Entry #: 93 - Career, Technical and Extended Education   **Status:** Submitted   **Submitted:** 3/22/2024 6:51 AM

DRAFT

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Career, Technical and Extended Education

Department Name

Cooperative Education

Microsoft_List_ID

Discipline Name

Cooperative Education (CE)

Department Chair Name

Jason Jarvinen

Department Chair email

jjarvinen@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Jason Jarvinen, Department Chair

Website address for your discipline

https://palomar.edu/cooped

Discipline Mission statement

Palomar College's Cooperative Education Department helps student advance their education and career goals through jobs and internships. Through structured work experience, students learn new job skills, improve existing 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 students the opportunity to consider how their work reflects their values and interests and how they balance work with other priorities in their lives.

(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 TOP coded as vocational (CTE/CE)?

Yes

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

0.5

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.12

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Academic Department Assistance. 12 months. 100%

List additional hourly staff that support this discipline and/or department. Include weekly hours.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Stayed the same

Was this expected? Please explain.

Cooperative Education course success rates have essentially stayed the same over the past five years. Success rates over that period ranged from 84% to 90%. The average success rate over that period was 86%. The success rate in the fall of 2023 was 89%. This was expected as we improved student engagement efforts over the past six years.

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

Stayed the same

Was this expected? Please explain.

Cooperative Education course retention rates have essentially stayed the same over the past five years. Retention rates over that period ranged from 91% to 97%. The average retention rate over that period was 93%. The retention rate in the fall of 2023 was 97%. This was expected as we improved student engagement efforts over the past six years.

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

Gender   Ethnicity
Age

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

There are slight differences in success and retention rates by gender. The success rate was 90% for female students and 88% for male students. The retention rate was 98% for female students and 96% for male students. There were fewer than 10 nonbinary students enrolled. Systematic efforts to close the gap are discussed below.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

There are slight differences in success and retention rates by age. The success rate was 90% for students 19 and under, 85% for students 20 to 24, and 92% for students 25 to 49. The retention rate was 98% for students 19 and under, 100% for students 20 – 24, and 95% for students 25 to 49. Many of the students 19 and under are taking CE classes through dual enrollment agreements with San Marcos Unified. That may explain why their success rates are slightly higher than students aged 20 to 24. Students aged 20 to 24 may be going through more of a transition to college and the challenges of balancing college coursework and other life priorities. Systematic efforts to close the gap are discussed below.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

There are differences in success and retention by race and ethnicity. The success rate was 87% for Latinx students, 91% for White students, and 87% for Multi-Ethnic students. The retention rate was 96% for Latinx students, 97% for White students, and 100% for multi-ethnic students. Systematic efforts to close the gap are discussed below.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

The Cooperative Education Department is working to (1) improve retention and success and (2) reduce gaps among groups of students in several ways. We have sought to employ active learning techniques, create engagement with students through multiple modalities, and proactively follow up with students when assignments are late or missing. For example, we have created more reflection discussion assignments in Canvas in which students need to provide feedback and recommendations to other students. We offer optional synchronous Zoom discussions that students can attend instead of submitting written reflections. We embed short videos in Canvas to provide additional information about course materials.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

[0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes CE.xls](#)
25.5 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

Cooperative Education/Work Experience (CE) is not a program because our department does not award degrees or certificates. Rather, CE courses are part of many different programs at Palomar College. CE courses contribute to the program outcomes of other disciplines by helping students gain work experience related to the field of study. Through CE courses, students develop job-specific learning objectives and work towards the achievement of those objectives.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Several factors have contributed to the success of Cooperative Education class. We survey students at the end of every class. For the fall of 2023, 92% of students of reported that the class helped them to clarify career goals and 96% of students reported that the class helped them to learn relevant jobs skills. Students report that they like the structure of the class and appreciate the flexibility that it affords them. Several students recommended adding more opportunities for Zoom check-ins. We have started offering optional Zoom sessions in place of some of the reflection assignments. We have also integrated new tools, such as Handshake, into the class. Students create professional profiles and can search for jobs and internships related to their career fields of interest. Handshake offers an opportunity for students to practice articulating they skills they are developing on-the-job.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The biggest challenge for Cooperative Education classes remains enrollment. We have not recovered to pre-pandemic levels, though enrollments are starting to increase.

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.

The following websites are for CTE related data:

- •Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- •LaunchBoard
- •LaunchBoard Resource Library
- •Chancellor's Office Data Mart
- •Career Coach-San Diego Workforce Partnership
- •EDD Labor Market Info
- •Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? 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. Students also practice communicating the skills they are developing in speaking and writing.

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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

What is the regional three-year projected occupational growth for your program(s)?

Not applicable.

What is being done at the program level to assist students with job placement and workforce preparedness?

Cooperative Education classes help students develop skills useful for job placement and workforce preparedness. In addition to the job-related skills that students identify for their learning objectives, they also gain experience reviewing job descriptions for key information, identifying key skills needed for industry, developing a professional profile, and articulating the skills they are developing on-the-job by providing specific examples of achievements.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

Not applicable.

What are the San Diego County/Imperial County Job Openings?

Not applicable.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

Click here for previous PRPs with goal information.

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

Work with employer relations liaison and job placement case manager to develop internships in priority sectors and connect to programs at Palomar College.

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Palomar College's work experience coordinator, employer relations liaison, and career center directors partner on these efforts. We have had notable successes in several areas, including Welding and Medical Office Administration.

Prior Year PRP Goal 2

Brief Description

Work with Career Center Director, Job Placement Case Manager, Service Learning Coordinator, and other staff members to identify a software platform that connects community college students to jobs, internships, and other work-based learning opportunities.

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

In the spring of 2022 we launched Handshake, an online platform for connecting students with job and internship opportunities. In that time, we have connected with 875 companies in our region who have posted 3,878 jobs with the college. 347 companies in the region have shared over 924 internship opportunities. Through Handshake, our students have gotten paid internships at companies such as Tesla and the North County Transit District. We will continue to promote the use of Handshake with students.

Prior Year PRP Goal 3

Brief Description

Pilot new assignment to engage students with career information and labor market data to help them evaluate their current work experience and make connections to future education and career goals.

Goal Status

Completed

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We have implemented this assignment and found it to be effective.

Describe any changes to your goals or three-year plan as a result of this annual update.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Partner with Water Technology Education on the National Science Foundation's Advanced Technical Education Grant

How will you complete this goal? Include Strategies and Timeline for Implementation.

- Participate in Mentor Connect program in the spring and summer of 2024.
- Begin developing NSF grant proposal likely due early October 2024.

Outcome(s) expected (qualitative/quantitative)

- Increased collaboration in developing internships in the water/wastewater education field.
- Development of new soft skills training to be incorporated into water/wastewater education classes.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

This goal directly aligns with our department mission statement and the College Vision Plan 2023 Goal 1, Objectives 1 and 10.

Expected Goal Completion Date

12/25/2028

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Vision Plan 2035.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

   If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?

No

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

jjarvinen@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Jason Jarvinen

Date

4/2/2024