able

to focus on coursework.

We can help close the gap by proactively following up with students about missing assignments, providing timely feedback about the quality of their work, and providing support. Canvas allows us to do this in a more timely manner. Data in the next PRP should shed some preliminary light on whether the department is making progress.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**
In academic year 2018–2019 there were differences in success rates based on ethnicity. The success rates were: 100% for Asian American students; 88% for black or African American students; 88% for Filipino American students; 78% for Latinx students; 64% for multi-ethnic students; 71% for students with unknown ethnic identification; and 91% for White students. The 2018-2019 success rate for students identifying as multi-ethnic looks to be an outlier, the average for academic years 2014-2015 through 2017-2018 was 94%.

The gaps in success rates for the 2018-2019 academic year is similar to the five-year trends. The average success rates for academic years 2014-2015 through 2018-2019 were: 90.75% for Asian American students; 80.2% for black or African American students; 91.5% for Filipino American students; 82% for Latinx students; 88% for Multi-Ethnic students; 71% for students with unknown ethnic identification; and 91% for white students.

Differences in retention rates based on ethnicity also exist but are less pronounced. In academic year 2018-2019 the retention rates were: 100% for Asian American students; 100% for black or African American students; 100% for Filipino American students; 94% for Latinx students; 73% for multi-ethnic students; 80% for students of unknown ethnic identification; and 98% for white students. The 2018-2019 retention rate for students identifying as multi-ethnic looks to be an outlier, the average for academic years 2014-2015 through 2017-2018 was 98%.

The gap in retention rates for the 2018-2019 academic year is similar to five-year trends. The average retention rates for academic years 2014 – 2015 through 2018 – 2019 were: 94% for Asian American students; 90.6% for black or African American students; 94.5% for Filipino American students; 91.6% for Hispanic students; 93% for multi-ethnic students; 84.6% for students of unknown ethnic identification; and 96.6% for white students.

The reasons for the gaps in success and retention rates by ethnicity are complex. Ethnicity acting as a proxy for socioeconomic status, access to adequate K-12 instruction, and access to other critical resources (such as healthcare) is likely a major 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 delivering other needed supports. Canvas allows us to do this in a more timely manner. Data in the next PRP should shed some preliminary light on whether Canvas is helping to do so.

# COURSE OUTCOMES

**How have you improved course-level assessment methods since the last PRP?**
The Cooperative Education Department has not changed our course-level assessment since our comprehensive PRP for academic year 2018-2019. We use the following 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.

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

# 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**
Work with regional managers for employer engagement to develop internships in priority sectors and connect to programs at Palomar College.

**Is this a new or existing goal?**          **Goal Status**
Existing                                      Ongoing

**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.

**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 the spring and fall of 2019 we are piloting Jobspeaker, an online platform for connecting students to jobs, internships, and work-based learning opportunities. We piloted the Jobspeaker work-based learning module in a fast-track class in spring of 2019. We piloted Jobspeaker's online profile/resume-builder tool in the fall in a diesel mechanics technology class. This yielded valuable student user feedback for West Ed, a consultant that is working with the region. West Ed will issue a report on the Jobspeaker pilot in the fall of 2019.

**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**
Refine Cooperative Education courses in Canvas.

**Is this a new or existing goal?**
New

**How will you complete this goal?**
We implemented Cooperative Education in Canvas in the summer and fall of 2019. Initial feedback is that it has gone well. Students express appreciation for being able to submit assignments online. Part-time faculty have reported that they feel more closely connected to students. Now the effort is to (1) identify friction points and determine ways to make the Canvas process smoother for students and faculty and (2) use Canvas to more thoroughly engage students in career exploration and reflection.

**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**
12/15/2020

# 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?**
No

**Are you requesting additional Staff, CAST or AA?**
No

# RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis:  This section should be completed by department chairs by the end of September.

**Are there areas in your budget where there has been a  historical surplus (See three year trend)?**
No

**Are there processes that need to be examined to ensure we are being the most efficient with funding?**
No

**Are there ongoing needs in your department budget that you currently do not have the resources for?**
No

**Do you have non-general fund sources of funding?**
No

# One Time Needs

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

**Do you have one-time funding requests?**
No

# Review

# Chair Review

**Chair Comments**
I don't have additional comments.

| **Chair Name** | **Chair Sign Date** |
|---|---|
| Jason Jarvinen | 10/25/2019 |

# Dean Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**
Cooperative Education is not a discipline, rather it serves all disciplines that have students participating in on the job experience and obtaining college credit for their work hours.

**Areas of Concern, if any:**
No areas of concern other than the low number of students participating for a college this size.

**Recommendations for improvement:**
Implement strategies to enroll more students.  Utilization of WBL Coordinators and Job Placement/Case Manager can assist in this area.

| **Dean Name** | **Dean Sign Date** |
|---|---|
| Margie Fritch | 11/6/2019 |

# IPC Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**


**Areas of Concern, if any:**


**Recommendations for improvement:**


**IPC Reviewer(s)**                                   **IPC Review Date**

# Vice President Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**
The age discrepancy was so interesting- thank you for exploring that.  All of this was interesting but curious if you have thoughts about how to address these differences.

Excited about Jobspeaker—long time coming!

All goals are strong- well done.

**Areas of Concern, if any:**
n/a

**Recommendations for improvement:**
n/a

**Vice President Name**                               **Vice President Sign Date**
Jack S. Kahn Ph.D.                                    1/7/2020