COOPERATIVE EDUCATION

PROGRAM

BY EDWARD RASKIN

REVISED
Co-op Education

College Courses

Individual Student

Co-op
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ATTACHMENTS
As increasing numbers of people are losing jobs and veterans are returning home from two wars overseas, benefits of a program such as Cooperative Education become very apparent. Coop Ed links employment with the pursuit of a college degree, enabling students to be more secure in their current jobs, more focused in their studies, and to gain better career prospects. Financial stability facilitates sustained enrollment in college for many of our students. Data indicates that individuals with the least education are the most adversely affected in this recession. Generally, supervisors in the work place support and appreciate it when their employees are improving their skills and knowledge by pursuing a college education. Coop Ed courses allow management to reward employees’ efforts through our evaluation/grading process. Enrollment in Coop Ed gives students the opportunity to demonstrate the level of their skills as well as a potential leadership quality, making their jobs more secure.
STUDENT BENEFITS

Through enrollment in Coop Ed, students learn directly the connection between college and a career. Too often college is viewed as unrelated to income and to life in general. The Coop Ed Agreement requires the college and the employer support a student’s career objectives. The Coop Ed director takes on a mentoring function with students and employers (sometimes as an ombudsman) when necessary. The Coop Ed instructor provides students with knowledge through information meetings and individual counseling.

RETENTION

Retention at LAMC is a significant concern. Coop Ed appears to support campus-wide retention by strengthening job/career skills, as well as building student commitment to required course work. Employed students are better able to pay for their college expenses and therefore are more likely to complete their education. Coop Ed helps students build their job skills to maintain a job. Coop Ed is also a great asset to our Financial Aid and EOPS students, by helping them reinforce their job skills and by assisting
academically weaker students in completing their required academic courses. English and Math classes become more relevant to them in relation to their required job skills and career goals. Coop Ed also appears to increase retention of students in other academic disciplines as well. To obtain Coop Ed credit, students must remain employed and take other classes at LAMC as well. Coop Ed may be repeated. By assisting students to improve their performance on the job, it helps students stay employed and thereby gives them a means of continuing their education at LAMC.

**REQUIREMENT FOR A SUCCESSFUL PROGRAM: ADVISORY COMMITTEE**

An active advisory committee is essential, and regular meetings are a requirement in the State Education Code. A Coop Ed advisory committee should meet yearly and consist mainly of employers, faculty from the college, and students enrolled in the Coop Ed program. This committee advises the college on all aspects of the program, including curriculum, and may provide the college other significant data on the business community in which the college resides.
REQUIREMENT FOR A SUCCESSFUL PROGRAM: CLERICAL

STAFF

Trained, student-friendly, classified clerical staff is essential for an effective program. A well-run office allows certificated Coop instructors to be out of the office making site visitations, attending meetings and promoting the program through seminars and marketing to students and employers alike. This latter component is essential, since the Coop Ed instructor is the key link between business, the community, and the college, and may become a resource to all three. The college may use information obtained by the Coop Ed instructor to create a data base for curriculum development and fund raising, and may identify off campus facilities in which to hold LAMC classes.

REQUIREMENT FOR A SUCCESSFUL PROGRAM: COOP ED

MEETINGS

Ideally, in addition to individual counseling, students must be provided the opportunity to attend seminars on resume writing, time management, interview skills, job search, career path information, training programs, etc.
This function is especially critical in today's economic environment. The seminars may also be used to recruit students into Coop Ed classes, serving a dual purpose.

**REQUIREMENT FOR A SUCCESSFUL PROGRAM: APPROPRIATE OFFICE SPACE, SUPPLIES, AND MILEAGE**

The Coop Ed Office requires suitable space with a private counseling area and a meeting area. Access to career and job information is necessary. An appropriate printing and office supplies budget is required each academic year. Since the Coop Ed position requires many hours of on-site visitations, mileage should also be provided to off-set costs for the instructor.

**COOP ED INSTRUCTOR**

The Coop Ed instructor is the face of the program to staff and students, and is the representative of LAMC to the local private and public sector. Ideally, the instructor should be part of the local community network, attending meetings to meet with local officials, and business and community leaders.
SITE VISITATION METHODOLOGY

Although there are different approaches to running a Coop Ed program, I have learned to identify geographic clusters of employers and target those employers to reduce costs of transportation and to better utilize time. In many instances, three or four employees may actually work at the same work site, saving the instructor time and mileage costs.

WORK EXPERIENCE OBJECTIVES

The Coop Ed office must provide students with information on how to develop and achieve work related objectives. Formulating clear objectives is essential for success. Coop Ed personnel must spend considerable time working with students to build this skill. Defining job goals, as well as career objectives, is an on-going task for students.

CAMPUS-WIDE MEETINGS

Coop Ed should provide campus-wide information career/job presentations to all students. These presentations would both inform the student body of
important employment, career, and life skills issues, and would promote benefits of the program to new students who may wish to enroll.

INFORMATION GATHERING

In the past at LAMC, the Coop Ed office has distributed surveys to local employers and has gathered information for campus-wide use. Campus academic programs have also been promoted to employers through Coop Ed, linking college and business for mutual benefit. The Coop Ed office maintains the most current and accurate information on employers in the community. The information may be used when the college needs to apply for grants and other funding. This data may also be used to evaluate the effectiveness of the college in meeting the needs of business and other segments of the community. This information gathering contributes to job placement of students.

CONTINUITY

Continuity is a critical element of any successful Coop Ed program. A knowledgeable staff must be available in an accessible office location on a regular basis throughout the academic year.
PRESENT STATUS OF COOP ED AT LAMC

Presently the Coop Ed director at Mission College is unable to meet State and District guidelines due to staffing and resource limitations as specified above. Clerical staff in Coop Ed must be highly trained, student friendly, and be able to interact with Admission, Administration, and other campus offices. The clerical staff is the face of Coop Ed to students when the instructor is out of the office. Being limited to student workers and
volunteers greatly compromises the effectiveness of this program, due to their inconsistent attendance and need for constant supervision. Without appropriate staff and funding, Coop Ed cannot serve the Mission population fully.

The Coop Ed discipline is assigned to the Business Department. Professor Raskin is assigned .6 of one FTE, on a C-basis of 12.6 hours per week. As a C-basis assignment, the Coop Ed office does not function over the winter or summer intersession, unless addition sections are approved by Academic Affairs. 125 students is the maximum for one FTE (Title 5, section 58051.3b), Professor Raskin is assigned only .6 TE. Approximately 370 students are in the program for Fall 08. Presently the Coop Ed office is open 25 hours per week, utilizing volunteer Coop Ed students and a Financial Aid worker. No classified staff is provided. Depending solely on student workers for Coop Ed, without proper clerical support, creates an overwhelming amount of work for the director. Problems include massive pay for work, security, and confidentiality issues for employers and students. The program at Mission is under-staffed, lacks required clerical support (as stated in District policy and State regulation), and is stretched to the limit. The LAMC Coop Ed program requires at least two or three FTE to meet the great demand of our student population.
QUALITATIVE ELEMENTS

1. Student phone calls and e-mails returned promptly.

2. Student and employer issues effectively and promptly resolved.

3. Structured, timely and relevant campus-wide presentations provided to inform Coop Ed students and to recruit new students from the campus at large.

4. Coop Ed director has time to meet with faculty, students, and employers.

5. Time available for staff to visit most work sites.

6. Time available for oversight of all program functions and to review student objectives.

7. High quality promotional materials produced for campus-wide and employer distribution.
8. Ability of director to attend campus and community meetings to advance goals of program.

9. Continuity throughout the academic year by offering Coop Ed in both winter and summer intersession. Office open all year round.

10. Database provided to support students and employers with information on careers, jobs, trends, training, etc.

**MINIMUM REQUIREMENTS FOR SUMMER AND FALL 09**

1. D-basis instructor special assignment at 35 hours per week, or a Dean position to demonstrate Administration’s commitment to Career Education at LAMC.

2. 12 hours of addition hourly support.

3. One FTE classified staff individual to support office 40 hours per week, day and evening, preferably bilingual/Spanish.

4. Office remodel or new office space to include meeting room, private counseling area, clerical workstation, and file area.

5. Large career library including books, data storage of career and data information.

6. Relevant topics must be covered to recruit and retain students.
The Los Angeles Community College District Plan for Cooperative Work Experience Education was prepared and revised in accordance with the provisions of Title IV of the Higher Education Act; Title 5 of the California Administrative Code - Chapter 3 (Work Experience Education), Sections 55250 through 55257; Education Code, Sections 193, 197, 5985 through 5992 and 11484.

I. OBJECTIVES OF THE COOPERATIVE EDUCATION PLAN

1. To provide opportunity for the student to secure employment on a part or full time basis.

2. To gain realistic work experience that is meaningfully related to the student’s college study program.

3. To provide the student opportunity to acquire knowledge, skills, and attitudes essential for successful employment.

II. DISTRICT APPROVAL OF PLAN
(Reference: Title 5, Sections 55250 and 55251)

Meeting in regular session, the Board of Trustees of the Los Angeles Community College District adopted this District Plan for Cooperative Work Experience Education for submission to and approval by the Chancellor of the California Community Colleges. The District hereby agrees to operate its work experience program in accordance with the applicable provisions of the California State Plan for Vocational Education.

III. GENERAL REQUIREMENTS OF THE PLAN
(Reference: Title 5, Section 55251 and 55255)

A. College Responsibilities

The colleges in the District which operate cooperative work experience education programs under this plan shall:
1. Provide adequate and continuous guidance services to the students by means of individual counseling, group counseling and in-person consultations throughout the period of their enrollment in the work experience program. The instructor and the work experience consultant or both, on an individual and/or group basis, will provide supplementary guidance services.

2. Assign necessary certificated personnel qualified to direct the program in accordance with state and local District requirements. Provide for reassigned time or extra assignment for instructor-coordinators and/or full-time cooperative education coordinators. Instructors should be given time on a proportional basis to the number of work experience students supervised.

3. Assign clerical help to coordinators commensurate with the need for maintaining records and services appropriate to the needs and requirements of the program on each campus, and to assure that students’ on-the-job learning experiences are documented with written measurable learning objectives.

4. Select and approve workstations that will assure the student a varied type of work experience that is educational in nature and will upgrade the student’s skill competencies toward his career goal on a progressive semester-to-semester basis.

5. In cooperation with the employer and the student, provide for compliance with federal, state, and local laws and regulations.

6. At least once every semester consult with the employer regarding the student’s work performance and experience. Visit the student’s employer, evaluate his/her progress, and award credit appropriate to the work the student successfully completes in accordance with the credit provisions of this agreement. Provide guidance and assistance to the student and employer as needed.

7. Obtain written training agreements, which assure that cooperating employers understand the purpose and intent of the work experience program and will provide meaningful work experience that will fulfill the students’ needs.

8. The colleges will provide for appropriate in-service training for all personnel having assigned responsibilities for the success of the cooperative work experience education program. Such training will be provided on an individual, group, and/or conference basis.
9. Document employers’ reports of student attendance, work performance, and hours worked.
   a. The name and location of the employer and the job held by the student.
   b. Employer’s reports of student attendance, work performance, and hours worked.
   c. Work permits issued, if applicable.
   d. The consultant’s employer/student visitation and evaluation report of the student’s on-the-job work experience.

10. Document grades and credits granted for work experience and college related work. Maintain cumulative records of attendance to verify student contact hours used for computing average daily attendance. These records must be retained for at least five years.

B. Student Responsibilities
(Reference: Title 5, Section 552.51)

The student shall agree to:

1. Attend scheduled classes and make progress in both his/her related classes and work experience, acceptable to the cooperative work experience education consultant.

2. Keep the cooperative education coordinator informed of any problems or changes that affect his/her college study and/or job training program.

3. Learn and abide by the rules that govern the cooperative work experience education program.

C. Employer Responsibilities
(Reference: Title 5, Section 552.51)

The employer shall agree to the following provisions of the training agreement and is responsible for:

1. Understanding and accepting the objectives of the work experience program.
Cooperative Work Experience (CWEE) Instructor Compensation Calculations
Mendocino College

DRAFT

Compensation Formula 1: Based on Annualized Lecture Units

1 FTEF (Ar CWEE Student/Annual Salary) Compensation per Unit

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Compensation per student per semester: $178.00

Compensation Formula 2: Based on Annualized Instructional Days

Compensation per student per semester: $178.00

Compensation Formula 3: Hours per CWEE Student per Semester

Instruction: Instruction Hours/CWEE Student Load

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Number of hours/student/semester for compensation: 3.98

College of the Canyons Compensation formula:

On Aug. 22, 2007 the College of the Canyons Board of Trustees approved a compensation for CWEE Adjunct Faculty. The formula was based on an adjunct faculty members hourly rate of pay X 2.125 (term multiplier, hours per student) X number of students = semester pay. For example, $60.00 x 2.125 x 5 students = $637.50.

The formula was derived from Title 5 section 58051, 3b: (125 students is the maximum number of students to constitute a full-time CWEE load).

Therefore:

125 students is equal to a full-time classroom instruction load of 15 units
125 students divided by 15 units = 8.33 students
8 students = 1 Teaching Load Unit (TLU)

One classroom TLU = 17 hours

Prepared by Dan Jenkins
October 28, 2008