



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



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Note: To complete this form, SAVE it on your computer, then send to your Division Dean as an ATTACHMENT to an e-mail message.

Department/Program Title: Cooperative Education

Date submitted: 3/31/13

0. Key Findings:

1. Planning Group (include PT& FT faculty, staff, stakeholders)

List of names and positions: Anne Nicholls- FT Coop faculty and coordinator

2. Writing Team and Contact Person: Anne Nicholls

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty

PT Faculty

FTE FT Classified

PT Classified (hrs/wk)

Volunteers

Student Workers

List of names and positions: Anne Nicholls- FT Coop faculty and coordinator, Midge Graham- PT faculty, Carlos Bravo- PT faculty, Dora Collado-PT faculty, Elsa Torres-FT faculty, Ana Miladinova-FT faculty, Glory Bratton-PT faculty, Linda Hayes- IVPI, Jan Roecks-IDean, Jonna Pounds-Division Assistant, Peter Tam-Accounting technician

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The Cooperative Education Program gives working or volunteering students the opportunity to bridge what they learn in the classroom with what they learn at their jobsites. The program serves those students who have jobs that are aligned with or will benefit them in both their classes and future goals or majors.

C. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder



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and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

N/A (Since the Cooperative Education Program only offers 2 courses (many differing sections of the same courses), and is incorporated into many different programs offered here at Canada College, and does not have any graduates of the Coop Program (the students graduate from the other programs that Coop is aligned with), then the course SLOs are the same as the program SLOs.)

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)).

All Coop 670 and 672 SLOs, assessment plans, and results and action plans are up to date.



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- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))

N/A

B. Identify Patterns of Curriculum Offerings

The curriculum offerings for Coop students consist of 2 courses. One is Coop 670 for students who have jobs that are related to their future goals or majors and Coop 672 which is an **internship class** for those students who qualify and are working toward a specific career path.

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

Enrollment Patterns and Course Offerings:

Student Headcount went down from 2010/11 but was exactly the same for 2009/10. Total Course Enrollments went down also from 2010/11 but were almost exactly the same for 2009/10.

The number of course offerings went up by 1 from 2010/11 and up by 2 for 2009/10. The number of section offerings went up by 1 for 2010/11 and stayed the same for 2009/10. The average enrollment per section went down from 2010/11 but stayed almost the same for 2009/10. There was an increase in tuition that may have caused this trend.

For Department Efficiency:

Coop WSCH went down from 1739 in 2010/11 to 1505 in 2011/12, but did increase from 1396 in 2009/10. FTES went down from 57.9 in 2010/11 to 50.2 in 2011/12, but did increase from 46.5 in 2009/10. FTE decreased from 4.8 in 2010/11 to 4.1 in 2011/12, but stayed almost the same from 2009/10. Load increased from 363 in 2010/11 to 370 in 2011/12.



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Student Performance Profile:

Coop success rate increased from 73% in 2010/11 to 75% in 2011/12. The retention rate increased from 77% in 2010/11 to 75% in 2011/12. This may be because of the upswing in the economy. The average units attempted dropped slightly from 8.7 in 2010/11 to 8.2 in 2011/12. This may be accounted for because of the increase in tuition. The average units earned decreased from 6.31 in 2010/11 to 5.94 in 2011/12. The average academic year GPA went from 2.83 in 2010/11 to 2.9 in 2011/12, a slight increase. The average cumulative GPA went from 2.96 in 2010/11 to 2.99 in 2011/12.

Student Enrollment Status Profile:

For Coop first time students there were 46 in the 2011/12 year, or 11%. For continuing students there were 335 in 2011/12, or 81%. For returning students there were 44 in 2011/12, or 11%. There were only 2 concurrent students in 2012/11. One of the reasons that there are so few concurrent students is that the high school no longer will pay for the units.

Student Goal Orientation:

For Coop there were 199 transfer students in 2011/12, or 48%. For Career Dev there were 131 students in 2011/12, or 32%. For Educational Dev there were 17 students in 2011/12, or 4%. For 4 year college students attending Canada there were 30 in 2011/12, or 7%. For Undecided on goal students there were 36 in 2011/12 or 9%.

Student Demographics – Ethnicity:

For the 2011/12 year, White non-Hispanic students comprised 36% of Coop students. Hispanic students comprised 32%. Black non-Hispanic students comprised 11%. Multi-races comprised 7%. Unknown races comprised 6%, while Asian students comprised 5%. Filipino students comprised 3% and Pacific Islanders also comprised 3%. American Indian/Alaskan Native students only comprised 1% of all Coop Students. This is about the same as the College demographics.

Student Demographics-Gender and Age:

There were 287 female and 132 male Coop students for the 2011/12 year. That is 69% female and 32% male. Only 10% were in the 18 and 19 age bracket. 34% were in the 20-24 age bracket. 17% were in the 25-29 age bracket and 18% were in the 30-39 year age bracket, while 22% were in the 40 and above age bracket. This is about the same as the College demographics.

Student Education Attainment Level:

For the 2011/12 academic year, only 2 Coop students were concurrent enrollment. 6% of Coop students had no high school degree. 72% had a high school degree or equivalent. 6% had a foreign secondary degree and 15% had a post secondary degree.



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B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

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Since the Cooperative Education Program only offers 2 courses (many differing sections of the same courses), and is incorporated into many different programs offered here at Canada College, and does not have any graduates of the Coop Program (the students graduate from the other programs that Coop is aligned with), then the course SLO's are the same as the program SLO's and the business and employment needs, along with new technology and new transfer requirements information can be obtained directly from the individual Departments and Programs of which Coop is aligned.

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

C. Other Considerations

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

N/A

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing



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- results.
> Describe what you expect to learn from the assessment efforts.

8. Resource Identification

A. Faculty and Staff hiring requests

There are no hiring requests at this time.

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

B. Professional Development needs

Faculty continue to keep abreast of Title V changes and will do so in the future. Faculty updated the Coop website and Student Handbook. A new poster and slide show was developed and a new brochure is in process. Web Access is being utilized also. These activities will help students become better acquainted with the course and will help in the recruiting process.

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

C. Classroom & Instructional Equipment requests

None at this time.

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).



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- List special facilities and equipment that you currently use and require.

D. Office of Planning, Research & Student Success requests

An updated and current Program Review Department Data Packet for Coop is used every year. This serves the Program by allowing us to see the trends and patterns of the Program and to analyze the data.

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

E. Facilities requests

None at this time.

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.