

Peralta Community College District



College of Alameda

Cooperative Education – General Work Experience Annual Program

Final Version: November 17, 2017

Amended by COA College Council:

Prepared by: Rhea Settles, Ed.D, M.NCRP, COPED Instructor

I. Program Information

Program Name: Cooperative Education – General Work Experience (COPED)

Date: November 17, 2017

Program Type: **Instructional** **Student Services** **Administrative Unit**

(circle the answer)

College and District Mission Statement:

The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Peralta Community College District Mission Statement: We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region’s human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;

- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future

Program Mission:

The Cooperative Education – General Work Experience program (COPED) **mission** (objectives) is:

- To provide integrated school-based and work-based learning opportunities for student learners to gain skills in comprehending, applying, synthesizing and evaluating what they learn in school and what they do at work to improve their effectiveness in both school and work.
- To provide work-based learning and school-based learning experiences that includes new or expanded learning opportunities beyond those experienced during traditional periods of work. This experience offers an opportunity for student learners to comprehend, apply, synthesize and evaluate what is learned in school to the workplace.
- To guide school-based and work-based learning experiences designed to assist student learners in acquiring desirable work habits, behaviors and attitudes, increase educational motivation and achievement, develop improved human relation skills, and apply and master 21st Century Work Skills.

The COPED program **vision** (goals) is:

1. Students apply, synthesize and evaluate 21st Century Work Skills to school and work.
2. Students write, apply and evaluate work-based learning objectives.
3. Students have accessible, meaningful and relevant work and learning experiences with developed self-efficacy.

Date of Last Comprehensive Program Review:

The date of the last Comprehensive Program Review is not available.

Date of Comprehensive Program Review Validation:

The date of the Comprehensive Program Review validation is not available



II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment	1. <u>PCCD Strategic Goals</u> (list the specific goal here _____). 2. <u>College Goals:</u> (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Curriculum (if applicable)	1. <u>PCCD Strategic Goals</u> D.1 Service Leadership = professional development E.4 = Support Quality Instruction = increase investment in teaching and learning resources 2. <u>College Goals:</u> Academic Excellence = student success via innovative and integrated curriculum Community Engagement = a coherent and integrated pattern of learning experiences	Completed: <u>June 2018</u> _____ (date) Revised: _____ (date) Ongoing: _____ (date)	

Instruction (if applicable)	<p>1. <u>PCCD Strategic Goals</u> B.1 Partnerships = strategic partnerships and relationships B.2 Partnerships = domestic partnerships with K-12 institutions, CBO and 4-year education institutions D.1 Service Leadership = professional development E.4 Support Quality Instruction = increase investment in teaching and learning resources</p> <p>2. <u>College Goals:</u> Academic Excellence = student success via innovative and integrated curriculum Community Engagement = a coherent and integrated pattern of learning experiences</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>COPED instruction needs to be applied, appropriate and relevant to meet the learning needs of all student learners.</p>
Student Success and Student Equity	<p>1. <u>PCCD Strategic Goals</u> A.1 Student Access = increase enrollment in COPED program A.5 Student Success = use data to increase student engagement</p> <p>2. <u>College Goals:</u> Academic Excellence = student success via innovative and integrated curriculum</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>COPED curriculum needs to be applied, accessible and relevant to student learners in order for student learners to be successful.</p>



Professional Development, Institutional and Professional Engagement, and Partnerships	<p>1. <u>PCCD Strategic Goals</u> D.1 Service Leadership = professional development opportunities E.4 Support Quality Instruction = investments in materials and learning resources</p> <p>2. <u>College Goals:</u> Academic Excellence = student success via innovative and integrated curriculum Community Engagement = a coherent and integrated pattern of learning experiences</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>Cooperative Education – Work Experience is a broad and integrated field. It is critical to the continued success of the program to gain research knowledge and present on 21st Century Work Skills, and how to apply to school-based and work-based experiences.</p>
Other Program Improvement Objectives or Administrative Unit Outcomes	<p>1. <u>PCCD Strategic Goals</u> (list the specific goal here _____).</p> <p>2. <u>College Goals:</u> (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Other Program Improvement Objectives or Administrative Unit Outcomes	<p>1. <u>PCCD Strategic Goals</u> (list the specific goal here _____).</p> <p>2. <u>College Goals:</u> (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	

III. Data Trend Analysis

A. **Student Demographics** (age, gender, ethnicity, special populations). **Comments about changes:**

The student population at College of Alameda, COPED program is populated by student learners from multiple ethnicities, gender, ages, religious, special and non-traditional groups. Each semester, student learners are comprised of individuals who at various stages in their careers and education experiences. Some student learners are returning to study in an effort to transition to a second or third career, others are first time college student learners, who are working in their field of study, and there are others who are completing their internships in a field of study and the company requires that students earn college credit to complete the internship. Students have interned at Merrill Lynch, Anthropologie stores, Lawrence Berkeley Labs, and served as employees at Safeway groceries, Starbucks and Noah's bagels.

B. **Enrollment** (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

Qualitative Enrollment

In the 2008 summer term, former Dean Peter Simon requested Instructor Rhea Settles to coordinate the College of Alameda, Cooperative Education – General Work Experience Program (COPED). Dr. Settles redesigned the College of Alameda COPED program to align with California Community Colleges' Title V regulations and to 21st Century Work Skills and Applied Learning. The program grew from 18 enrolled students to 60 by fall 2008. Program flyers and social media promotions are distributed and circulated each semester to counseling department, businesses. Rhea Settles, program instructor and coordinator made presentations to the College of Alameda Counseling Department and developed partnerships with Attitudinal Healing and the Alameda Unified School District for employees and interns to enroll in COPED. Enrollment continued to increase until fall 2011 when former Vice President of Instruction, Rebecca Kenney canceled the program. In spring 2015, Dean Char Perlas and then Vice President of Instruction now President Timothy Karas re-instated the COA COPED.

Quantitative Enrollment

Semester	# Enrolled	Comments
Summer 2008	18	
Fall 2008	60	
Spring 2009	62	
Summer 2009	11	
Fall 2009	39	Unemployment increased and internship opportunities decreased
Spring 2010	69	
Summer 2010	13	

Fall 2010	52	
Spring 2011	59	
Summer 2011	11	
Fall 2011 – Fall 2014	0	COPEP program cancelled by former Vice President Rebecca Kenney
Spring 2015	14	COPEP program re-instated by former Dean Char Perlas and President Timothy Karas
Fall 2015	13	
Spring 2016	19	
Fall 2016`	15	
Spring 2017	20	
Fall 2017	18	

C. Student Success ([retention](#) and [completion](#) rates, # of student contacts, etc.). Comments about changes:

Qualitative Student Success

Student learner success in COPEP at COA is 100% retention and completion rates as determined by students maintaining an active work placement throughout the semester and successful completion of all COPEP learning assignments. Student learner contact is a hybrid of face-to-face and online using the student learning system called Moodle and beginning in spring 2018 semester updating to Canvas. Each student receives a minimum of 11 group and individualized contacts providing formative feedback, opportunities to learn using iteration, and demonstrated mastery of course content. To better meet the student and employer needs, students enrolled in COPEP can take up to 16 credits of COPEP during their academic careers at COA.

Quantitative Student Success

Semester	# Enrolled	Completion Rate	Comments
Summer 2008	18	95-100%	Completion depended upon continuous work status throughout semester
Fall 2008	60	95-100%	Completion depended upon continuous work status throughout semester
Spring 2009	62	95-100%	Completion depended upon continuous work status throughout semester
Summer 2009	11	95-100%	Completion depended upon continuous work status throughout semester
Fall 2009	39	95-100%	Completion depended upon continuous work status throughout semester
Spring 2010	69	95-100%	Completion depended upon continuous work status throughout semester
Summer 2010	13	95-100%	Completion depended upon continuous work status throughout semester
Fall 2010	52	95-100%	Completion depended upon continuous work status throughout semester

Spring 2011	59	95-100%	Completion depended upon continuous work status throughout semester
Summer 2011	11	95-100%	Completion depended upon continuous work status throughout semester
Fall 2011 – Fall 2014	0	N/A	N/A
Spring 2015	14	95-100%	Completion depended upon continuous work status throughout semester
Fall 2015	13	95-100%	Completion depended upon continuous work status throughout semester
Spring 2016	19	95-100%	Completion depended upon continuous work status throughout semester
Fall 2016	15	95-100%	Completion depended upon continuous work status throughout semester
Spring 2017	20	95-100%	Completion depended upon continuous work status throughout semester
Fall 2017	18	95-100%	Completion depended upon continuous work status throughout semester

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:

This section is not applicable to COPED

E. Other program specific data or unplanned events that reflect significant change in the program.

College of Alameda COPED offers recruitment flyers, marketing to various labor industries, local employers, and work-site visits to encourage student learners, who are employees, interning or volunteering to enroll in COPED. Additionally, COPED has partnerships with Attitudinal Healing of Oakland, California leadership intern program. Student learners enrolled in COPED participates in a comprehensive and interactive orientation receiving guided practice on how to identify, write and perform work-based learning objectives. Student learners identify goals and objectives using 21st Century Work Skills to improve school-based and work-based achievement.

IV. Equity

- **Please review the [student success data](#) for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?**

College of Alameda COPED is an individualized and inclusive learning experience designed to meet the learning needs of all student learners. Student learners are instructed and supported based upon their individual learning style, unique education needs and resources. Differentiated instruction, iteration, formative feedback and applied instructional strategies are utilized to create the conditions for student success. For example, student learners express appreciation and value in the formative feedback and guidance provided by the instructor on all learning assignments, the opportunity to iterate assignments with new found knowledge and the forum to demonstrate concept mastery.

- **Please review the SSSP plan, Equity plan, and Basic Skills plans at your college – these plans are available online [here](#) under Program Planning & Assessment. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?**

College of Alameda COPED addresses the SSSP and Equity Plans by providing guidance and support to all students, including second career student learners and those with disabilities. All COPED student learners, with verified work experiences are provided with instruction and learning opportunities to achieve both in school and work environments. COPED is accessible to all students, and their unique learning needs and resources are provided as appropriate and necessary.

V. Curriculum and Assessment Status

- **What curricular, pedagogical or other changes has your department made since the most recent program review?**

College of Alameda COPED uses a combination of pedagogical (children learning) and andragical (adult learning) methods. Pedagogical methods require focusing on what the student learner should know and be able to do upon course completion, the different ways to teach concepts so that the student learner develops self-efficacy about their own learning and mastery, and meaningful learning assignments and experiences. Continuously throughout the course, formative feedback strategies are provided to student learners on all of assignments. Making sure there are consistent feedback and guidance so student learners will know how their work assignments are evaluated and what is needed to improve. Common instructional strategies used in COPED is I Do-We Do-You Do, Think-Pair-Share and Think & Do whereas a new concept is introduced, discussed and modeled then student learners work together then finally the student thinks through the problem on their own. The andragogy method (adult learning) involves:

- **Learners Need to Know...** Why learn, what to learn and how to learn
 - **Self-concept of Learner...** Responsible for one's own decisions
 - **Experience of the Learner...** Diverse experience (schooling, work, relationships)
 - **Readiness to Learn...** Need learning experience to be relevant and useful to daily life
 - **Orientation to Learn...** Learning Styles... Multiple Intelligences... Ways people learn and master concepts
 - **Motivation to Learn...** Reason the learner is here... Extrinsic and Intrinsic motivations
- **Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.**

College of Alameda COPED provides applied learning and formative assessment throughout the course. Student Learner performance on assessments indicated that all COPED assignments needed to be applied and formative in order to represent meaningful and relevant student

learner work experiences. There are nine universal assignments that are formative assessments that inform the instructor and student learner on student progress. Those nine formative assessments are as follows:

Assignment #	Assignment Description
#1	Course Introduction/Participate in General Orientation CWEE program eligibility, including computation of units earned <ul style="list-style-type: none"> • Class schedule, course expectations , assignment formats • Elements of 21st Century Work Skills • Elements of learning objectives: specific, measurable, achievable, realistic, challenging, integrated, and short term
#2	Career planning and development <ul style="list-style-type: none"> • Student Information Sheet with job description and schedule
#3	Career planning and development <ul style="list-style-type: none"> • Write and submit Work-based Learning Objectives
#4	Work-based Learning skill development and mastery of learning objectives specific to student’s scope of work in the workplace <ul style="list-style-type: none"> • Practice performing Work-based Learning Objectives in the workplace
#5	<ul style="list-style-type: none"> • Learned in School, Applied to Work Assignment
#6	<ul style="list-style-type: none"> • Creating Work Assignment
#7	<ul style="list-style-type: none"> • Research Assignment: Future Jobs in California and Globally

#8	<ul style="list-style-type: none"> • Reflection should consist of a thorough analysis based upon performance of the identified work-based learning objectives, how at least one concept learned in school was applied in the workplace to complete work tasks, and critical thoughts on improving 21st Century Work Skills identified as need to improvement
#9	<ul style="list-style-type: none"> • Collaborative Performance Assessment

- **Attach a summary depicting the program’s progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program’s progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.**

College of Alameda COPED Student Learner Outcomes (SLOs) are students will be able to...

- Demonstrate civil interpersonal communication skills in the workplace with colleagues, with the individuals in which student learners report to in the workplace, with fellow student learners and instructors
 - Complete the Cooperative Education work-based learning and school-based learning assignments
 - Analyze and document how the topics studied in school relate to workplace experiences, including research on labor market data trends in California and globally
 - Produce work which reflect Quality, Quantity and Content mastery
 - Demonstrate the ability to self-assess and monitor 21st Century Work Skills
 - Demonstrate the ability to write work-based learning objectives
 - Demonstrate the ability to comprehend, apply, synthesize and evaluate work-based learning objectives to work performance
 - Complete written reflection on the work-based and school-based learning cooperative education experience
- **What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?**

College of Alameda COPED program has effective and meaningful dialogue between student learners and instructors via the formative feedback provided on assignments submitted online, email exchanges, and student reflections.

- **Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).**

College of Alameda COPED reviews student performance on formative assessments each semester. The results have indicated that students demonstrate achievement of student learner outcomes and the formative assessments are appropriate, meaningful and relevant to the subject-matter and to student self-efficacy around their learning.

VI. Additional Questions

A. For CTE:

- **Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.**

In accordance with Title V, COPED does not require an advisory committee therefore this question is not applicable.


- **Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.**

COPED is not working with a Deputy Sector Navigator therefore this question is not applicable

- **Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.**

COPED is not currently participating in any grant therefor this question is not applicable

B. For Counseling:

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- **What has the counseling department done to improve course completion and retention rates? What is planned for the future?**

This question is not applicable to COPED

- **What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.**

This question is not applicable to COPED

For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

Not Applicable

C. For Student Services and/or Administrative Units:

- **Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?**

This question is not applicable to COPED

- **Briefly describe any changes that have impacted the work of your unit.**

This statement is not applicable to COPED

VII. Prior-Year Resource Utilization Self-Evaluation

Please review your total resource allocations and expenditures from the last academic year and evaluate your use of those funds. A link to the actual revenues and expenses for your program can be found on [your program's page](#) – see the Prior Year Resource Utilization Self Evaluation Template.

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students'</u> <u>outcomes</u>	If you were not able to utilize all of your resources last year, please explain	With which of the College's 10 college goals do these expenditures best align? (See tab below)
General Fund								
Instructional Equipment								
Instructional Supplies								
Fund 10								
Measure A								
Strong Workforce								
Perkins								
Equity								
Basic Skills								
Work-Study								
Other								

TOTAL								
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VIII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
None requested	None requested	N/A	N/A	N/A	N/A	N/A

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Laptop and LCD Projector	Not requested	Students have accessible, meaningful and relevant work and learning experiences	Yes	Student will be able to access COPED learning materials	Academic Excellence	A. Advance Student Access, equity, and Success

		with developed self-efficacy.				
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Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
None requested	None Requested	N/A	N/A	N/A	N/A	N/A

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
<ul style="list-style-type: none"> Attend American Education Research Association (AERA) 	Not requested	Students have accessible, meaningful and relevant work and learning	No	Yes	<ul style="list-style-type: none"> Academic Excellence Community Engagement 	D.1 Service Leadership = professional development opportunities

<ul style="list-style-type: none"> Attend NorthWest Dispute Resolution Conference (NWDRC) 		experiences with developed self-efficacy. Gather research and make presentations on work-based learning and 21 st Century Work Skill: Conflict Resolution and Peacebuilding				E.4 Support Quality Instruction = investments in materials and learning resources
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Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016