

Los Angeles Mission College (LAMC)
Viability Review of COOPERATIVE WORK EXPERIENCE EDUCATION (CWEE)

Committee Report - January 12, 2015

Introduction

The Los Angeles Mission College (LAMC) Viability Review of Educational Programs (**Appendix A**) adopted by the Academic Senate in June 2006 guided the Cooperative Work Experience Education (CWEE) Viability Review Committee process. The goals of the LAMC Senate's Viability Review are to assure that the College's various programs and disciplines adhere to the College's Mission, its Educational Master Plan and are responsive to the needs of our students and the community it serves. The CWEE is considered a discipline/program for the purpose of this report and at times may be referred as CWEE by various sources and reports.

Request for a Viability Review Committee

On June 2, 2014 the Educational Planning Committee voted to recommend that the Senate initiate a Viability Review of CWEE during Fall 2014. On September 4, 2014 the Senate approved the request and began faculty recruitment. The first meeting of the Viability Review Committee took place on October 21, 2014 with the report to be completed by Jan. 21, 2015 or sooner. (**EPC minutes 6/2/14 attached**) The following report represents the major findings of the data collection process which assisted that committee in assessing the strengths and weaknesses of the CWEE Discipline in developing recommendations for programmatic modification and improvements or program discontinuance.

Membership of the Committee

The Viability Review Committee was established for the COOPERATIVE WORK EXPERIENCE EDUCATION (CWEE) with the following representation:

- Veronica Diaz-Cooper, English, Viability Committee Chair
- Carolyn Daly, English, EPC representative
- Myriam Levy, Social Sciences Chair, Senate Representative
- Riye Park, ESL, AFT Representative
- Jill Biondo, Sociology, Senate Representative
- Carlos Gonzalez, Interim CWEE Director (Nov. 2014- present)(Resource)
- Darlene Montes, Interim Dean, Academic Affairs (Resource)
- Sarah Master, Dean of Institutional Effectiveness, Academic Affairs (Resource)
- Susan Ghirardelli, Curriculum Secretary (Resource)

Meetings for CWEE Viability Review Committee:

Oct. 21, 2014; Nov.4, 2014; Nov. 24, 2014; Dec.3, 2014 Open Forum; Dec. 15,2014; Dec. 16, 2014; Dec. 17, 2014; Dec. 22, 2014; Jan. 14, 2015.

CWEE Viability Review Committee Final Conclusions:

In pursuance to Board rule 6803.10, and in conjunction with recommendation made by EPC during comprehensive program review in Spring 2009, Spring 2014 and the data gathered above during Fall 2014, the Viability Review Committee recommends immediate discontinuance of the CWEE Discipline for the stated reasons below. This review process repeatedly found that for too long the CWEE Discipline had been free from accountability, assessment and supervision, to the detriment of the students.

Reasons for Discontinuance:

1. The effects on students and student success if the program is discontinued.

→ **Response:** Viability Review Committee did not find evidence to support the District or LAMC stated objectives of this discipline were in fact being met, nor that any of the state and district policy was being followed to legitimize the issuance of credit for work experience to its students. Evidence revealed that students enrolled in CWEE were slower to complete their educational goals.

2. Provisions that can and should be made for students in progress to complete their training.

→ **Response:** No provisions are needed since there was no direct evidence of students pursuing AA, Certificate or skills since these classes could only be used as electives. Out of 46 students enrolled in Spring 2014, 23 students had over 56 units and up to 162 units and were still enrolled at LAMC during the Fall 2014 semester. Of those 46 students, only 7 had completed an AA degree and 7 had completed a certificate. **(Spring 2014 CWEE Students)**

3. The impact that discontinuance of the program will have on the comprehensiveness and balance of offerings across the college curriculum and within the district.

→ **Response:** Fall 2013 to Spring 2014 data shows CWEE accounts for FTES of 33.41, which is equivalent to 9 courses; also, CWEE offers only electives. Therefore, replacing these nine (9) courses of General Education courses could, in fact, bring more balance to the campus, so that students could achieve their educational goals. Further, all evidence related to curriculum show that CWEE courses have been outdated for many years and SLO or PLO assessments have never been completed. This discipline has been out of compliance with accreditation requirements since Fall 2008.

4. How the program's discontinuance would impact the educational and budget-planning process used at the institution.

→ **Response:** No evidence that this discipline was included in education and budget-planning process due to incomplete comprehensive program reviews starting in Spring 2009 to present. Salaries and supplies totaled \$217,779 for a total of 33.41 FTES. This budget can be absorbed or diverted to other disciplines that directly impact student success. **(2013-2014 CWEE Enrollment)**

5. How the program's discontinuance affects the region.

→ **Response:** No evidence of effects to the region. Please note, that other CWEE programs in LACCD have also been discontinued or dramatically reduced at other colleges as well.

6. The effects of the program's discontinuance on transfer to four-year colleges and universities.

→ **Response:** All units in CWEE discipline are electives and there was no evidence that students were completing AA degrees, certificates, or transferring. In fact, the contrary showed that numerous students were over 90 units, and as high as 162 units and still currently enrolled during Fall 2014. **(Spring 2014 CWEE Students data)**

7. The effects of the program's discontinuance on local businesses and industries.

→ **Response:** There was no evidence of businesses involvement on or off campus in either supervision of students, in creating student objectives or being consulted for student's final grades. Further, there was no evidence of advisory meetings or minutes taking place.

8. The effects of the program's discontinuance on faculty and staff.

→ **Response:** There was no evidence of direct faculty involvement within specific disciplines, except in requesting the CWEE to create discipline-based objectives for proper major preparation and accountability. As for staff, there will be an immediate decrease in number of student workers on campus who were enrolled in CWEE courses each semester. Therefore, LAMC will need to invest in hiring temporary or permanent staff according to Labor Union agreements to properly staff its offices and cafeteria. LAMC will need to train faculty to offer Internship or Service Learning units/hours in their own disciplines through Directed Studies, vocational learning, or other new curriculum options.

CWEE Viability Review Recommendations:

1. EPC did not have the authority to do more than repeat its recommendations; therefore, the Viability Review Committee recommends that LAMC create a process for consistent and frequent supervision over all its programs and disciplines.
2. CWEE has not completed SLO or PLO assessments at Los Angeles Mission College and the discipline was not included in the 2014 Accreditation report. The Committee recommends an institutionalized system of accountability that could prevent these types of omissions from occurring in the future and have processes in place to address the problems.
3. The Committee also recommends that the College staff offices and instructional areas that provide services to students without relying on student worker labor. Some CWEE students were working out of classification and against labor union contracts.
4. Finally, the Committee recommends that LAMC invest in funding adjunct or full-time faculty hours for disciplines that would like to grow individualized internship programs. These disciplines that want to offer skill-based learning, such as Business, CSIT, Culinary Arts, Child Development, Kinesiology, etc. can document their needs in program review, request budget and planning, and grow their individualized programs with proper objectives, assessments, and accountability.

CWEE VIABILITY COMMITTEE EVIDENCE AND DATA

Data Collection

The viability process calls for a data collection period during which the Committee collects data elements which will be used in the viability decision-making process. Given the diversity of programming offered at LAMC, the Viability Review Committee considered the most appropriate data based on the discipline under review. The data gathering process included both formative and summative data which provided the committee with an understanding of the history of the CWEE discipline from its inception at LAMC and input from students, staff, faculty, administrative personnel and department chairs. Both qualitative and quantitative methods were employed. (p.4, attachment A) Over the past 90 days, the Viability Review Committee gathered the following data elements:

Viability Review Policy Instructions - Attachment A

Summary of CWEE Director's Response to EPC for Comprehensive Program Review 2009

EPC Program Review Response to CWEE Director - May 18, 2010 with 10 recommendations

Summary of CWEE Director's Response to EPC for Comprehensive Program Review 2009-2010

Comprehensive Program Review document prepared by CWEE Director - Spring 2014

EPC Meeting Minutes for June 2, 2014

EPC Program Review Response to CWEE Director - July 7, 2014 with 7 recommendations

CWEE Three-Year plan submitted by CWEE Director "Fall 2014-Spring 2015"

LACCD Plan for CWEE (Title 5 requirements)

Administrative Services Financial Analysis budget (October 21, 2014)

Enrollment, Success, Retention rates from Fall 2008 to Fall 2014 - Office Institutional Effectiveness

Student Demographic data - (CWEE Program Review website)

Accreditation Report 2013

Accreditation Self Study Report 2007, Standard IIA

CWEE SLO Assessment Report - (Program Review 2013-2014)

Spring 2014 Student Workers - Summary of units completed or educational goals

Enrollment Data of CWEE for Fall 2013 - Spring 2014

Program Review data of FTES for CWEE (Office of Institutional Effectiveness)

Curriculum logs of ECD (Active, In Process and Archived CWEE courses)
Academic Affairs Grade change log CWEE Director
Annual CWEE Program Review Reports from 2009-2010 to 2013-2014 reports.
<http://www.lamission.edu/edu/planning/LAMCEducationalMasterPlan2010-2015.pdf>
LAMC Catalogue 2014-15
CWEE Syllabus Fall 2014- Director of CWEE, Ed Raskin
Los Angeles Community College - Cooperative Education Agreement Form
Email request for documentation from Campus Supervisors (11/13/14)
Faculty, Staff, student Email Request for feedback (11/13/2014)
Summary of responses by Faculty, Staff, Students by email
Email informing Faculty, Staff and Community of Open Forum (11/16/2014)
Public Forum/Focus Group Summary of Responses Dec. 3, 2014
Review of CWEE disciplines in LACCD

COOPERATIVE WORK EXPERIENCE EDUCATION LACCD Discipline Model:

According to District guidelines, COOPERATIVE WORK EXPERIENCE EDUCATION (**CWEE**) is a discipline/program designed to provide students the combination of a traditional classroom environment in conjunction with onsite training/work experience. The program involves a relationship between the employer, the student-employee, and the college. The student-employee obtains onsite training/work experience and earns the unit credit for work experience directly related to a specific career major. The employer provides a work assignment with proper supervision to secure a planned program of varied job activities so that the student may receive the maximum educational benefit.

Each semester, the student and the immediate supervisor collaborate to implement onsite training/work experience that aligns with learning objectives to be completed at the worksite during the semester. At the end of each semester, the student's immediate supervisor will be contacted by CWEE Coordinator and staff to determine the student's progress and effort made towards the completion of the worksite learning objectives. **(Title 5 LACCD CWEE Plan)**

LACCD COOPERATIVE WORK EXPERIENCE EDUCATION: Student Learning Objectives:

1. Formulate job-oriented learning objectives that incorporate new learning or expanded responsibilities and meet SMART characteristics: Specific, Measurable, Action-oriented, Realistic and Time-based.
2. Assess to what extent the student has achieved each job-oriented learning objective as established on the "Cooperative Work Experience Education Agreement" form.
3. Demonstrate workplace competencies that are above-average or higher.

LAMC COOPERATIVE WORK EXPERIENCE EDUCATION Student Learning Objectives: (LAMC Catalogue 2014-15)

1. To provide an opportunity for students to secure employment on a part-time or full-time basis.
2. To gain realistic work experience that is related to the student's college study program.
3. To provide the student an opportunity to acquire knowledge, skills, and attitudes essential for successful employment.

History of CWEE at LAMC

History at LAMC shows that this was an Active Discipline starting in Spring 1975. (EMP, p.29) This discipline was included in the reorganization at LAMC and the creation of a Third Cluster in the Professional/Interdisciplinary Studies Cluster. (EMP, p.37) During the Second Reorganization Transitions at LAMC from Clusters to Departments, this discipline remained in the Professional/Interdisciplinary Studies Cluster. (EMP, p.39) During the sixth campus reorganization, "COOPERATIVE WORK EXPERIENCE EDUCATION became part of the new Business and Law Department." (EMP, p. 48) At

time of Viability Review of Fall 2014, CWEE was overseen by the office of Academic Affairs. (LAMC Educational Master Plan 2010 – 2015 report dated March 3, 2011)

Since no full-time faculty member had been in charge of the discipline, at the September 14, 2005 meeting, the EMC approved a recommendation to create a position for an Instructor Special Assignment C-Basis and to hire a Director of CWEE for this position, beginning Spring 2006. In addition, the EMC noted class limits that were set too low; in order to promote enrollment growth, the EMC recommended increasing the class limits. In Fall 2006, a significant change took place with the addition of a .6 assignment CWEE with a director. Nevertheless, the 2007 EMP identified a steady decrease in enrollment in COOPERATIVE WORK EXPERIENCE EDUCATION over the previous five years. (EMP 2007) Other significant changes took place in Spring 2013 when CWEE class offerings were reduced to fewer than 180. This was decided by the VP of Academic Affairs since it was not feasible for any director to supervise over 500 students enrolled in a discipline. (See Enrollment data below)

As of Fall 2014, seven disciplines were involved in CWEE: Accounting, Administration of Justice, Business, Child Development, Computer science, Family Consumers, Management, Cooped 921, 931, 941.

On November 4, 2014, LAMC President Monte Perez assigned an Interim CWEE Director while viability review was being processed and former CWEE Director was re-assigned to a different position on campus. (Email, Dr. Perez Nov. 4, 2014)

LAMC Comprehensive Program Review Process:

The EPC's initial data gathering began with a request for an overview of the CWEE program, a brief history and some comments on the importance of the discipline to the school's mission, along with recommendations on the program's continuance, improvement, or discontinuance. In its requests, the EPC was looking for evidence-based analysis. Since two complete program review reports already existed, these were used here as part of the analysis. CWEE discipline review recommendations in 2009-2010 and 2013-2014 primarily addressed a large amount of outdated course outlines for all CWEE courses, the need for the development of effective enrollment strategies such as student contracts and agreements with employers, qualification for enrolling in the program and adding classes, abiding by District and Title 5 guidelines, evidence of grading guidelines and rubrics.

EPC recommendations were as follows:

I. Spring 2009, EPC Recommendation #1: Update course outlines of record by Fall 2010

Spring 2014, EPC Recommendation #5: Update course outlines of record by end Fall 2014.

Viability Committee Conclusion: Course outlines not completed. **Active courses** - 65 courses show on LAMC ECD screen to be active but did not have outlines, and the Office of Academic Affairs did not have physical copies of the curriculum. Please note that ECD system started in Nov. 2009. (ECD Active Log) **In process courses**- 39 courses in ECD show dates "in process" activities starting with Oct. 10, 2011 to September 2014, yet currently remain incomplete and none have been approved by the Curriculum Committee. (ECD Log)

II. Spring 2009, EPC Recommendation #2: CWEE integrate curriculum with academic disciplines

Spring 2014, EPC Recommendation #4: No evidence of integration

Viability Committee Conclusion: No evidence of integration. ECD log reveals that 120 courses were archived from June 2, 2008 to present date by academic disciplines. (ECD Archived Courses log)

III. Spring 2009, EPC Recommendation #3: Provide evidence of how grades are assigned including high numbers of incomplete grades in this discipline.

Spring 2014, EPC Recommendation #3: No evidence of how incomplete grades were reduced.

Viability Committee Conclusion: Syllabi for CWEE are identical for each section and list different course objectives than the district CWEE program or the objectives found on CWEE Website. There is a lack of evidence determining how grades were assigned, since SLO assessments were not completed for any CWEE courses.

Success rate data shows that the discipline success rates have fluctuated from 68% in Fall 2008 declining to 55% in Spring 2011, and is now at 88%. There is no evidence to explain why students have been more successful in these classes when the college average is 65%. **(CWEE Success data)** Further, Academic Affairs Grade logs show that over 58 grade changes were requested between Fall 2010 to Spring 2014. **(AA Grade Change Log)**

IV. Spring 2009, EPC Recommendation #4: Provide criteria for students enrolling in program, including application, program agreement, and for how grade rubrics are assessed and why incompletes.

Spring 2014, EPC Recommendation #3: No evidence of proper documentation with objective completion criteria.

Viability Committee Conclusion: Requests were made to CWEE personnel for 25 random student agreements for Spring 2014. Of the 25 employers, several employers appear questionable (Babysitter and Tutor, no company name; Helper/Cleaner, no company name; individual's name with no company name, same address as the student's). Of the 198 students enrolled, 47 were student workers on campus at LAMC, yet no documentation existed for these students either. The CWEE AGREEMENT is a signed document binding employer, student, and College with the following requirements:

A. Develop at least three (3) on-the-job learning objectives in consultation with the Cooperative Education Coordinator/Instructor and workplace supervisor.

There is evidence of three (3) on-the-job learning objectives developed by each student on the Cooperative Education Agreement form. However, there is no evidence that they were developed in consultation with the CWEE Coordinator or the workplace supervisor. For example, a student who worked at Office Depot lists the following as one of her objectives: "I will have learned 100 new Spanish words and phrases and be able to use them at my worksite." Another student who worked at HTAA Fingerprinting lists "Improve my English" as one of her objectives. Another student who worked at Trux Express indicates the following as an objective: "One day I can run my own operation." Another student who worked as a babysitter and tutor (with no company name) lists the following as an objective: "To be able to work faster and more efficient without losing any quality in the work I do."

Viability Committee Conclusion: There is no indication as to how objectives were achieved or evaluated, and unclear how the objectives were approved by CWEE Director or the workplace supervisor.

B. Submit validated hours that meet the unit value of cooperative education course.

On the Cooperative Education Enrollment Application, every student indicated the days and hours of his/her work schedule. However, there is no distinction as to whether hours worked are the same as the validated hours that met the unit value of the Cooperative Education Course. In addition, there is no record of the dates the student actually worked. The form is a schedule of the student's work week, and is not a log of the actual number of hours worked.

Viability Committee Conclusion: There was significant lack of evidence to indicate that students actually worked the hours they noted since time sheets were not submitted.

C. Submit a self-evaluation along with documentation of work demonstrating accomplishment of learning objectives.

On the CWEE Agreement form, the student initially listed three (3) on-the-job learning objectives at the beginning of the semester (evidence#1). However, there is lack of evidence of student self-evaluation or work demonstrating accomplishment of learning objectives.

On the bottom of the Agreement form, it states that "The following responsibilities in addition to the above objectives will be basis for a grade at the end of a semester. This grade will be the responsibility of the College. Rate each learning objective (above) and each responsibility (below) in terms of achievement by circling the appropriate number. Note: Bottom portion must be complete toward end of semester." The seven (7) responsibilities are as follows, and are rated 10 (high) to 5 (low):

1. Demonstrates habits of punctuality and attendance.
2. Learns and organizes tasks easily and quickly.
3. Works tactfully and cooperatively with others.

4. Exhibits initiative, alertness, and enthusiasm.
5. Meets job performance standards.
6. Consistent work performed with speed/accuracy.
7. Works well without supervision/dependable.

Last section is a rating of the 3 objectives, rated 10 (high) to 5 (low):

- (1) Objective accomplishment
- (2) Objective accomplishment
- (3) Objective accomplishment

Viability Committee Conclusion: Of the information gathered from the 25 students, all students scored 8-10 on responsibilities for items #1-7, and all students scored 9-10 on the objective accomplishments. However, there was a lack of evidence as to how these scores were determined.

D. Attend scheduled classes and make progress in both his/her related classes and work experience.

Viability Committee Conclusion: No evidence of attendance for Spring 2014, nor evidence of student progress in related classes and work experience.

E. Keep the Cooperative Education Coordinator/Instructor informed of any problems or changes that affect his/her college study and/or job training program.

Viability Committee Conclusion: No evidence of students informing the Cooperative Education Coordinator of problems or changes that affect their study and/or job training program.

V. Spring 2009, EPC Recommendation #5: Adhere to abide by District and Title V Guidelines for goal development between employer and student to be reviewed and approved by CWEE Director.

Spring 2014, EPC Recommendation #2: There was a significant lack of evidence that CWEE Program is in compliance with state law and district policy.

Viability Committee Conclusion: There was no evidence of advisory meetings taking place since 2007, or after EPC recommendations of 2009. Program Review screen shows that an “Advisory board approved the most recent course outlines for the program” and CWEE reported an Advisory Meeting in Fall 2013. But there is no evidence of this meeting having taken place. In addition, course outlines were not submitted, approved or completed before or since Fall 2013. CWEE Director invited campus supervisors to attend an Advisory Meeting on October 6, 2014. One person was present, so the Advisory meeting was cancelled. (Email 9/29/2014) Without evidence, it cannot be determined if business and/or industries apart from LAMC supervisors were contacted, consulted, or invited to participate in Advisory Meetings at LAMC. (Program Review Screen “Advisory Board”)

Current Program Effectiveness: (including a cost vs. benefits analysis)

Summary of Viability Committee Evidence regarding CWEE’s Program Review:

To date, there are no records of completed Program Learning Outcome or Student Learning Outcomes assessments being completed in this discipline or any of its courses. Furthermore, accreditation data does not include this discipline in its listings in its report, so the CWEE discipline effectiveness cannot be officially measured.

CWEE Budget Information provided by Administrative Services: (Oct. 21, 2014)

Projected Salary		Benefits	2013-14
Faculty (A0741 Instructor) base salary	\$106,610	\$ 28,384	FTES=33.41
Over base difference	\$ 8,892		
(C2425 Sr. Office Assistant)	\$ 49,389	\$23,989	
Total Salaries		\$ 217,264	
Supplies/Printing		\$515	
Co-op Ed Budget Total		\$ 217,779	

The CWEE discipline is costing \$217,779 in salaries and supplies for the equivalent of nine (9) sections of FTES funds. Instructional costs for nine (9) sections is approximately \$50,000, therefore this discipline is costing four times more than other disciplines for the same funding of FTES. There is no evidence to support how CWEE benefit students or aligns with the overall mission of the college. There was no information or budget for travel expenses.

COOPERATIVE WORK EXPERIENCE EDUCATION TRANSFERABILITY:

CWEE units are transferable by articulation to CSU campuses as elective units, when the College offers student's major. University of California schools accept CWEE on a case-by-case basis. Students should check with the school they intend to transfer to for details. 1. Students may earn a total of four (4) semester credits each semester for a total of sixteen (16) semester credits and receive regular letter grades for each semester completed. 2. Eight (8) semester credits will transfer to the California State University system (CSUN, CSUF, CSULB, etc.). However, these credits are not transferable for UCLA or UC Berkeley.

Viability Committee Conclusion:

After several interviews with Academic Counselor and reviewing how this discipline met educational goals of its students, the committee found that the CWEE discipline does not lead to any AA degree, certificate, or transfer-applicable degrees for the UC and had limited elective units for CSU. There is a lack of evidence that students enrolled in CWEE courses completed their educational plan to transfer, graduate, or obtain an occupational certificate. Evidence that was obtained by the committee demonstrates that CWEE students on average completed too many units and were negatively impacted by taking longer to reach educational plans. Data based on 46 students who enrolled in CWEE during Spring 2014 and who were also Student Workers on campus showed the following conclusions:

1. Of the 46 student workers enrolled in CWEE Spring 2014, seven (7) had completed AA degrees and another 7(seven) completed certificates. Of the same 46 students, 17 students had between 56-99 units completed. Five (5) students had 108 units, 121 units, 129 units, 158 and 162 units completed at LAMC and were still enrolled at LAMC. (**Spring 2014**

CWEE roster)

2. Students who reached over 90 units lost priority enrollment at LAMC but had not yet transferred, graduated, or completed occupational certificates.

3. Students utilized this discipline to show that they were attending LAMC full time to receive more financial aid or to qualify for special programs such as EOPS. However, there was no evidence to indicate they completed any of their educational goals; on the contrary, these elective units slowed the student's progress to complete general education or courses in their majors.

4. Students had taken multiple CWEE sections while at LAMC, yet these students were not successful in completing general education courses. Nevertheless, they received high marks for CWEE sections, thereby inflating their GPA on their transcripts. Many students qualified as part-time or full-time Dean's list recipients simply due to high marks in CWEE sections. (**Spring 2014 CWEE Roster**)

CWEE Viability Committee Review of CWEE Disciplines in District and Area:

Information gathered through interviews and campus websites regarding other CWEE disciplines in the Los Angeles Community College District showed that three (3) colleges had retained some very limited form of the program. Four (4) others had either discontinued CWEE disciplines or only retained 4 courses.

LOS ANGELES CITY COLLEGE: Juliana Medina, Program Director (323-953-4000 ext.1522):

They see an average of 180 to 210 students per semester. They have CWEE courses in Business, Cinema, Music, Theatre arts, Office administration, Psychology, and their CWEE general courses. According to the Spring 2015 schedule of classes, LACC is offering seven sections of Cooperative Education courses.

LOS ANGELES VALLEY COLLEGE: Pat Guerrero, Office Assistant

She explained they have between 120-130 students enrolled per semester. The program director, Doug Marriott, is a faculty member who handles site visits and does all grading. They also have an adjunct faculty member who helps run

seminars and also handles some site visits and grading. It looks like students enroll through their major classes. Spring 2015 schedule of classes show two seminars in Job Search/Interviewing/Goal Setting, Career Advancement/Employability Tools.

LOS ANGELES TRADE TECH: Carol Anderson (213) 763-3642.

According to the Spring 2015 schedule of classes, ten (10) cooperative education sections were being offered: Automotive and Related Technology, Business, Child Development, Culinary Arts, Diesel and Related Technology, Fashion Design, Fashion Merchandising, Plumbing, Refrigeration and Air Conditioning Mechanics and Cooperative Education Work Experience courses.

LOS ANGELES SOUTHWEST COLLEGE:

The Spring 2015 schedule of classes showed there were 4 cooperative education sections offered in Computer Applications Office Technologies and Business. There was no evidence of an official discipline.

EAST LOS ANGELES COLLEGE: Michelle D. Benjamin- Instructor (323) 415-5094

According to the Spring 2015 schedule of classes, ELAC is offering four (4) cooperative education sections: two Administration of Justice and two Child Development classes.

WEST LOS ANGELES COLLEGE- There was no evidence of any CWEE discipline.

LOS ANGELES PIERCE COLLEGE: Currently not being offered.

QUALITATIVE DATA: Qualitative interviews were conducted to solicit input and feedback from various sources on the effectiveness of the CWEE program.

Madeline Hernandez- Dean of Curriculum- Academic Affairs

In her experience as a college counselor, she stated that the CWEE units were being used by students to stay in full-time status to receive higher amount of financial aid funds. Yet, those same students did not complete general education classes towards AA degree, transfer, or occupational certificate completion. Veteran students were also negatively impacted since these courses were not paid by the GI Bill. Some students had also reached over 90 units at LAMC and were not able to keep their priority registration status but had not yet met their educational goals yet. Those students were also disqualified from receiving Financial Aid benefits since they were over 90 units.

Michong Park- Department Chair, Counseling

Stated that Cal State Universities accept up to eight (8) CWEE units as electives for transfer, but these units are not transferable to UC schools. It was unclear if private universities would accept any of these units at all. Up to sixteen (16) units could be applied towards an AA degree as electives.

Pat Flood- SLO Director

CWEE SLO's have never been assessed to date. She created SLO's for 195, 295, 395 but these were never revised by CWEE Director and to date have not been approved by Curriculum. Accreditation did not look at CWEE in the past since it was not included in the report.

Dennis Schroeder- Director of Financial Aid

State or Federal financial aid rules does not require that a student carry a full-time load to receive financial aid. However, a student who is full-time will receive more funds than a part-time student. Students must show successful completion. Also, some programs such as Cal Works/EOPS/STEM and TRIO grants may require students to be on full-time status to receive their services.

Request for Feedback from Faculty, Staff, Administrator requested on Nov. 13, 2014:

This document contains emailed feedback from faculty, staff, and students regarding CWEE viability.

Chairs/Vice-Chairs

Chair/Vice Chair Respondent 1: Believed that her discipline needs to have CWEE for student success in their classes. It is through CWEE that their students implement the concepts that they learn in the classroom. No other details provided.

Chair/Vice Chair Respondent 2: This individual stated that when they did offer CWEE classes in her discipline, none of the faculty had input into the discipline or collaboration with the director. She does not think the students necessarily had jobs that related to the specific Cooperative Ed discipline area. She had no idea about the learning outcomes, who the students were, or how well they did in the class. Their outlines (CORs) were non-existent. The Curriculum Committee

asked that her discipline stop offering CWEE classes in the class title since they were outdated.

Chair/Vice Chair Respondent 3: This individual has concerns with how CWEE is monitored. He is concerned about the lack of collaboration between CWEE and his discipline. He is unaware of CWEE's program learning outcomes and student learning outcomes for his discipline. He feels that in his discipline there are other ways students can obtain credit other than traditional courses, such as credit by exam and directed studies. His department/discipline will not be pursuing the sections of CWEE and feels the CWEE discipline is no longer viable in its current form and does not foresee it being a viable option for LAMC in the future.

Faculty

Faculty Respondent 1: This individual feels that the offering of CWEE is excellent as it provides a great opportunity for students to receive credit for job experience. However, how it is managed on individual campuses is an issue. She feels that courses should have clear outcomes and expectations, including SLOs and PLOs. There should be more interaction between the employers and the director of the program. The program should be more pro-active to recruit more students to take advantage of this opportunity.

Staff

Staff Respondent 1: This staff member thinks that the CWEE discipline is a great program as long as it is run well and the students have well-defined learning objectives that go above and beyond their regular job duties (i.e., what they get paid to do).

Staff Respondent 2: This individual feels that CWEE should continue if it was restructured to benefit the students. The discipline needs to be restructured in a way so that students need to get permission before adding a CWEE course and it would be based on their major. Also, as an institution, he believes LAMC can work together with the community to reach out to both employers and nonprofit organizations that can assist with finding internships and employment for students. A student and faculty CWEE handbook would need to be created.

Staff Respondent 3: This individual has concerns about students enrolling in CWEE under one major, then under another major in another year and so on. She states that the catalog indicates the student must be enrolled in a minimum of 7 units including CWEE; however, the schedule of classes does not indicate this information. She is also concerned that students enrolled in CWEE classes only to apply for financial aid. She has concerns that this would be out of compliance since a student can only transfer up to 16 units in electives. She questioned why students are permitted to take more than 16 units in CWEE? She is concerned about the purpose or need to have so many units in CWEE. This individual feels that the CWEE discipline could be good if there was structure and more monitoring.

Staff Respondent 4: This staff member feels that CWEE could continue existing, but should not provide Title IV money to those who are continuously taking the same program and or getting monetary help from state (fee waiver) and federal (cash money) governments. They are not pursuing any educational goals with this discipline.

Staff Respondent 5: This individual's experience with the existing CWEE discipline has been resolutely negative. She writes that the most common complaints from students have been that students were unable to contact the director of CWEE or his assistant, sometimes for weeks and months. Students were unable to get their final grade in a timely manner. It often took months for students to receive their grades which put an undue burden on students trying to keep on track with their educational plans. Some students received an "F" in the class because paperwork had not been properly processed. When students subsequently tried to contact the director of CWEE to fix the problem, they received no response, sometimes for months. Anecdotally, students would tell this staff member that they couldn't get into the classes they really wanted so CWEE was a desperation move to keep up their units. They needed the units either to receive financial aid or, in the case of international students, to maintain their student visas. This staff member thinks that the discipline has potential, but needs modification.

Staff Respondent 6: She (and her staff) believes that the CWEE classes should continue to be offered. They have received some very good student workers through the discipline - hard-working and responsible students who have

been a great benefit to their center/program. She believes the placement has helped the students as well: helped them to gain work experience, helped them learn to work in a professional environment and become team players.

Students

Student Respondent 1: This student was encouraged by EOP&S to enroll in CWEE in order to become a full-time student and be eligible for the program. However, the student later received a letter from the Admissions Office stating she lost priority registration because she had already reached more than 90 units but was not yet finished with her educational goals. She feels that students do not get the correct information about how CWEE works in conjunction with priority enrollment. She does not see how CWEE benefits students.

LAMC Supervisors

On campus, supervisors were sent an email with a list of documents the Viability Review Committee was requesting, as related to the supervision of CWEE students. Only one supervisor responded to this email request.

Student Worker Supervisor Respondent 1: No documentation was available. She stated that the director would give her forms for the students which she would fill out and return to the director. (Unclear what forms she was referring to)

Open Forum/Focus Group for CWEE Viability Review

On Wednesday, Dec. 3, 2014, the Viability Review Committee held an Open Forum from 4-5:30 pm to solicit feedback on the effectiveness and importance of the CWEE discipline at LAMC. The forum was open to faculty, staff and students as well as community members and all were invited to ask questions or provide feedback.

Focus Group Results: Eight people provided feedback and opinion

➤ Faculty Feedback

- One faculty (on campus supervisor) described a structured environment in his discipline which he created five years ago; CWEE students fill budget gaps; no formal assessment of how grades were earned, however strong work attendance was encouraged and monitored.
- A counselor/advisor expressed support for CWEE programs in our district; suggests consultation with department chair for each discipline or division working with CWEE students.
- Department chair described that faculty had no input or control over what curriculum was being covered; very concerned that CWEE students were earning credit towards state certification; she requested articulated goals and objectives from CWEE director in order to update outline of records – none was provided to her; the program, as it exists, has no structure; she would support a student-driven program that needs to be “intentional”; program needs depth and standards; job shadowing was another suggestion.

➤ Administration

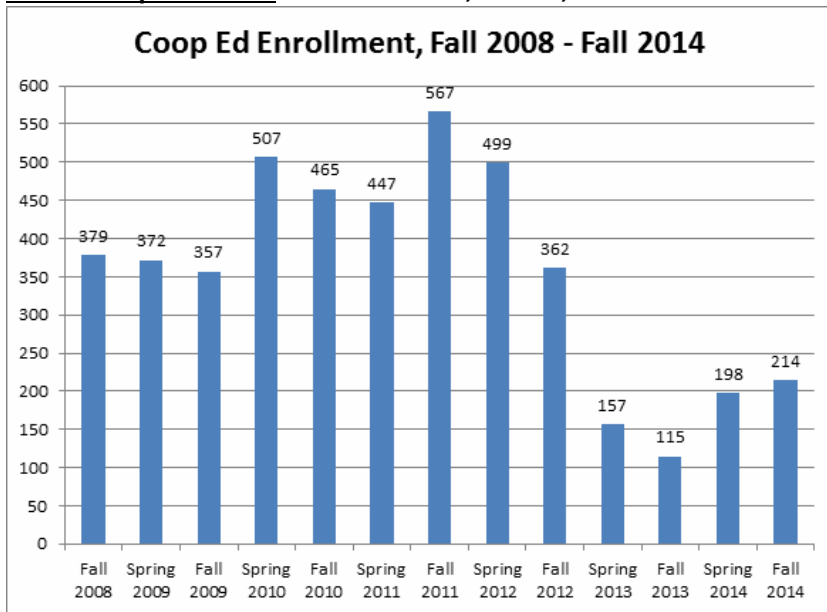
- Dean expressed strong concern for how the overall program was functioning, including how worksite visits were handled. Therefore, she accompanied director of CWEE discipline to “on site” visits. She questioned the validity of these visits when she visited Volunteers of America, PCS, Jack In the Box, and a retail store, but no supervisors were available to meet to discuss student’s progress, skills, or overall performance. It appeared that appointments were also not scheduled ahead of time to increase the likelihood of meeting with supervisors. Director distributed his business cards, but there was no evidence of interaction that could be used to evaluate student’s performance. However, Dean observed CWEE director completing the student agreement forms by circling that student had met all standards, when in fact all the information obtained during site visit showed student was only still employed at that location.
- Dean further expressed concern that student worker and classified staff were completing ECD or course outline of records because Director was not computer literate. This meant that the student worker and office assistant were working out of classification and only faculty members could edit/create or change curriculum.
- She stated that it was a viable discipline but management was a real problem.

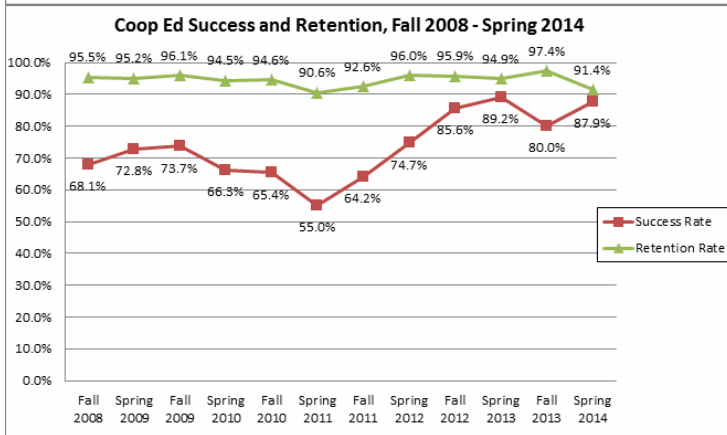
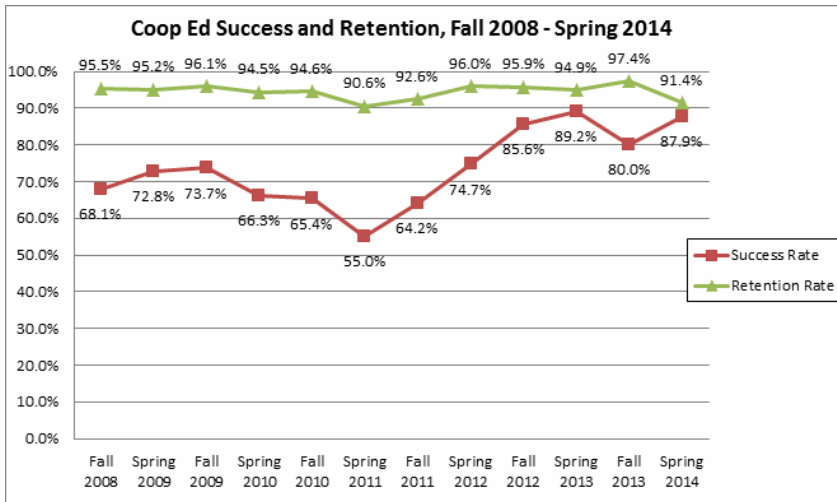
- Student Feedback
 - Previous 2007 student stated that CWEE was helpful to her to be able to show that she was a full-time student.
 - Current student working in cafeteria stated that she would like more training in her class but that management was too busy to show her new skills. She felt this program should be structured differently in order for her to learn new job skills.
- Interim Director, CWEE
 - Plans to add structure to program that would benefit students to obtain hands-on experience, changing the process to add CWEE in person classes only and connect materials to faculty and curriculum. Admits that there is no structure right now.
- Staff
 - Advocated for students to obtain vocational skills (DSPS); LAMC needs to be prepared to meet student demands as local adult schools close.

CWEE Office Visit- Dec.15, 2014

Members of the CWEE Viability Review Committee conducted a field visit to the CWEE office. Carlos Gonzalez, Interim CWEE Director and Senior Office Assistant Laura Villegas were present. Committee members requested a list of students enrolled in CWEE for Fall 2014 data, as well as a list of current supervisors. The Office Assistant was able to provide those logs immediately. Mr. Gonzalez showed the committee that he had received at least 25 final exam papers from CWEE students that had been plagiarized. He stated that he was going to meet with VPAA regarding consequences for these papers. Further, the committee reminded Mr. Gonzalez that only faculty members were allowed to issue grades for students.

CWEE Discipline Data: CWEE Enrollment, Success, and Retention Fall 2008-Fall 2014





Summary of findings: Enrollment in CWEE reached over 500 students in Spring 2010 and in Fall 2011, topped at 567 students. Then, from Spring 2012 to Fall 2013, enrollment dropped from nearly 500 to 115. Meanwhile, student success in Spring 2010 was 66% but declined to 55% in Spring 2011, and by Spring 2014 was 88%. There is a lack of evidence demonstrating why there is an increase in student success since SLO assessments have never been completed and are out of compliance.

CWEE Demographic Data - (up to Fall 2013- program review data)

Enrollment by Ethnicity

Yr/Sem	Asian/Pacific Islander	African American	Hispanic	White	American Indian	Other
Fall 2009	18	29	245	37	2	26
Spring 2010	19	61	327	62	8	30
Fall 2010	19	50	304	54	9	30
Spring 2011	18	67	269	61	4	27
Fall 2011	36	61	361	69	5	37
Spring 2012	25	34	296	93	6	45
Fall 2012	15	29	214	68	3	33
Spring 2013	12	8	87	30	0	20
Fall 2013	8	4	65	23	1	14

Enrollment by Age

Yr/Sem	Under 20	20 to 24	25 to 34	35 to 54	55 And Over	Unknown
Fall 2009	61	115	78	91	12	0
Spring 2010	86	193	111	107	10	0
Fall 2010	74	166	96	117	13	0

Spring 2011	68	146	94	127	11	0
Fall 2011	99	164	122	159	25	0
Spring 2012	73	153	105	145	23	0
Fall 2012	54	88	81	125	14	0
Spring 2013	8	38	36	67	8	0
Fall 2013	16	41	16	37	5	0

Enrollment by Gender

Yr/Sem	Male	Female
Fall 2009	113	244
Spring 2010	191	316
Fall 2010	149	317
Spring 2011	138	308
Fall 2011	200	369
Spring 2012	178	321
Fall 2012	128	234
Spring 2013	48	109
Fall 2013	50	65