

## **Part I. Alignment with College**

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### **COOPERATIVE EDUCATION**

#### **Chapter 0: Unit Alignment**

*Key Question: How is your unit aligned with the college's goals and values?*

##### **1) Core Values**

***Review the work your unit did on core values in 2003-2004. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year's Unit Plan.***

The Co-op Division is made up of three departments: Cooperative Education (Co-op), Apprenticeship, and College Now. The alignment discussions were originally completed as a whole group with all division members participating, not disaggregated to the subparts.

Due to its nature, the Cooperative Education Division touches virtually all departments on campus. It finds strength in its diversity, and is, in some ways, a reflection of the whole campus. Co-op is the hands on application of classroom learning and theory. It is multi-faceted linking with a wide range of workplaces, high schools, and building and trades organizations.

The Co-op Division began exploring its alignment with Lane's Vision, Mission and six Core Values in Spring 2003. In a two hour Division-wide meeting on April 21, 2003, the Co-op staff brainstormed how the Division relates to the College Vision, Mission and Core Values. The results follow.

During the Fall 2004 Co-op In-service on September 25, 2003, each of the College's four Strategic Directions was discussed. Co-op staff brainstormed how the Co-op Division can and does help Lane achieve these goals. At this same meeting, the Learning Principles were discussed individually. Tamara Pinkas, one of the Co-op Division staff, serves on the College committee developing the Learning Principles. She provided the revised nine Learning College Principles which became the focus of the staff brainstorming.

During 2003-4: On October 27, 2003, the Co-op Division met for two hours to review and discuss available data and its implications. On November 17, 2003, the Apprenticeship and College Now staffs met to brainstorm initiatives to improve and enhance their future performance. On November 20, 2003, the Cooperative Education staff identified their possible initiatives as well. The results of the data, analysis, and initiative discussions are reported in later chapters in this plan.

During 2004-5: On October 21, 2004 the division met together to review last year's unit plan and assess the progress of the 2003-4 initiatives—what had been funded and what was yet to be completed. Groups brainstormed new initiatives for 2004-5. At the November 16, 2004 meeting, initiatives were brought forward by the cooperative education department and voted on. The group authorized the Co-op Council to complete the prioritization at their December 1 meeting, which the Council completed. Apprenticeship and College Now worked together with the division on Chapters 1 and 2 but separately on their own data and initiatives. The Division Chair prioritized the initiatives for the entire division.

## **Core Values (6)**

### **VALUE 1: LEARNING**

#### Life Long Learning

- Teaching students that they can succeed
- Supporting students as they develop life long skills
- Helping students set achievable goals and meet them
- Assisting students to take a next step

#### Individualized

- Working one-on-one for the appropriate placement based on student skills, interests, and objectives
- Selecting work-based learning site for individual goals/skills of learner
- Customizing curriculum based on individual student interests
- Allowing students flexibility in number of credits taken
- Qualifying students at different levels of learning

#### Experiential

- “Hands-on” experience, unique ways to teach
- “Book” learning to “real life” learning
- Theory to practice
- Alternative to traditional classroom
- Ties classroom learning with on-the-job experience
- Integrates the cognitive and kinesthetic learning needs of students

#### Community Connections

- Working with employers in community
- Community involvement
- Transforming the workplace into a classroom
- Connecting LCC classrooms with community employers (academic + practical)
- Job sites are learning centered environments

#### Staff Support

- Coordinators have the knowledge and skills to meet the needs and potential of each learner
- Promote student achievement through co-op coordinator support and learning plan
- Students/faculty/employer partner to facilitate work-based learning
- Site visits and assignment for on going assessment
- Respect of each other’s knowledge

## **VALUE 2: DIVERSITY**

### Overall openness

- Welcome to all points of view
- Co-op coordinators are open and respectful of all students
- Being respectful of all races and origins
- Create equality for all
- Respect all students and provide support for cultural diversity of student
- We accept students for who they are and the skills they come with
- Co-op encompasses all disciplines and community

### Impacting community understanding

- Provide opportunity to impact diversity issues in the community through student placement
- Work with business community – understanding of diverse culture of students
- Facilitate site acceptance and skill of working with diverse students
- Work with employers to help them welcome diverse students

### Students experience diversity at worksite

- Placing students with local human and civil rights groups
- International co-op promotes cultural diversity
- Working with different cultures at work site
- Learn the characteristics & cultures of the industry
- Placing students in worksites that offer diverse and unique opportunities
- Learning takes place outside classroom environment
- Learn while working with real, diverse people
- Learn a work culture and environment - real world diversity
- Support while students learn first hand about power, privilege, etc.
- Open dialogue with students about work relationship issues (difference/power/privilege)

### Diverse student needs

- Make accommodations for people with disabilities
- Ability to place students based on diversity
- Responds to individual student needs/strengths
- Responds to individual student's learning needs and strengths
- Open entry program

### Diverse staff

- Co-op diverse staff adds to collective and individual learning
- Respecting and recognizing strengths of co-workers

### **VALUE 3: INNOVATION**

#### Student development

- Students gain technology experiences-strengths within their cooperative experience
- Expands the paradigm of learning beyond the classroom
- Innovation is encouraged through recognition on the job for creative solutions
- Open to student creativity in demonstrating knowledge learned
- Changing jobs by choosing new employers to give students new ideas
- We allow students to use their creative skills to respond to changes in the work and learning environment
- Students experience new ways to use their major's skills
- Opening student awareness through real world experience
- Meeting individual needs of students with business community
- Work with student with a new interest to find and develop new sites
- Learn by trial and error
- Learn problem solving and decision making
- Let one test the waters to succeed
- Staying current with industry changes
- Quickly responds to changes in the field
- Meeting changes in class to job site
- Respond to changes in workplace with supporting classes
- Quickly respond to curriculum changes

#### Staff development

- Stay connected with change in your field – advise students and programs
- We are encouraged and supported in our quest for learning and growing
- Offering support of conferences, workshops and seminars for staff
- We continue to stay updated with equipment, theories, and technology
- Division support of individualized programs with great flexibility
- New co-op programs
- Division has a history of providing new opportunities for students as environment/technology changes (e.g., e-business)

### **VALUE 4: COLLABORATION AND PARTNERSHIP**

#### With businesses/worksites

- Employers and college work together to provide on the job learning
- Jobsites are great examples of partnerships
- Academia and “real world” info
- Work with area employers to set up new worksites
- Industry opportunity to influence and contribute to education of future employees
- Help education evolve with industry, change
- Encourage “big picture view” of each industry
- Network with family of occupations in community
- Always accepting new employers and jobs
- Student placements in state and local government (internships)

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- Negotiate win/win sustainable work/learn sites
- Keeping lines of communication open thru site visits

With students

- Student/employer feedback on learning and work
- Encourage and allow student input in their co-op sites and in the classroom
- Learning meaningful skills at placements
- Former interns now working are great contacts

With community

- Constantly making new connections with community members
- Creating partnerships outside of Lane County
- Facilitate “win-win” situations for students and community
- Partner with high schools to encourage student excellence and transition to post secondary education
- Coordinators involvement with organizations, groups, and boards in our community

With college as a whole

- Co-op Division is Lane’s ultimate partnership
- Staff represents all areas of college and community
- Continuous collaboration and involvement with our departments/divisions
- Very close relationships between co-op staff and program faculty in almost all areas of campus
- Facilitate conversations between community college and high school faculty to develop curricula that promote students success in transition

Within Division

- Co-op staff involved in shared governance on multiple levels and over time
- Practice the true meaning of shared governance – not lip service
- Sharing among staff to solve problems and plan student interaction
- Coordinators collaborate for the benefit of each other and for students
- Mutual respect, everyone’s opinion counts
- Helping each other toward success
- Recognize need for change and follow through
- Willingness to listen and possibly change mid-course –always open to new ideas
- Experience in teamwork in job-related projects

## **VALUE 5: INTEGRITY**

### Division operations

- Co-op staff all exhibit very high level of respect, fairness, honesty and openness
- This Division plays fair with all partners
- We teach, stress, and model respect, honesty, and fairness and to our students
- Staff and Division chair model integrity
- Value experience
- Admit when you are wrong
- Develop professional behavior
- Trust, openness
- Trust among co-workers
- Acceptance
- Respect for other's opinions and ideas
- Sharing information with everyone

### College benefit

- Provide one of best "bangs" for the educational "buck"
- Efficient use of resources
- Using co-op cars saves the college \$
- Build alliance and gain trust from the community as to the financial well being of college

### Student focus

- All students are shown respect and dealt with fairly
- Listen to students, listen to employers and develop win/win experience
- Allow students and staff to be open and honest with themselves and others
- Real work teaches integrity faster than any book or class
- Place appropriate students with similar co-op interest to develop trust in community and success
- Place students with professionals that model integrity
- Discuss personal growth and responsibility on job
- Learn patient confidentiality in health care fields
- Assistance from employers to reinforce honest, ethical behavior
- Workplace ethics are taught, monitored and evaluated
- Seminar creates an opportunity to discuss importance of integrity to their jobsites
- Learning good morals – fair, honest, respect
- Building strong relationships with jobsites
- Respect students and employers – schedules, thoughts
- Promote integrity between students, faculty, classified, management
- Gaining experience and understanding about respect and honesty in the workplace
- Development of work place ethics, sound work habits through supported worksite placement

## **VALUE 6: ACCESSIBILITY**

### Location

- Not place bound
- Workplace opportunities are vast – there are no barriers
- Constantly developing new placements
- Fit student with placement
- Continue to develop future co-op sites to meet all students needs
- Networking with employers to find new placements
- Site development and expansion are essential
- Always meeting and accepting new employers to grow
- Promote co-op to expand into niche occupations
- Various sites increase accessibility
- Provide positive low cost introduction to post secondary education – for both urban and rural students

### Student needs

- Seek stipends or pay to help minimize financial barriers for students
- Flexibility to student needs and situation
- Scholarships for students
- Advocate for paid internships to remove barriers
- Students earn money while learning the profession they're studying
- Constantly seek new learning opportunities to accommodate and open access by students

### Communication with coordinator

- Coordinators are accessible and open
- There is a place in co-op for all students
- Open door policy for students
- Experiences meet students where they are
- Teaches co-op instructors how many things “limited” students can do
- Find placement that work for students with limited physical abilities
- Listen to your student; stay informed about resources for students
- One on one co-op meeting to reduce barriers and miscommunication
- College-wide opportunities
- Find \$ to keep programs going
- Strategically align continuing education with credit side of college
- Co-op is in unique position to access all programs for learning

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**2) Strategic Directions**

***The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.***

Strategic Directions (3)

- Transforming Students' Lives
  - Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services
  - Commit to a culture of assessment of programs, services and learning
  - Position Lane as a vital community partner by empowering a learning workforce in a changing economy
- Transforming the Learning Environment
  - Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities
  - Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound
- Transforming the College Organization
  - Achieve and sustain fiscal stability
  - Build organizational capacity and systems to support student success and effective operations
  - Promote professional growth and provide increased development opportunities for staff both within and outside the College

**Strategic Directions (3)**

**STRATEGIC DIRECTION 1: TRANSFORMING STUDENTS' LIVES**

Student success and retention

- Increased customer satisfaction
- Increase student awareness of their goals
- Co-op helps build student confidence
- Working students aids retention
- Good student experience increases chance student returns to increase knowledge
- Enthusiastic students can relate study to application
- Opportunity to explore careers often motivates students to stay in school
- Students that are successful in co-op more likely to finish school
- Real world experience = student retention
- Allows students to feel a part of community to increase morale

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- Connects students real world, their life
- Student fulfillment
- Co-op helps students see dreams becoming reality
- Co-op helping to give students link to “real” world of work
- Makes education relative

Innovation

- Changing curriculum – keep current with new innovations
- Continuous learning and skill building by faculty and staff
- Willing to work with unusual co-op requests – tailored to student’s needs
- Bringing new areas of co-op to students
- Understanding diverse groups, brings diverse perspectives into the discussion

Good public relations with community

- Community access = support and involvement
- Connect community investment to Lane to increase money – becoming a student, voting for Lane money measures
- Community presence, increases exposure of programs to community
- Develop links with policy makers responsible for funding
- Uses community resource for learning
- Natural resource for other colleges – expertise to placement other groups

Relationships with Business and Industry

- Business relationships = business donations
- Places students in paid worksites
- Establish on-going relationships with employers (mutual need) - provide jobs for students; provides trained/qualified employees
- Demonstrate to employers and community that Lane prepares our students well for the workforce
- Partnering with business and industry – successes among graduates
- Support from business community on Advisory Boards
- Expands curriculum at no cost to college
- Larger trained workforce – businesses locate here and thus pay more taxes

**DIRECTION 2: TRANSFORMING THE LEARNING ENVIRONMENT**

Involvement across campus

- Involvement with all departments (faculty sharing ideas and goals)
- Co-op represents many areas of campus = good relationships
- Promotes interdisciplinary communication
- Enriches cross department/division connections
- Develop relationships with all departments and staff
- Brings many disciplines together to support students, staff, community
- Diversity of staff and programs
- Great Co-op people bring jobs to campus

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- Coordinators, staff, managers – team players

Relationships with students

- Co-op coordinator creates positive relationship
- Allows closer relationships between students and staff
- One on one with coordinator builds strong, caring relationship, connection to College
- Friendly, knowledgeable staff that can help student in any program
- Keeps non-traditional students motivated/in school
- Diverse experiences – diverse populations
- Increases campus diversity
- Big picture how learning fits in
- Expands learning environment
- Student feeling of connectedness – part of – belonging
- Connects academic and practical experience
- Student's self esteem/confidence = retention – another outlet: doesn't have to be A student to make a difference
- Realistic idea of career – real data about career choices beyond books and TV
- Real experience on resume/networking
- Learn what don't want to do
- Community within selves (students) – connections across campus – builds morale – being part of climate

Connection with community creates extended learning environments

- Outside learning brought back to campus
- Students bring new ideas, new skill back to classroom
- Expands Lane into community positively
- Provides direct connection to community

Connection with high schools

- College Now helps prepare students for success in college courses
- College Now serves high school students/families with college credit and encouragement to come to Lane

Connection with businesses

- Increases job opportunities/placement
- Students develop network with local businesses for future employment
- Co-op students who get hired by Lane (Human Resource to the College);

**DIRECTION 3: TRANSFORMING THE COLLEGE ORGANIZATION**

Systems that Support Student Success

- Students value co-op, even when not in a paid position
- Helps students earn money to pay for school through paid sites and stipends

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- Sometimes adds needed credits to complete financial aid requirements so can stay in school

Cross campus connections

- Inter-division communication
- Connecting Division and Departments
- Co-op staff on many college-wide committees
- College wide committees supported – helps us help the college
- PTECC – oversight/staffing

Fiscal Stability

- Lower cost to operate/FTE than other college offerings
- Brings in more money than spent out
- Increase # students = increase dollars
- Predictable stream of students
- Large number – almost 10% of Lane's FTE
- Students take lots of co-op credits
- Raises credit requirements to insure cost efficiency
- Appeal of program attracts students
- Student placement – draws students to Lane
- Work experience in field of study

Positive Attributes

- Trust, flexibility, efficiency, autonomy
- Co-op= independence + integrity + innovation with Division leadership and support
- Develop positive attitudes – students
- More focused use of resources

**3) Learning Centered Principles**

***The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit's methods and outcomes.***

Listed below is the result of the brainstorming session in which the entire division participated. Responses are listed in their entirety but will eventually be synthesized.

Learning College Principles (9)

**1. LANE PROVIDES OPPORTUNITIES FOR TRANSFORMATION THROUGH LEARNING.**

- Provides opportunity for students to grow and learn – unlimited
- By providing life experiences that connect learners with new opportunities
- Job skills related to classroom learning
- Hands on = truly substantive change a la Dewey
- Co-op Ed tests students interest in and suitability for their tentative career goals
- Connection to career opportunities is strong

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- By placing students, we help them see their potential as they work in the community and succeed
- “Real world” experience creates change in students’ educational and personal life
- Opens doors to new careers
- Exploration of career paths through on the job training
- College Now (CN) helps students now they can do college work before college. CN helps students transition to college.

2. *LANE ENGAGES LEARNERS AS ACTIVE PARTNERS IN THE LEARNING PROCESS.*

- Co-op offers individualized instruction
- Co-op is a learning partnership by its very definition and how it is implemented
- Students actively learn by doing
- Students create their own learning objectives in Co-op
- Allowing students to actively participate in the selection of their internship site
- Active partners = Co-op employers; faculty & staff; Students – together
- By doing on the job training, they are actively learning – using all of their 5 senses instead of just sitting in a room and more passive participation
- Students are required to maintain work logs of their hours/days and journal their experiences throughout the internship

3. *LANE CREATES A LEARNING ENVIRONMENT THAT MOTIVATES AND INSPIRES STUDENTS TO TAKE RESPONSIBILITY FOR THEIR OWN LEARNING.*

- Because its nature, Co-op gives students an opportunity to work in their career
- Setting goals – achieve them – classroom applied
- By providing assignments – such as goal setting
- Co-op is self-directed learning; students set up own goals
- Individual community learning sites
- Co-op builds self esteem by allowing students to demonstrate their competence in the work place
- On site work = feeds into intrinsic motivation
- Because Co-op is not in a classroom, it makes students reach out to us to get started and continue, as well as many positions must be applied for and an interview done before final placement
- Co-op experience is close to “real world” ...they look at it differently than a classroom situation...they contact site supervisor, visit site previously, and meet deadlines
- Instruction/training by professional in the field supported by student documentation of experience

4. *LANE OFFERS MULTIPLE OPTIONS FOR LEARNING BASED ON PROVEN AND INNOVATIVE PEDAGOGIES SUCH AS EXPERIENTIAL, COLLABORATIVE, PEER-TO-PEER, AND VIRTUAL LEARNING.*

- Co-op combines all the above in practical hands on environment
- Co-op is experiential learning
- Non-traditional learning – Co-op job site learning
- Co-op is a proven implementation of the experiential learning paradigm alternative to the classroom based theoretical model

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- Co-op allows student to integrate learning from all areas through problem solving at the workplace
  - Co-op is experiential and collaborates with community partners
  - We are the college's experiential piece
  - Every co-op job is different – making us one of the most flexible programs on campus!
  - Co-op students learn through hands-on, one-on-one with professionals, shadow professionals, and work with peers
  - Co-op is experiential, collaborative and peer to peer – essence of program
5. *LANE FOSTERS KNOWLEDGE AND APPRECIATION OF DIVERSITY AMONG STAFF AND STUDENTS AND ENCOURAGES THE ENGAGEMENT OF LEARNERS IN DIVERSE CULTURAL CONTEXTS.*
- Co-op engages the student with over 800 employers – many with diverse backgrounds
  - Co-op is about relationships and accepting diverse values, opinions and ways of looking at learning as it crosses all disciplines
  - Going into the workplace offers a diversity in work, ethnic, economic cultures
  - Sites can be chosen that create a more diverse climate
  - Co-op puts students in direct contact with all peoples as they work in the “real” world
  - Diversity in community touched on by the co-op experience
  - International, national, local, state-wide placements are proof that we are regionally diverse, as well as covering almost every major at Lane and many that are not and placing students of all color, race and nationality in our community
  - International Co-op clearly provides this
  - Campus-wide program linked to local community
6. *LANE STUDENTS AND STAFF ARE A COMMUNITY OF LEARNERS, ALL OF WHOM CONTRIBUTE TO LEARNING.*
- Co-op is all about continued learning
  - Co-op students and staff deal with the students whole life in setting up and completing an internship
  - Co-op extends the “community” of learners to the community
  - Partnership with student, staff and community is mandatory for co-op
  - In co-op, we see many sides of our students – true community
  - Regularly, informing students of other programs at Lane and who to connect with, as well as learning the new Banner/ExpressLane system and teaching anyone who comes for my help
  - Co-op coordinators and students work closely to arrange experiences that meet students goal
  - Many coordinators are also faculty teaching students and learning from students and each other...staying on top of state of art technology, etc.
7. *LANE ASSESSES LEARNING AND PROVIDES EVIDENCE THAT LEARNING IS TAKING PLACE.*
- Goals, objectives, weekly's, evaluations, student interest
  - Co-op helps students become competent self-evaluators of their learning
  - Goal setting assignment, sites visits, evaluations
  - Learning objectives are clearly set and evaluation is done by all partners

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- Co-op students are assessed at all times from interview to completion through authentic performance
- Co-op assessment = real life component
- Our coordinators visit students on the job and discuss with employers what students are learning, need to learn and have learned. All of this is documented and recorded in students' files
- Students are required to complete reports and work logs showing their time given to site shows growth/experience throughout the term. They are assessed through reports, logs, and evaluations.
- Co-op monitors student's learning on an individual basis through worksite visits and evaluations from students and employers
- Goals, journals, evaluations by students, supervisor and coordinator evaluations

8. *LANE IS COMMITTED TO INDIVIDUAL AND ORGANIZATIONAL LEARNING.*

- Co-op is very geared to the learning needs of individual students
- One-on-one and top management encouragement
- By providing co-op sites suited to the individual
- Co-op is based on "individual" student needs
- Co-op students bring learning from the worksite to enrich the curriculum at the college
- Co-op 1 x 1 = true individualization
- We do individual learning by placements, and we organizationally learn from each other by sharing our ideas and success through contact and meetings.
- Co-op students are able to achieve their individual goals by independently entering a site on their own...out of a regular classroom situation and the site provides organizational learning through a professional setting giving them a "real world" experience
- Co-op meets needs of students and employer

9. *LANE PROMOTES COMMUNICATION AMONG STAFF, STUDENTS AND THE COMMUNITY WITHIN AND ACROSS ORGANIZATIONAL AND PHYSICAL BOUNDARIES.*

- Co-op is learning partnership with the community – and because of the physical separation of the classroom requires excellent and varied communications
- Co-op is in all departments. Has contact with the community.
- Co-op sites are even outside of Lane County
- Co-op students and staff interact with employers, public service and family members getting full community involvement
- Community sites take learning outside college boundaries
- Co-op communication by council, division, committee, seminar, on site
- Through the Foundation, we connect with the community for support as well as sending them updates on our budgets that are sent out from the Administration. On an inside view, all staff – lower and upper levels – connect via e-mail, meetings, reading projects, art exhibits, recreational activities, award ceremonies, in-service, etc.
- Co-op is based on this crossing of boundaries
- Connections are made among the business community as well as through non-profit groups through co-op sites. Much networking happens on and off campus
- Visibility, marketing, interaction among all parties on campus and in the field
- College Now provides Lane classes to communities/high schools all over Lane County, hurdling both organizational and geographic boundaries

## **Part II. Unit Description**

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### **Chapter 1: Unit Description**

*Key Question: Who are you? Answer this question by providing the following information about your unit.*

#### **1) Unit Mission/Vision**

***Does your unit have a Vision or Mission Statement? When was it written or updated? Do you have a process for regular review?***

##### **Unit Mission/Vision**

Our division's Mission statement is "Building Community Bridges for Student Learning." It was established in Fall, 2003. It is reviewed at Fall inservice 2004 and re-affirmed.

The Co-op Division provides a conduit for students between the College and the community to establish, enhance, and reinforce learning and linkages.

Each unit of the Co-op Division has its own area of emphasis. Cooperative Education (co-op) bridges to the workplace for real life application of classroom instruction. Apprenticeship bridges to Building Trades for hands on experiences. College Now bridges to the high schools, creating early opportunities for high school students to get credit and articulate their coursework with the College.

#### **2) Catalog Description**

*How do you describe your unit and instructional offerings in the college catalog?*

##### **Catalog Description**

###### **COOPERATIVE EDUCATION**

Cooperative education (co-op) offers professional/technical and college transfer credit for practical work experience related to a student's educational and career goals. The objective of co-op is to provide an on-the-job learning experience in a business or organization which adds meaning and direction to the student's total education. Cooperative education is available in all academic departments. In addition, the Cooperative Education Division offers programs such as the Occupational Skills Certificate where students work with staff to create an individualized course of study to meet a specialized career path.

###### **APPRENTICESHIP**

Apprenticeship provides a structured system of training leading to certification in a designated trade, occupation, or craft. Apprentices learn the technical and theoretical aspects of a highly skilled occupation while being sponsored by individual employers. The program features paid on-the-job experience over two to four years and trade-related instruction for carpenters, inside electricians, heating, ventilation, air conditioning technicians/installers, limited energy technicians, manufacturing plant electricians, maintenance millwrights, plumbers, and sheet metal workers.

###### **COLLEGE NOW**

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College Now program brings college-level classes to high school students in their local school districts. The program provides an opportunity for students to simultaneously earn both college and high school credits. Students who successfully complete instruction in College Now classes in high school will be awarded Lane credit.

Classes are taught in high school during regular school hours by high school instructors approved by Lane. College Now classes are similar to those offered in a regular Lane program, including course content, textbook and length of course. In many cases, the college credits may be transferred to other postsecondary schools.

The College Now program seeks to meet the dual credit needs of Lane County school districts in lower division transfer and professional/technical areas. Course are in the areas of English, art, social science, science, math, business, culinary, early childhood education, graphic design, technical drafting, fabrication/welding, and others.

***How does your unit manage the review of catalog copy each year?***

Our administrative assistant sorts co-op course descriptions by faculty instructor responsibility. Each faculty reviews the copy and forwards any changes to her. Faculty and staff who are responsible for programs (Apprenticeship, Occupational/Professional Skills, College Now, etc.) review their own program descriptions and highlight any suggested changes. Tamara Pinkas reviews the overall copy for consistency, readability, and accuracy and consults with the faculty involved and division chair on any significant changes. All copy is forwarded to Curriculum and Scheduling.

**3) History/Significant Program Events**

*How did your instructional unit evolve at Lane? What significant events have marked your growth? Do you have a system for maintaining an archival history of your unit? Do you have annual events that are representative of your unit's goals or teaching methods?*

New items are listed in italics below:

**COOPERATIVE EDUCATION**

- *Faculty Tamara Pinkas is Lane's League for Innovation rep*
- *2000 Faculty Chuck Fike received a Pat on the Back Award for innovation of the Occupational Skills program.*
- *1998 Bob Way former division chair received the Schnieder Award (national award for co-op education leadership)*
- *2000 Andrea Newton current division chair received the Oregon Professional Technical Education Service Award*
- *2004 Carol Woodman Admin. was selected Classified Employee of the Month.*
- *2004 Faculty Jamie Kelsch is elected president of a local business organization Lane Leaders*
- *Faculty Merrill Watrous has published several articles on teaching.*
- *Various national conference presentations by faculty over the last 10 years*
- *Added Ethnic Studies Co-op and Teacher Education classes 2004*
- *Applied for and administered the annual \$1 mil Carl Perkins III grant (1995-current)*
- *Received a Technology in Education grant 2000-2002*
- *2003 received an Occupational Skills program grant from Dept. of Human Services*
- *Occupational Skills receives 03-04 Outstanding Advisory Committee Award*
- *Lane hosts Northwest Cooperative Education And Employers Assoc. conference 2004*

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- *Peacehealth and McKenzie-Willamette Health Centers recognized as Co-op Employers of the Year for 2003-4*
- *Brought DisneyWorld back to Lane 2000*
- *Paula Jones wins National Student of the Year for CEIA 2002 (2 yr. Co-op)*
- *International Co-op Ed: Asia began 2002*
- *Dental Administration co-op program began 2003*
- *Fitness certificate program started—1 & 2 year certificates with required co-op 1999*
- *Co-op has new, beautiful office location 2002*
- *Conversation with Pete Sorenson started pre-law component of program*
- *Creation of athletic training co-op opportunity*
- *Linking of physical therapy co-op with our fitness specialists program*
- *Students (99%) earned their state certification in chemical dependency co-op*

#### APPRENTICESHIP

- New Office Space in Building 15, 2003-4
- Custom welding classes
- Addition of new equipment
- Partnership with welding program
- Grant (CP) funding for new (1<sup>st</sup>) credit class
- Completion of a computer lab
- Completion of a correspondence course
- 2003 first trade skills class
- HVAC lab completed 2002
- Degree AAS in apprenticeship trades reinstated in 2001
- Better connection with trade committees

#### COLLEGE NOW

- Streamlining of college now process
- Removing \$30 Fee 2004
- Perkins tech prep grant augments our program budget
- Increased FTE from 30-242
- Increased community connections
- College Now 1999—began collecting FTE for program and \$20 fee
- Oregon OARS allow both dual credit partners to claim full reimbursement
- Removed barrier of \$30 student fee November 2004

#### 4) Degrees and Certificates

***What degrees or certificates does your unit provide?***

#### COOPERATIVE EDUCATION

Occupational Skills – one year certificate

***If you are a transfer program and don't offer degrees or certificates, how do your instructional offerings serve the AAOT, AS, AGS, or AAS degrees? Do any of your courses support Professional Technical programs?***

College Now –no degrees/certificates, but high school coursework applies towards College

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Cooperative Education—requirement in most Professional Technical Programs; serves as a valuable elective in transfer programs.

**5) Organizational Structure**

***Please provide a description of how your unit is administratively organized within Lane's instructional structure.***

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**Cooperative Education Division**

**Andrea Newton**

Division Chair  
Professional Technical Liaison  
Advisory Committee Coordinator  
Carl Perkins Administrator  
Tech Prep/College High  
Apprenticeship

**Occupational  
Skills/EST/PST**

Chuck Fike – Coordinator  
Cheryl Reiter – Program Asst  
Beverly Farfan – Coordinator  
Janet Bushman – Office Asst.

**Apprenticeship**

Colleen Cairney – Coord.  
Joy Crump – Prog. Asst.  
Doug Weiss – Special  
Project Coord.  
Pete White—Instructor  
Eric Keersgard—Instruc.

**Carol Woodman**

Administrative Coordinator

**Vacant**

Administrative Support Specialist

**Education**

Merrill Watrous  
Tamara Pinkas  
Joy Ewell

**Computer Information  
Technologies**

Larry Scott – Computer User  
Support, Computer  
Programming, Network  
Operations

**International Coop Ed**

Linda Myers – International –  
Mexico & Chile  
Son LeThi – International- Asia

**Social Science**

Steve Candee – Political Science, Pre-  
Law  
John Del Nero – Criminal Justice,  
History, Anth, Geography  
Gary Oldham – Chemical Dep.  
Counselor Train/Human Services  
Bev Farfan—Psy/Soc  
Mike Samano—Ethnic Studies

**Advanced Technology**

Marv Clemons – Construction,  
Welding, Electronic Technology,  
Automotive, Auto Body/Paint,  
Manuf., Aviation, Avionics,  
Diesel, Flight Tech., Apprentice  
Tamara Pinkas – Drafting

**Art & Applied Design**

Thomas, Rubick – Art & Applied  
Design, Graphic Design

**Business  
Technologies**

Jamie Kelsch – Administrative  
Assistant, Disney World,  
Accounting, Business Mgmt.,  
Laurie Swanson-Gribskov –  
Business Management, Real  
Estate

**Community Outreach**

Marv Clemons – Florence  
Laurie Swanson – Cottage Grove

**Continuing Education**

Chuck Fike

**Culinary/Food  
Services**

Duane Partain– Culinary,  
Food Service & Hospitality

**English, Foreign  
Language & Speech**

Susan Brous – EFL&S  
Tamara Pinkas – Amer. Indian

**Career Exploration –**

Susan Brous

**Family & Health  
Careers**

Tom Brokaw – EMT  
Glenna Clemens – Nursing  
Daleesa Meashintubby– Hlth Record  
Tech., Med. Office Asst.  
Roger Hecht – Respiratory Therapy  
Jane Russell – Preschool  
Sandy Stice – Dental Programs

**Health & Physical Ed.**

Rodger Bates – Fitness,  
Coaching, Aerobics  
Shannon Gaul – Phys. Therapy  
Sue Thompson – Fitness,  
Coaching, Aerobics  
Lyndell Wilken – Phys. Ed., Phys.  
Therapy, Rec., Hlth., Athl. Train.

**Math**

Larry Scott – Mathematics &  
Engineering

**Science**

Larry Scott – Science, Energy  
Management, Chemistry,  
Environmental Science

**Media Arts & Tech**

Teresa Hughes– Broadcasting,  
Multimedia Design/Production  
Dorothy Wearne – Photography,  
Publication Design & Production,  
Journalism

**Performing Arts**

Jane Russell – Performing Arts,  
Music

**College Now**

Judith Gabriel –Coordinator  
Delna Coe, - Tech Prep  
Liaison  
Lori Lilliefors – Program Asst.

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**6) Staff/Faculty**

***Please provide a list of your contracted faculty and staff. For faculty, indicate FTE appointment, educational credentials, and primary area of expertise/instruction. For staff, indicate FTE appointment and primary job responsibility.***



"Faculty Credentials  
2004.xls"

**7) Student Profile**

***If available, please provide demographic data for your student population.***

**8) Facilities and Equipment**

***Describe your campus space. What are its strengths? Its challenges? What are your utilization ratios? Provide a copy of your equipment inventory. What are your equipment strengths? Challenges? Do you have any plans in place for equipment replacement?***

The Cooperative Education Department moved into a new facility in building 19 in 2002. Many coordinators are housed in the depts.. to which they are assigned. At this time our space is adequate.

Our only equipment over \$5,000 is listed below. An inventory of other items is on file in the office.

<b>Equipment</b>	<b>E#</b>	<b>Year</b>	<b>ID#</b>	<b>Original Cost (after trade-in if applicable)</b>	<b>Location</b>
FORD 4D TSS	E224551	2001	1FAFP55U41G212445	11,410	Parking Lot D
CHEV PU S14	E219455	2000	1GCCS1442YK147804		Parking Lot D
FORD 4D TSS	E217084	2000	1FAFP5526YG163502	14,435	Parking Lot D
MERC 4D MGS	E217088	1999	1MEFM6536XK618229	10,063	Parking Lot D
MERC 4D MSP	E219456	1999	3MEFM6532XM603493	9,728	Parking Lot D
Ford Taurus SES Sedan	E218358	2003	1FAFP55U03G262522	10,500	Parking Lot D
Compaq HL370 Server		2001		7,140	IT, Building 02

\*Equipment listed is for items over \$5,000 only.

**9) Budget Profile**

***Provide a profile of your General Fund Budget. If appropriate, provide a profile of Restricted Fund 8 (grants, etc.) and Restricted Fund 9 (tuition-based sections).***

**COOPERATIVE EDUCATION BUDGET PROFILE 2003-04**

<b>Co-op General Fund</b>	<b>Year End Budget</b>	<b>Expenses</b>	<b>Revenue</b>
Administrative Salaries	79,128	79,127.82	
Administrative Other	4,800	3,400	
Faculty Contracted	457,661	450,893	
Faculty Overload	97,470	100,631	

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Part-time Faculty	57,383	69,979	
Classified Unit	70,100	70,110.81	
Classified Overtime	4,000	1,634.31	
Classified Non-Unit		6,551.46	
Other Payroll Expense	2,478	0.00	
Other Payroll	360,685.13	358,913.48	
Operational Supplies	17,829	20,171.26	
Staff Travel	10,605	4,497.47	
Maintenance & Repair	1,688	208.84	
Fees & Dues	439	1,923	
Phone	4,800	3,598.45	
Miscellaneous			10
<b>TOTAL</b>	<b>1,169,066</b>	<b>1,171,640.07</b>	
<b>International Work Experience General Fund</b>	<b>Year End Budget</b>	<b>Expenses</b>	
Part-time Faculty	0	208.84	
OPE	0	470.47	
Supplies	0	959.05	
Travel	0	1,582.50	
Telephone	0	146.94	
<b>TOTAL</b>		<b>3367.8</b>	
<b>Apprenticeship General Fund</b>	<b>Year End Budget</b>	<b>Expenses</b>	<b>Revenue</b>
Classified Unit	57,389	55,316.75	
Classified Non-Unit	0	12,493.59	
Part-time Faculty	0	47.16	
Noncredit Instructors	44,144	46,536.19	
OPE	30,196.46	46,684.87	
Supplies	10,000	8,359.11	
Travel	3,488	427.92	
Maintenance & Repair	200	123.05	
Outside Services	13,000	8,660.00	
Phone	720	914.46	
Sale - books			35
<b>TOTAL</b>	<b>159,137</b>	<b>179,563.10</b>	
<b>College Now General Fund</b>	<b>Year End Budget</b>	<b>Expenses</b>	
Classified Unit	35,969	30,004.91	
Classified Overtime	0	38.91	
Classified Non-Unit	0	128.93	
Faculty	60,914	62,291.78	
<b>College Now General Fund (cont.)</b>	<b>Year End Budget</b>	<b>Expenses</b>	
Part-time Faculty	1,536	1,450	
OPE	48,841.79	46,504.86	
Supplies	5,074	4,920.21	
Telephone	708	761.19	
<b>TOTAL</b>	<b>153,043</b>	<b>146,100.79</b>	

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<b>Co-op Perkins Grant</b>	<b>Year End Budget</b>	<b>Expenses</b>	
Classified	28,691	21,913.78	
OPE	14,317	10,934.96	
Travel	1,000	985	
<b>TOTAL</b>	<b>44,008</b>	<b>33,833.74</b>	
<b>Apprenticeship Perkins Grant</b>	<b>Year End Budget</b>	<b>Expenses</b>	
Part-time Faculty	9,203	7330.06	
OPE	2,972	2,367.60	
Supplies	2,000	1,991.93	
<b>TOTAL</b>	<b>14,175</b>	<b>11689.59</b>	
<b>College Now Perkins Grant</b>			
Supplies	3,348	1,071.37	
Travel	600	268.36	
Miscellaneous Expense	752	0	
<b>TOTAL</b>	<b>4,700</b>	<b>1,339.73</b>	
<b>Tech Prep Grant</b>	<b>Year End Budget</b>	<b>Expenses</b>	
Classified	28,656	28,655.08	
Classified Overtime	2,000	1,995.92	
Classified Non-Unit	1,372	1,371.88	
Part-time Faculty	1,163	1,162.50	
OPE	15,765	15,762.19	
Supplies	2,980	2,979.25	
Travel	1,878	1,877.11	
<b>TOTAL</b>	<b>53,814</b>	<b>53,803.93</b>	
<b>Occupational Skills Grant</b>	<b>Year End Budget</b>	<b>Expenses</b>	
Faculty	100,230	34,193.25	
OPE	55,126	17,062.42	
Supplies	1,000	1,510	
Travel	3,285	356.40	
Miscellaneous	2,305	0.00	
<b>TOTAL</b>	<b>161,946</b>	<b>53,122.07</b>	

## Part III. Performance 2003-2004

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### Chapter 2: Program Outcomes Data, 2003-2004

*Key Question: What were the results of providing your program in 2003-2004 as demonstrated by student enrollment, student success, and cost efficiencies? **Using the provided spreadsheet, please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.***

#### 1) Enrollment Data

**Please provide the following enrollment data for 2003-2004:**

- Unit Level: Student FTE <sup>1</sup>: 542

#### 2) Student Success Data

**For Professional Technical programs only, please provide the following student success data for 2003-2004:**

- Degrees/Certificates Awarded
- Occupational Skills Certificates – 2
- Apprenticeship Trades, A.A.S. degrees -

#### STUDENT SUCCESS DATA

**2003-2004** Fall, Winter, Spring only

6/24/04

**Co-op separate**

Credit Registrations

DeptName	EndWk2	EndTerm	EndPass	C_Rate	S_Rate
Cooperative Education	1691	1417	1405	83.80%	83.09%

#### 3) Budget

**Please provide the following budget information:**

- General Fund: <sup>3</sup> – June 30, 2004
  - General Fund Allocation:
    - 1) General=\$1,169,066, 2) Perkins=\$44,008, 3) OCC Skills Grant=\$161,946
  - Actual Costs of Unit Operation:
    - 1) General Fund=\$1,175,007.87, 2) Perkins-\$33,833.74, 3) OCC Skills Grant=\$53,122.07
  - Revenues (Course Fees, etc.): \$34,509.50
  - Cost per Student FTE: \$1,888
- Other Community Support (in-kind, donations, cooperative worksites, etc.)  
Providing 800 worksites.

<sup>1</sup> Enrollment Report provided by IRAP

<sup>2</sup> Student/Faculty Ratios should be constructed from Enrollment Report and FT:PT Faculty Ratio Report

<sup>3</sup> Budget information provided by Budget Office

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**Program Outcomes Data, 2003-2004**

	<b>Expected Outcomes for 2003-04</b>	<b>Actual Outcomes For 2003-04</b>	<b>Analysis of Comparison (Link to 2004-2005 Goals)</b>
<b><u>Enrollment Data</u></b>			
Unit Level: Student FTE	600	542 (Banner conversion has caused changes in reporting. Most Co-op FTE goes to host department.)	Predicted co-op FTE would reduce at same rate as college, but came in less than expected. 2001-2 was a spike because of students finishing programs.
Course Level: Student FTE*			
Unit Faculty/Student FTE ratio			
<b><u>Student Success Data (PT Programs Only)</u></b>			
Degrees/Certificates Awarded	4	2	Student goals are jobs not a certificate
<b><u>General Fund Budget</u></b>			
General Fund Allocation		1,169,066	
Costs of Unit Operation		1,171,640	
Revenues Generated by Your Unit		34,509.50	
Cost per Student FTE		1,888	Cost per student FTE was adjusted by 10% for administration expenses associated with college- wide activities (Perkins, PTECC)

**\*Please attach a Course Enrollment report for summer 2003 through Spring 2004. In this table, you only need to address any anomalies in course enrollment that may have occurred in 2003-2004. If you need additional rows, just add them to the template.**

Available in Cooperative Education Department.

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### **Chapter 3: Program Outcomes Analysis, 2003-2004**

*Key Question: Please provide a summary analysis of your projected program outcomes for 2003-2004. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.*

**Approaches you might take include:**

1. Needs Assessment
2. Satisfaction Assessment
3. Assessing Learning Outcomes
4. Environmental Assessment
5. Assessing Cost Effectiveness
6. Dropouts Assessment (program or college)
7. Post-Completion Follow-up Assessment

**Methods of assessment you might use include:**

1. Qualitative Assessment
2. Quantitative Assessment
3. Pre tests/post tests
4. Portfolio assessment

**1) How effectively did you fulfill your unit's mission (Building Community Bridges for Student Learning)?**

*What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?*

Cooperative Education is continually assessing. In our work with establishing connections with a variety of partners, there is continual adjustment and evaluation and change being made. In order to be successful, we supply the "bridge" to connect the pieces. Each individual student learning experience is an assessment. Here are a couple of examples of what we use in a broad sense. The staff use our division meetings to discuss major issues and suggest solutions.

Post Completion Follow-up and Satisfaction Assessment: Students complete two questions in the college follow up survey that indicate their satisfaction with the cooperative education experiences. In the 2002 follow up study p. 59, 82 percent of all respondents indicated the value and relevance of their co-op experiences were "good" or "very good." The report has generated similar data for the last ten years. Analysis from the report: "Most respondents found their cooperative work experiences to be rewarding, both professionally and personally. Many students commented on the (positive) efforts of the cooperative education staff at Lane." "Four themes emerged from student comments. Co-op prepared students for real-life jobs, opened doors to new jobs, helped respondents find what interested them and provided an enjoyable experience." Individual comments are reviewed by the division chair and reported to the staff.

Assessing Learning Outcomes: Employers provide verbal and written feedback to students and to faculty coordinators that are shared with program faculty to influence curriculum changes. The information also influences the choices of worksites and learning experiences that are provided for students to make them most competitive.

**2) How well did students meet your learning outcomes at both the Program Level and Course Level?**

*Are your learning outcomes current and relevant?*

At the Program Level, our department goals/outcomes are as follows (establishing in 1998 and reaffirmed in 2003):

- Facilitating an experience integrating classroom and work-site learning
- Enhancing skills to communicate effectively in the workplace
- Enhancing critical thinking and problem solving skills
- Increasing understanding of the relationship between self and community

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- Facilitating exposure to technology not available on campus
- Offering guidance in career expectations and demands
- Facilitating early exploration and confirmation of career choices
- Facilitating development of job contacts and work history

Because Co-op is individualized, learning outcomes at the course level are prepared for each individual student. The student and the employer/supervisor are involved in the development and in the evaluation of the learning objectives.

*What approach did you take to gather evidence of your performance in meeting these outcomes? What method of assessment did you use?*

Each student completes a self-evaluation of their co-op experience which assesses how well their goals were met. Individual coordinators use this information to decide what worksites are best suited for future students and what goals are relevant and realistic for students.

Employer/Supervisors complete individual student evaluation forms which are filed in the co-op office and are reviewed by the faculty coordinator and randomly audited by the division chair.

The Student Follow-Up Study is reviewed each year it is done, particularly the two questions that are specifically on the relevance and value of the co-op experience. Both the data and the individual comments are evaluated at the department level.

Co-op has developed its own questions for the student evaluation of instruction form. Individual faculty who have comprehensive developmental evaluations receive specific feedback about their facilitation of the above outcomes. There are also those faculty who voluntarily request feedback through the student evaluation of instruction.

*What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?*

The data shows that the students are very successfully completing co-op experiences to their satisfaction. Coordinators are consistently praised by students for their efforts with the students. The practicality of their learning experiences and its high value to their careers is strongly evident in all of the data. The experience of the faculty co-op coordinators in dealing with students and worksites results in very few student complaints or issues. Because of the individualized and relevant nature of our program and its delivery system, adjustments are made simultaneously. A minor weakness that is occasionally commented on is in our use of technology—getting forms and materials available electronically and students sometimes having difficulty registering.

**3) How well did students meet Core Ability outcomes?**

*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

Individual student performance is evaluated by a community employer or supervisor using a standard form which contains the core abilities and additional criteria. Comments are also encouraged. Co-op faculty review each of these evaluations and synthesize and analyze this information. This information is then shared with faculty who make curriculum

*What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004?*

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Co-op is in a unique position to assist the departments they work with in analyzing and assessing the students' core abilities and can influence changes in the curriculum that is offered previous to the co-op experience.

In addition, faculty and employers are able to inform students where they have individual strengths and weaknesses and what they can do to improve.

**4) How efficiently did you use the resources you were given?**

*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

Every summer the Co-op Council voluntarily attends a retreat where the strategic plan is assessed reviewed and assessed and planning is done for the coming year. A Needs Assessment was administered at the Fall Inservice meeting to solicit any additional needs cooperative education coordinators currently had in order to do their job effectively. On October 21, 2004 at a division meeting, the staff reviewed 2003-4 division initiatives, level of funding if any, and what progress had been made toward completion. Suggestions were made for directions and new ideas were generated. Co-op Council provides input on major resource decisions that are made, including staffing.

*What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?*

Several of the initiatives that were newly funded had not been in progress long enough for a thorough review or evaluation. Marketing of the value of cooperative education to students to increase FTE and providing efficient transportation to work sites are common annual themes.

**5) How well are you utilizing current technology?**

*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

See question 4 above for process.

Since 1998 the division has had a goal to become more technologically based. From staff, student and employer feedback, we know that we are not technologically up to date. Many other colleges have forms on line, individual websites for coordinators, employer data bases, and on-line courses. The Fall Inservice Faculty needs assessment also indicates that some faculty need upgraded computers to do their work.

*What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?*

The division has made progress toward this goal. We purchased a server in 2001 and one of our coordinators and office staff completed an employer data base in 2003. Banner conversion stopped our progress on integrating with the college-wide system. We still have numerous requests for forms to be electronic and for courses and other information to be electronic. Our conclusion is that we need outside assistance to progress more rapidly. Co-op courses on line would be beneficial to students and coordinators due to distance and time factors.

**6) If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**

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*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

The Cooperative Education department uses advisory committees extensively. The Professional Technical Education Coordinating Committee which is the overall advisory committee for the college is staffed by our division. Each month, one of the professional technical advisory committees is reviewed by the committee in a three year rotation. The committee has developed a set of criteria and a feedback form that is designed to help programs strengthen their community connections. Through this valuable committee, the division is aware of college activities, community needs, and occupational trends.

In addition, Co-op faculty is very involved in the specific advisory committee of their program or department. They attend meetings and often suggest new members who are co-op employers and contribute information from the field to suggest curriculum changes to meet student and employer needs.

*What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004? Please address the following:*

Strong Programs generally have strong advisory committees. Both the PTECC and the Occupational Skills committees are strong committees. The Occupational Skills committee was chosen to be the Outstanding Committee for 2003-4 and was featured at the Annual Advisory Committee Dinner. Community connection is invaluable for keeping current.

*Date of meetings and number of attendees.*

PTECC Meeting dates:

July 22, 2003—9  
September 16, 2003—12  
October 21, 2003—12  
November 18, 2003—10  
December 16, 2003—10  
January 13, 2004—10  
February 17, 2004—9  
March 16, 2004—9  
April 20, 2004—11  
May 18, 2004—8  
June 8, 2004—6

Occupational Skills Advisory Committee meeting dates:

October 22, 2003 - 7  
January 22, 2004 - 6  
May 6, 2004 - 8

- *Attach membership list indicating community members, businesses and LCC faculty/staff.*

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- *Describe committee involvement with curriculum changes, list any recent changes*  
See above for answer to this question. Occupational Skills committee has suggested particular employment areas where students might concentrate.
- *Other advisory committee information*

**7) How well did you meet faculty and staff goals ?**

*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

Individual faculty and staff goals are outlined in their comprehensive and probationary developmental faculty evaluation plans. Student Evaluation of Instruction, self-evaluation, and observations where appropriate are used. Professional and staff development goals are also included in the overall goals for the division, such as becoming more technology literate. The Co-op Council meets six times per term and division meetings offer time for problem solving faculty issues.

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*What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?*

Our faculty and staff are geared toward the needs of students. Travel for staff development has been reduced, but the faculty is understanding of the budget situation of the college. They use their professional development funds for co-op related activities such as regional or national co-op conferences.

**8) Review your initiatives from 2003-2004.**

*For each initiative: How well did you meet your goals? What benefits did your program accrue from the initiative? What challenges arose? How effectively were you able to utilize resources? For multiple-year initiatives: Where are you in the implementation of your initiative? If you had initiatives that were unfunded, do you intend to resubmit this year (if yes, please discuss the continuing need for*

<b>2003-4 Goal</b>	<b>Analysis</b>	<b>Status</b>	<b>Submit for 04-05?</b>
Expansion of Occupational Skills program: Student Advisory position—Funded at .49	FTE numbers remained constant. 10% of entire dept. FTE. Less funding than previous year hindered growth	1 <sup>st</sup> year of initiative for student advisor	Partially Funded for 2003-4 Will resubmit
Cooperative Education marketing	Materials and supplies and NCCE Membership. In progress...NCCE provided model program designation to help win a grant.	ongoing	Funded for 2003-4 Will resubmit
Technology Management upgraded	Data base for employers in operation. Much more work needed to complete plan.	1998 -	Unfunded, will resubmit
Stipends/Scholarships for Co-op students	Too early to tell; criteria for use with advisory committees being developed now.	1 <sup>st</sup> year of 3 year initiative	Funded. Will resubmit
Co-op Transportation to work sites	Did purchase car with ICP funds	Part of maintenance rotation	Used ICP to replace one vehicle. Will resubmit

**9) Overall, what strengths do you believe your unit demonstrated in 2003-2004?**

- Experienced staff who have maintained and increased quality opportunities for student learning.
- Continued positive involvement in college-wide activities.
- The program, with its connection to community remains strong and positive and low cost for the college.
- Flexibility to expand in areas where the college can earn more FTE and provide up to date opportunities to meet community and student needs.

**10) Overall, what challenges do you believe your unit faced in 2003-2004?**

- Cost of tuition and overall decline in enrollment have limited student involvement
- Need to improve technology has taken more time and dollars than we can provide internally
- Knowledge of value and importance of investing in co-op needs to be made known or reinforced with students and staff.

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- Workload limits time for creativity.

**11) What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?\***

- Need to increase FTE to remain as cost effective as possible (even though it is low cost)
- Need to expand in areas of community and student needs (teacher education, occupational skills, etc.)
- Need for up to date technology for program efficiency (add online courses and increase efficiency)
- Need to find ways to market co-op so that stakeholders understand the benefits
- **Please remember that any initiatives proposed for 2004-2005 must be linked to these conclusions.**

## Part IV: Projected Performance 2004-2005

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### Chapter 4: Program Initiatives, 2004-2005

*How do you propose improving future performance? **Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005.** When proposing an initiative(s), use the following structure for each initiative proposed:*

#### 1) **Initiative Title**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

**Program Initiative: Cooperative Education #1**

**Division Priority #3**

**Initiative Title:** Creating Co-op Online Classes

#### 2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address? How will this initiative address the challenge?*

Challenge addressed: Need for increased use of technology to operate efficiently.

- Increase student involvement and maintain student success in cooperative education courses. (maintain FTE)
- Provide ways to enhance the students' co-op experiences by helping them meet their learning goals.

#### 3) **Describe the initiative**

*What will the product, innovation, or change of this initiative be? Please be as specific as possible. What is the need or intended use? How was that need assessed? What is your evidence of the need?*

*Given college resources, is it feasible? Is it an efficient use of college resources?*

*What would be the campus location of this request/project?*

*How many students (per year) will benefit?*

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

Cooperative Education enrollments have decreased since 2002. Some of the decrease has to do with students not having enough time to complete an internship and being advised by well-meaning people that they "can't afford a 3 credit elective." Helping students understand and be prepared for the experience, whether their co-op is required or elective will be helpful to students.

By offering a one credit on-line opportunity, students will be able to prepare themselves and understand better what will be expected of them to maximize their co-op experience when they are ready to take it. It will help them assess their readiness.

The on-line seminars can also benefit students by having the option to participate at a location away from Lane's campus at times when they can participate. There is still work to be done in

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determining the exact focus and content of the seminar course. Research was started last year and is continuing.

The second product to be developed would be an on line course for employers. This course would be available to employers or supervisors who are first time supervisors, or who would like to know more or improve their skills at supervising co-op students. This 1 credit seminar course could be offered at no charge to the employer, but could be counted as FTE for the college. The result would be higher FTE and better prepared supervisors who would provide more valuable experiences for students.

The core abilities and learning outcomes are integral pieces of cooperative education. These courses would actually highlight these to both students and employers.

**4) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

The product of the initiative will be two one-credit co-op courses: One for Pre-Coop and the other for Employer/Supervisors.

Coordinators described the need for this on line method of pre- co-op instruction during several meetings last year. Many discussed the considerable time taken in preparing individual students for possible placements, only to find out they are not ready for the co-op experience. The pre- co-op could help students assess their readiness and then seek the coordinator for the actual placement. Students who are at remote sites could use the one credit course to lead off their co-op experience.

This would be an efficient use of college resources because the course would actually be a part of the coordinator load and no additional personnel would need to be added.

The number of students who would benefit is unknown at this time. It could be anywhere from 25 – 500. Over 2,000 students take co-op each year.

**5) List the possible funding sources**

*Can this project be partially funded? If so, what portion could be funded at what minimum cost?*

Considerable curriculum development (100 hours for the student seminar course and 100 hours for the employer seminar course) will be needed but no additional resources after the initial start-up.

Carl Perkins could be a possible funding source for this project.

1. Two goals for Carl Perkins:

- Work based learning: Improve work-based learning options.
- Skill Attainment: Students and employers will be better prepared to learn employment skills.
- Success of PT students: In several professional technical areas, seminars are already offered, an on line version would be an enhancement to all student's preparation for cooperative education.
- Co-op has successfully completed all projects and spent all dollars allocated in Carl Perkins grants.

Curriculum development:

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1. The initiative will improve learning by preparing students and employers for the cooperative education experience and help them gain maximum value. It will help them prepare their learning objectives and assess their readiness for the internship.
2. An on line course planned course statement for both an online student course and an online employer course.
3. Not a course revision.

6) **Provide ORG and PROG codes: 510405 and 112000**

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**Cooperative Education Program Initiative #2**

**Division Priority #6**

**1) Initiative Title:** Expanding the teacher education program at Lane

Born out of the K-12 initiatives from the Board's strategic conversations with the Lane County superintendents, was a need to enhance and expand teacher preparation and certification of highly qualified instructional assistants. This initiative matches a state-wide consortium effort entitled Education Challenge Grant.

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address?*

Challenge Addressed: Expand in areas of employer and student needs.

*How will this initiative address the challenge?*

There are over 250 students who attend Lane with the goal of being a teacher. Our program outcomes analysis shows this is an area where to increase FTE. Teacher education is a way we can serve our community while doing so. Because of the division chair's education experience in K-12 and the co-op course in education that is the foundation for teacher education at Lane, we are the logical division to initiate this program.

**3) Describe the Initiative:**

The product will be four courses that are core to university education programs where our students transfer. Much research and connection has been done already to find out what the core courses are that will directly transfer and also apply to the state-wide paraprofessional certificate program. In this way students who take a course and later decide they want to be teachers will already be on the career ladder and will not have to back track. This mirrors the governor's "more, better, faster" initiatives. In 2001 over 250 Lane students declared education as their intended major. Oregon State, Pacific, Northwest Christian College, Eugene 4-J, Springfield, and Bethel School districts have all participated in discussions.

**4) Describe the resources needed.** The resources needed are part-time instructor costs for four courses: Foundations of Education, Multicultural Education, Instructional Strategies, and an additional section of Cooperative Work Experience. Curriculum outlines have already been developed by the state-wide education consortium.

**5) List the possible funding sources:**

Can it be partially funded? Yes, one to four courses could be funded. (\$2,991 per course) In the future, these classes could be run on a self-support, tuition-based method. Curriculum development funds will not be needed because curriculum outlines have already been developed by the statewide consortium.

**Carl Perkins** funds could be used to initiate these new courses since they apply to the newly developed Paraprofessional Certificate, that will soon be adopted by the state board and could be used at Lane as a piece of that professional technical program.

1. One of the goals met will be "**Skills Attainment.**" Students will need develop technical skills to qualify them as highly qualified instructional assistants and/or apply those skills to transfer degrees in the education career pathway. The other goal being met is **Work-based learning**

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development. The Education program will have a required cooperative education practicum experience and will involve considerably more local education sites for students.

2. Students in the instructional assistant program will all be considered professional technical students. The courses they take will contribute to qualifying them to be “highly qualified” and employable as instructional assistants.
3. We have not used funds for this purpose previously, but we have acquired funds for other projects and have made efficient use of all of the funds allocated to us.

**6) Provide ORG & PROG codes: 510405 and 112000**

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**Cooperative Education Program Initiative #3**

**Division Priority #2**

**1) Initiative Title:** Occupational Skills Program Expansion

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address? How will this initiative address the challenge?*

Challenge Addressed:     Need to increase FTE to remain as cost effective as possible.  
                                  Need to expand in areas of community and student need.

Expand enrollment in Occupational/Professional Skills program by 10% each year from 2004-7. This initiative was started in 2003-4. It did not increase 10% but maintained itself while other enrollment at the college decreased.

**3) Describe the Initiative:**

Occupational Skills is a flexible low cost program which can provide education and training in almost any career area. Students spend 20-26 of their 45 credit certificate program doing skills training at a job site. The other course work is done on campus to improve the skills needed for the career they have chosen.

**What will the product of this initiative be?**

- More students will meet their specific career goals
- A 10% increase/year for three years will result in a 24 FTE increase over that period. The college's cost per FTE for this program is \$1,044 per FTE.

**What is the need?** Students are looking for careers where they can make a family wage. Occupational Skills can provide an avenue for skills training in careers where the college is not able to afford a full blown program. Waste water treatment, building inspection are some examples of current programs.

Recent collaboration with continuing education has resulted in offering clinical work experiences for phlebotomy students. This concept can be expanded into Nurses Asst. and other continuing education programs.

Injured workers continue to come to the college for training.

Without the student advisor expansion is impossible.

**Is it feasible?** Yes, it can actually result in a monetary gain. *This program generates 71 FTE per year with one full-time faculty member and this student advisor.*

**What would the campus location be?** Most of the training is off campus at no cost to the college. The office is located in Building 19 on main campus.

**How many students (per year) will benefit?** Last year 145 students benefited from OST/PST. At a 10% increase each for the next three years, 186 students would benefit.

**How will students benefit?** OST/PST is a wonderful example of individual student learning. Students bring the skills they have to the program and build the ones they need for a particular career through a combination of courses and on the job training. Most OST students are hired by

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their training site. The program is flexible and current and students can choose their specific career interest.

- 4) Resources needed:** The Carl Perkins grant funded two part-time office assistant positions from 2001-3. Beginning in 2003 with the increase in responsibility and number of students, the positions are now a student advisor I. We asked for 2 advisor positions but were only allocated .49 for one position through Carl Perkins for this advisor. This salary needs to be recurring. Without this assistance, there would only be a faculty coordinator who could not handle the paperwork or volume of students. We were able to "get by" in 2003-4 and are limiting our request to the .45 again for 2004-5, although we know it will not allow the program to grow.
- 5) List the possible funding sources:** We would like Carl Perkins to fund this position as a full time Student Advisory I position for the next two years. This is the second year of the funding for this initiative. But knowing that this is not feasible, then we absolutely need the one part-time position (approximately \$21,326 for .49). This should eventually be a general funded position.

**Carl Perkins Goals:**

1. Skills attainment and increase: Students are able to use current skills and obtain new skills to be employable to enter a new occupation. They learn these skills largely in the work place.
  2. Special populations: PST is a program for injured workers who are disabled and economically disadvantaged. OST works closely with the Workforce Network and students are able to apply for financial aid. ESL students are included in the program. There are no entrance requirements for OST. All PST students (approx. 100 per year) are special populations.
  3. Collaboration with High Schools: The OST program has always been associated with the YTP (Youth Transition Program) for high school special education students. A new grant from the Department of Human Services will provide a coordinator w
- 6) Provide ORG & PROG codes:** 510950 & 150000

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**Cooperative Education Program Initiative #4**

**Division Priority #4**

- 1) **Initiative Title:** Stipends/Scholarships for Cooperative Education Students
- 2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**  
*What is the challenge you are trying to address?*

Challenge Addressed: Need to find ways to market co-op so that stakeholders understand the benefits.

*How will this initiative address the challenge?*

Increase the ability of students to engage in cooperative education credits through scholarships and stipends. The division proposes 25 six credit tuition scholarship/stipends for students who will be selected by their co-op coordinator and their advisory committees and processed through the Foundation.

A goal of the Professional Technical Education Coordinating Council is to promote and encourage advisory committee involvement and increase funds for students. The initiative involves the advisory committees in the selection of students to work at places of business in their career fields. It is our belief that once a student is placed for a term; employers may be more willing to offer additional stipends for that student to continue or, to bring new students into their workplace. With the cost of tuition increase, has come an inability in some program areas for students to pay for co-op credits. The criteria are currently being developed for assignment of these scholarships for spring term 2004.

3) **Describe the initiative**

**What will the product of this initiative be?** The project will supply 25 students with scholarships/stipends to allow them to take co-op courses. Very low cost FTE will be generated and students will be able to make a good connection with some high quality employers who may provide more stipends than currently provided.

**What is the need or intended use?** To offset the cost of tuition for students who feel that they cannot afford this opportunity. Having the advisory committee members choose the students will get more buy in to the professional technical programs.

**Is it feasible?** Yes, co-op coordinators could handle the process through advisory committees. Some employers already give stipends for co-op students through the Foundation. This is low cost FTE generation and will give employers the idea that they could provide these scholarships when they have followed this process with the grant dollars.

**What would be the campus location of this request?** Students are mostly placed in off-campus locations.

**How many students (per year) will benefit?** Twenty five students will benefit each year. This is the second year of the initiative. At least one stipend would be available for each professional technical advisory committee. The assessment will occur through the advisory committee (PTECC).

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**How will students benefit?** The scholarship/stipend could be used to encourage students who might not think they are able to afford the hands-on application experience or to have current students stay on at the site to learn new skills. It will give them more real world experience and investment in a community business. Non-traditional and ethnic students could be recruited.

**4) Describe the resources needed**

25 student stipends @ 6 credits each X \$64.50 equals \$9,675.

Co-op coordinator responsibility for the process with advisory committees—no cost.

Foundation has the stipend process established already.

**5) List the possible funding sources:**

1. Carl Perkins (if Carl Perkins could provide the pilot seed money for 3 years then the established practice could be continued by advisory committee groups)

*Carl Perkins goals:*

- Work-Based learning
  - Non-Traditional Training and Employment Student Results
  - *Special populations:* Special populations could targeted in the selection process for certain programs (non-traditional students, ethnic minorities, economically disadvantaged, etc)
  - *High School Articulation:* Students in the high school YTP programs could be made aware of the possibility of continued work experience possibilities at LCC.
2. Hopefully it will increase employer stipends (try to obtain stipends in addition to current ones) which will reduce costs for students, and provide better and more opportunities for students in a variety of areas.

**Can this project be partially funded?** Yes, less scholarships, but should be enough to know if it is a successful strategy.

**6) Provide ORG & PROG codes:** Lane Community College Foundation codes

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**Cooperative Education Initiative #5**

**Division Priority #12**

**1) Initiative Title:** Cooperative Education Marketing

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address? How will this initiative address the challenge?*

Need to find ways to market co-op so that stakeholders understand the benefits. (Increase awareness of the benefits of cooperative education among students, staff, and community employers and sites.)

**Why do it?** Cooperative education is a student centered low cost program that can provide significant employment and education opportunities for students. Many times students are not aware of its existence unless they are in a professional technical program where it is required. There has also been considerable turnover in staff at the college who are key in discussing the program with students. In the community, there is a constant need to market cooperative education to gain learning sites for students.

**3) Describe the Initiative.**

**What will the product of this initiative be?**

- More learning sites for students
- Increased knowledge about the program among staff and students
- Profit for the college is significant since FTE is low cost

**What is the need or intended use?**

The marketing dollars will be administered by a division committee. Informational brochures, employer handbooks (printing and design), employer thank you gifts, display boards, coordinator apparel with college logo. Continuing to be a member in the National Commission for Cooperative Education benefits the college by providing national marketing for our program as well as technical assistance and maintaining our model program status. In 2004 a letter from the NCCE naming Lane a model program assisted in getting a grant for the college.

**Is it feasible?** Yes, for maintaining and expanding community relationships and increasing FTE

**Campus Location:** Used for community and on campus activities.

**How many students (per year) will benefit?** 2,600 students received cooperative education credit in 2002-3. With the increased cost of tuition and decreased number of PT programs, marketing will be essential to explain benefits and maintain numbers. Securing additional community sites which provide pay for students will be a goal.

**How will students benefit?** By participating in co-op students will increase their opportunity for family wage employment in satisfying jobs. Providing top quality work sites is essential to student success.

**4) Describe the Resources Needed:**

- Materials and Supplies \$3,000
- National Commission for Cooperative Education membership \$5,000

**5) List the possible funding sources:**

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**Can it be partially funded?** Yes, but not recommended.

If you identify Carl Perkins as a possible funding source, please answer the following questions:

1. How does the request meet one or two of the Carl Perkins act goals?:  
**Counseling and Career Development:** National Commission provides information to all high school counselors and colleges about benefits of co-op. Materials and supplies will provide us with ability to get information to local high school and potential college students.  
**Work-based Learning:** It will increase work based learning opportunities.
2. How will the use of the funds contribute to the success of Lane's Professional Technical students? Students will be more aware of the benefits of cooperative education and help them make better career choices.
3. Briefly describe your past history of utilizing Carl Perkins funds. We have made good use of the Carl Perkins funds that we have been allocated. 2003-4 is the first year we received marketing funds.

**6) Provide ORG & PROG codes:** 510950 & 150000

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**Cooperative Education Initiative #6**

**Division Priority #9**

**1) Initiative Title:** Cooperative Education Technology Upgrade

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address? How will this initiative address the challenge?*

Challenge Addressed: Need to use technology to operate efficiently.

The initiative will improve efficiency and effectiveness of cooperative education by improving information management through a data base, online forms, and instructor web pages. These processes will eventually need to integrate with Banner.

This project is one that has been a Co-op initiative since 1998. Coordinators need to use technology to work with students and employers. Co-op needs a data base that provide information about placement sites for reporting information to SAIF for worker's compensation and to provide information to each other about what sites are indeed available to students. Co-op sites can be shared among coordinators and opportunities made available to students. Currently when we deal with large organizations we have no idea whether other students and coordinators might be placing students or want to place students there. Since co-op experiences are possible at numerous locations, each coordinator needs a web page with forms and assignments that students and employers can access.

See Chapter 1 for specific information about co-op's alignment.

**3) Describe the Initiative**

**Why do it?**

Three years ago the department purchased a server to connect to the college's information system so that information would not need to be duplicated on forms, coordinators could access student schedules, and information about student placements could be shared and centrally accessed. This initiative was stopped because of the implementation of Banner. Now the work needs to be re-started. The goal of establishing the employer data base was completed with department resources in 2003-4.

**What will the product of this initiative be?**

1. An employer data base will be accessible to faculty and office staff. (completed 2003-4)
2. Standardized forms and information will be available to students on line
3. Instructors will have individual web pages for student and employer interaction
4. The system will be integrated with Banner so information will not need to be duplicated

**What is the need or intended use?**

1. As a division, we need to know when and at what sites students have been placed
2. Way to track student placements for worker's compensation reporting
3. Use of technology to allow students not on main campus to have better access to forms and processes

**Is it feasible?**

Yes, we have already met with Linda DeWitt about the Banner connection. One of our coordinators has already put his forms on line.

**What would be the campus location of this request/project?**

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Web-based—not confined to a campus location

**How many students (per year) will benefit?**

At least 2,600

**How will students benefit?**

- Coordinators will know what experiences students have had and what schedules they have to match them with supervision sites.
- Students will not have to duplicate information already given to Lane and stored in the system.
- Because the coordinators will know what employers have taken students they will be able to provide other students with additional appropriate sites
- Students will have access to the most updated information and forms on line.
- Chalkboards can be set up to for students to share information about their experiences.
- Students and employers will be able to access information from any location.

**4) Describe the Resources Needed:**

- Technical assistance by computer services experts – either in house or outside services (\$3,000)
- Curriculum development to put Co-op assignments on line 100 hours at \$26.44/hour + OPE (\$3,711)

**5) List the possible funding sources:**

- This project can be partially funded. Any additional dollars are appreciated.

Some **unit resources** can be applied to the project:

1. Administrative specialist—some time devoted to maintaining the data base.
2. Possible release time for Larry Scott to handle some of the training and technical assistance. Some ICP has been reserved for this project.

**Curriculum Development funds** for faculty to organize web pages and post electronic forms, including syllabi and learning outcomes. (100 hours @ curriculum rate--\$3,711)

1. Improve learning by:
  - Because the coordinators will know what employers have taken students they will be able to provide other students with additional appropriate sites
  - Students and employers will have access to the most updated information and forms on line
  - Chalkboards can be set up to for students to share information about their experiences
  - Students and employers will be able to access information from any location
2. Course materials and forms will be available electronically.
3. Co-op course revisions can be made easily. There will be a standard course formats for the division. This effort, to make them electronic will only need to be done once.

**6) Provide ORG and PROG codes: 510405 & 112000**

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**Cooperative Education Initiative # 7**

**Division Priority #13**

1) **Initiative Title:** Transportation for Co-op Site Visits

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address?*

Challenge addressed: Need to increase FTE to remain as cost effective as possible.

*How will this initiative address the challenge?*

Co-op coordinators need transportation to get to job sites. Without reliable and safe transportation we cannot provide this service. The alternative is to pay mileage reimbursement for private cars which doubles the cost.

3) **Describe Initiative:** Transportation is needed for co-op coordinators to get to job sites.

**Why do it?** The cost of providing vehicles is less than one half of the cost of paying mileage reimbursement for private vehicle use. This cost analysis is done every year.

**What will the product of this initiative be?** The initiative is to continue to provide an inexpensive way for coordinators to visit student work sites.

**What is the need or intended use?** Coordinators need to visit sites of student learning experiences. This is the key to good communication and learning. 31 coordinators placed 2,644 students at sites in 2002-3.

**Is it feasible?** Yes, without cars the travel expenses would prohibit effective visitation. Co-op does not need classrooms or text books.

**What would be the campus location of this request/project?** Main campus parking lot.

4) **Describe the resources needed:**

With a fleet of six cars, one should be replaced each year for safety and increased maintenance reasons. Our current 1999 Mystique has 90,000 miles. Purchase one program car = cost \$10,000 with trade in.

5) **List the possible funding sources:**

- Can it be partially funded? No
- Minimum cost \$10-15,000

Last year we used existing ICP. We can't sustain this cost indefinitely.  
Should be a new general fund item: Co-op has no equipment or facilities needs for classrooms.  
This is our only major equipment.

6) **Provide ORG & PROG codes:** 510950 & 150000

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**Initiative Spreadsheet Coop 04-05:**



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**Chapter 5: Expected Unit/Program Outcomes for 2004-2005**

*What program outcomes do you expect to achieve in 2004-2005?*

**1) What program level outcomes do you expect to achieve?**

*What goals do you wish to set for 2004-2005? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?*

<b>Goals</b>	<b>Expected change for 2004-5</b>
Increase the numbers of students participating in cooperative education, while maintaining quality student success in cooperative education courses.	-increased or maintenance of 2003-2004 FTE at the department level -Increased awareness of the benefits of cooperative education among students, staff, and community. -continued efficiency in serving students and community -more stipends/scholarships for students to complete co-ops
Improve efficiency and effectiveness of cooperative education by increased use of technology.	Development of a data base, online forms, instructor web pages and on-line courses.
Expand in areas where there is student and community need.	More students in Occupational Skills and Teacher Education courses.

**2) How will your program enhance your students' abilities to meet Core Abilities outcomes?**

*What changes, if any, do you expect to implement in 2004-2005?*

- Conduct a focus group of coordinators and employers to crosswalk the co-op student evaluation form with the college's core abilities list to make sure we are adequately assessing them with our form and identifying areas of highest need for concentration.
- Work with other divisions to offer co-op as a way to assess student's core abilities in their programs.

**3) What course level outcomes do you expect to achieve?**

*What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?*

- New courses in teacher education
- More variety in occupational skills and increased relationship with continuing education.
- New on-line one credit courses for students and employers

**4) What plans do you have for enhancing your use of current technologies?**

- Improved data base, more websites for individual instructors, addition of on line classes, and providing forms and classroom information electronically.

**5) What plans do you have for working more effectively with your Advisory Committee?**

Our advisory committees are working very effectively at this time. For the PTECC, being more definitive about goals and more focused assistance for advisory committees that need it.

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**6) How will you set faculty and staff goals?**

*How will you ensure the participation of faculty and staff in all phases of Unit Planning?*

Unit planning will be an ongoing process with spring meetings instead of fall planning sessions. Continue focus on involvement in unit planning through bi-weekly Co-op Council meetings, and two division meetings each term.

**7) Enrollment Data**

*Please provide your projected goals for 2004-2005:*

- Program Level: Student FTE: 600 FTE

**8) Student Success Data**

*Please provide your projected goals for 2004-2005:*

- Student Completion ratios—Maintain current level (83%)
  - Degrees, Certificates Awarded --Increase by 100% the number of Occ.Skills certificates.

**9) Facilities and Equipment**

*What facilities or equipment goals do you wish to set for 2004-2005?*

New automobile to replace 1998 Mystique with 90,000 miles.

**10) Budget**

*Please provide projected goals for 2004-2005:*

General Fund:

General Fund Allocation  
Actual Costs of Unit Operation  
Revenues (Course Fees, etc.)  
Cost per Student FTE

**2004-05 Projected Goals for Co-op Unit**

<b>Category</b>	<b>General Fund Allocation</b>	<b>Actual General Fund Costs</b>	<b>ICP Revenue Less Expenses</b>
Administrator Salary	79,128.00	87,579.00	
Administrator Other	0.00	1,920.00	
Classified Employees	70,100.00	59,394.00	
Overtime		4,000.00	
Timesheet	4,829.00	15,176.00	
Faculty	479,770.00	544,604.00	
Overload	68,011.00	80,428.00	
Part-time	65,453.00	42,722.00	
OPE	406,752.00	438,093.00	
Supplies	11,959.00	11,959.00	
Travel	9,402.00	7,402.00	
Fees & Dues	439.00	1,200.00	

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Maintenance & Repair	1,688.00	300.00	
Phone	4,800.00	3,096.00	
International Work Exp.			4,400.00
Occupational Skills			11,760.00
Total	1,202,331.00	1,297,873.00	16,160.00

Total Expenses	1,297,873.00
Less Revenue	16,160.00
Difference	1,281,713.00

Projected Cost per Estimated Student FTE (Divided by 600 FTE)	2,136.18 reduced by 10%* equals <b>\$1,922.56</b>	*Adjusted by 10% to remove costs for college wide operations (PTECC and Carl Perkins grant administration)
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<i>Kristin Gunson (Original Signature on File in Coop Office)</i>	12/14/04
Advisory Committee Chair	Date

<i>Andrea Newton</i>	12/14/04
Division Chair	Date

***DEADLINE FOR UNIT PLANS  
DECEMBER 15, 2004***

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**Initiative Spreadsheet Coop 04-05:**



"Initiative  
Spreadsheet\_Co-op\_!"

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