

## **Chapter O: Alignment with College**

### *How is your unit aligned with College?*

The Co-op Division is made up of three subparts: Cooperative Education (co-op), Apprenticeship, and College Now. The alignment discussions were all done as a whole group, not disaggregated to the subparts.

Due to the nature of the Co-op Division, it 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.

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.

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.

The following is the Co-op Division's brainstormed lists of how it aligns with the College's Core Values, Strategic Directions and Learning College Principles.

## **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)
- ❖ 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

- ❖ Strategically align continuing education with credit side of college
- ❖ Co-op is in unique position to access all programs for learning
- ❖ Find \$ to keep programs going

## **Strategic Directions (4)**

### **STRATEGIC DIRECTION 1: ACHIEVE FINANCIAL STABILITY**

#### Tuition

- Lower cost to operate/FTE than other college offerings
- Brings in more money than spent out
- Students spend a lot of tuition on it
- Increase # students = increase dollars

#### Number of students

- 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

#### Retention

- Students value co-op, even when not in a paid position
- Helps students earn money to pay for school through paid sites and stipends
- Sometimes adds needed credits to complete financial aid requirements so can stay in school

#### 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: ENHANCE COLLEGE CLIMATE**

#### 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
- 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

#### Student success and retention

- Increased customer satisfaction
- Increase student awareness of their goal
- 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
- 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

#### Connection with community

- 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); Lane has most contracts

### **DIRECTION 3: BUILD ORGANIZATIONAL INFRASTRUCTURE**

#### 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

#### Feedback loops

- Co-op employers provide community feedback on progress
- Tried and true process of success with student/employer contacts
- Coordinators contact provide validation to institutional planning
- Student evaluation of site/coordinator gives feedback
- Co-op fundamentally different program than other programs – attracts a type of individual – external contacts – better sense of community and college - community loops

#### 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

#### 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

#### LASR/Banner

- LASR – quicker access to classes
- Showing students how to utilize Banner
- Forced to get own student lists
- Identified variable credit issues for Banner

### **DIRECTION 4: IMPLEMENT BUSINESS, WORKFORCE DEVELOPMENT AND EXTENDED LEARNING (BWEL) REORGANIZATION**

#### Business Connections

- Business connections and resources, places students with businesses
- Coordinators have more community contacts than the average instructor
- Co-op coordinators must be apart of BWEL planning and development
- Previously established relationships creating variety of ideas
- Co-op develops and maintains good relationships with business community
- Co-op provide an effective model for BWEL to build from
- Bridging the gap between classroom and real life experience
- Co-op is an extension to student's learning
- Co-op puts students into the business environment for extended learning
- Let community know about BWEL resources
- BWEL overlap with Co-op – need to be involved with planning and development
- Both sides of house need to know and work together

#### Continuing Education Connections

- Helps connect non-credit and credit side of college through collaboration of offerings for student course work
- Linking co-op experience with continuing ed courses
- Successful partnerships with continuing ed
- Co-op involvement in placement of students in continuing ed programs
- Coordinate with non-credit program

#### Workforce Network Connections

- Can work with WFN staff for Co-op placements

#### Center for Meeting and Learning Connections

- Bring conferences to Lane, Co-op Division hosting conferences/open houses at conference center
- Workshops/conferences for CEUs
- Bring community members to conference center
- Expose staff from all high schools to Meeting and Learning Center trough annual College Now workshop
- Active recruitment of community organizations to use conference center
- Bring information about conference center to employers
- Co-op placements in CML

### **Learning College Principles – 9 as proposed as of Sept. 25**

#### **1. LANE TRANSFORMS LIVES BY CREATING OPPORTUNITIES FOR SUBSTANTIVE CHANGE IN INDIVIDUALS.**

- 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
- 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
- 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
- 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

## Chapter 1: Unit Description

*Who are you?*

### Unit Mission/Vision

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 experience in construction. College Now bridges to the high schools, creating early opportunities for high school students to get credit and articulate their coursework with the College.

### 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

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.

### History/Significant Events

#### COOPERATIVE EDUCATION

- Brought Disney World back to Lane
- Paula Jones wins National Student of the Year for CEIA (2 yr. Co-op)
- Co-op required for programs
- International Co-op Ed
- Bob Way earns national award for Co-op
- Dental Administration program
- Fitness certificate program started—1 & 2 year certificates with required co-op



Promoting the value of advisory committees as connections to the community and vice versa  
We honor an employer of the year  
Co-op has new, beautiful office location  
New culinary lab/kitchen  
Conversation with Pete Sorenson started pre-law component of program  
Creation of athletic training co-op opportunity  
Student publishing in the discipline  
Linking of physical therapy with our fitness specialists program  
Students (99%) earned their state certification in chemical dependency

#### APPRENTICESHIP

Partnership with welding program  
Custom welding classes  
Addition of new equipment  
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  
Increased FTE every year  
Perkins tech prep grant augments our program budget  
Increased FTE from 30-242  
Increased community connections  
College Now 1999—began collecting FTE for program  
Oregon OARS allow both dual credit partners to claim full reimbursement

## Degrees and Certificates

#### COOPERATIVE EDUCATION

Occupational Skills – one year certificate  
  
Other areas – incorporated into degree requirements for other departments

#### APPRENTICESHIP

Two year degree

#### COLLEGE NOW

No degrees/certificates – high school coursework applies towards College

**ORGANIZATIONAL STRUCTURE**

**AND**

**FACULTY/STAFF LIST ON THE FOLLOWING 2 PAGES**

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

**Occupational Skills/EST**  
Chuck Fike – Coordinator  
Cheryl Reiter – Program Asst  
Beverly Farfan – Coordinator

**Apprenticeship**  
Colleen Cairney – Coord.  
Joy Crump – Prog. Asst.  
Doug Weiss – Special  
 Project Coord.

**Carol Woodman**  
 Administrative Coordinator

**Chantell Hayson**  
 Administrative Support Specialist

**Continuing Education**  
Chuck Fike  
**Education**  
Merrill Watrous  
Tamara Pinkas

**Computer Information Technologies**  
Larry Scott – Computer User  
 Support, Computer Programming

**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  
Beverly Farfan – History, Psy/Soc,  
 Anth, Geography  
Gary Oldham – Chemical Dep.  
 Counselor Train/Human Ser.  
Merrill Watrous – Elm Ed.

**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.,  
Laurei Swanson-Gribskov –  
 Administrative Assistant,  
 Accounting, Business  
 Management, Real Estate

**Community Outreach**  
Marv Clemons – Florence  
Carol Woodman – Cottage Grove

**Culinary/Food Services**  
Willie Kealoha – Culinary, Food  
 Service & Hospitality

**English, Foreign Language & Speech**  
Susan Brous – EFL&S  
Tamara Pinkas – Amer. Indian

**Family & Health Careers**  
Tom Brokaw – EMT  
Glenna Clemens – Nursing  
Carrie Fairchild – Hlth Record Tech.,  
 Med. Office Asst.  
Roger Hecht – Respiratory Therapy  
Jane Russell – Preschool  
 Sandv 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

**Media Arts & Tech**  
Teresa Hughes – Broadcasting,  
 Multimedia Design/Production  
Dorothy Wearne – Photography  
 Publication Design & Production  
 Journalism

**Performing Arts**  
Jane Russell – Performing Arts,  
 Music

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

NAME	PHONE	DISCIPLINE	OFFICE	DEPARTMENT
Hayson, Chantell	5203	Administrative Support Specialist	WTC 231	Cooperative Education
Newton, Andrea - Chair	5494/5509	Division Chair	WTC 231 F	Cooperative Education
Reiter, Cheryl	3269	Student Advisor	WTC 231 E	Cooperative Education
Woodman, Carol	5509	Administrative Coordinator	WTC 231 G	Cooperative Education
Thayne, Tarra	5658	Work study student/office support	WTC 231	Cooperative Education
COORDINATORS	PHONE	DISCIPLINE	OFFICE	DEPARTMENT
Bates, Rodger	5269	Coaching, Recreation (Basketball)	PE 233	Health & Physical Ed.
Brokaw, Tom	5633	Emergency Medical Technician	HEA 261	Family & Health Career
Brous, Susan	3276	English, French, Spanish, Speech, Career Exp.	FOR 314	EFL&S
Candee, Steve	5188	Political Science, Pre-Law	CEN 410H	Social Science
Clemens, Glenna	5185	Nursing, Health Occupations	HEA 210	Family & Health Career
Clemons, Marv Cell phone-554-1239	3158	Const., Weld., Auto., Florence, Auto Body/Paint, Manuf., Aviation., Diesel, Flight Tech. Apprent Trades., Electronics, ATAC	WELD111	Advanced Technology
del Nero, John	5286	Criminal Justice	CEN 419E	Social Science
Fairchild, Carrie	5621	Health Records Technology, Medical Office Asst	HEA 259	Family & Health Career
Farfan, Beverly	5395	History, Psy/Soc., Anth., Geography, Occ. Skills	CEN 420E	Social Science
Fike, Chuck	5078	Occupational Skills, Landscape/General Work Experience, EST	WTC 231 C	Occupational Skills
Gaul, Shannon	5556	Physical Therapy	PE 103	Health & Physical Ed.
Hecht, Roger	5624	Respiratory Therapy	HEA 132	Family & Health Career
Hughes, Teresa	3179	Broadcasting, Visual Design & Production, Multimedia	FOR 106	Media Arts and Tech.
Kealoha, Willie	3501	Culinary, Food Service and Hospitality	WTC 231 B	Culinary/Food Services
Kelsch, Jamie	5540	Accounting, Admin. Asst., Legal Asst., Business Mngt., E-Business, Sales & Marketing	BUS 108D	Business Tech./Admin.
LeThi, Son	5516	International Asia	BUS 206	College Finance
Myers, Linda	5883	International Mexico/Chile	WTC 231A	Cooperative Education
Oldham, Garry	5194	Human Services	CEN 410G	Social Science
Pinkas, Tamara	5011	Drafting, American Indian Lang., Education	WTC 231 D	Advanced Technology
Ralph, Alexanne	3248	Political Science, Pre-Law	CEN 421E	Social Science
Rubick, Thomas	5887	Art & Applied Design, Graphic Design	DRA 201C	Art & Applied Design
Russell, Jane	5627	Early Childhood Ed (Preschool), Performing Arts, Music, Nanny, International	HEA 219	Family & Health Career
Scott, Larry	5458	CIT, Mathematics, Engineering, Science, Energy Management, Chemistry, Enviro. Studies	WTC 154	CIT, Math, Science
Stice, Sandy	5638	Dental Programs	HEA 238	Family & Health Career
Swanson-Gribskov Laurie	5535 VM-7550	Business Management, Sales and Marketing, and Real Estate, Admin. Asst., Accounting, Legal Asst., E-Business	BUS 108B	Cooperative Education
Thompson, Sue	5735	Fitness, Aerobics, Coaching	PE 227	Health & Physical Ed.
Watrous, Merrill	5423	Education	CEN 420H	Social Science
Wearne, Dorothy	5656	Journalism	DRA 214	Media Arts & Tech
Wilken, Lyndell	5652	Athletic Training, PE, Recreation, Health	PE 235	Health & Physical Ed.
Cairney, Colleen	5843	Apprenticeship Coordinator	FOR 304	Apprenticeship
Weiss, Doug	5890	Apprenticeship-Special Projects	ELEC 203J	Apprenticeship
Crump, Joy	5496	Apprenticeship-Office Assistant	FOR 304	Apprenticeship
Coe, Delna	5008	College Now Tech Prep Liaison	WTC 233 C	College Now
Gabriel, Judith	5699	College Now Coordinator	WTC 233 B	College Now
Lilliefors, Lori	5521	College Now Program Assistant	WTC 233 A	College Now

**What does your program intend to do? What does the learner acquire after completing your program? How does your program contribute to enhancing core abilities (as defined in the catalogue) of the learner?**

**Program/Course Level**

Academic

- A richer academic experience that integrates classroom and work-site learning
- Learning by doing is a well-researched and effective pedagogical tool
- Communicate effectively in workplace
- Think critically and solve problems effectively
- Explore academic disciplines
- Increase understanding of the relationship between self and community (and workplace), including self awareness, personal responsibility, and the development of cultural competence
- Retention in college – seeing relevance of coursework
- Increased motivation for academic achievement
- Demonstrate proficient use of modern equipment
- Potential for exposure to technology not available on campus

Professional

- A leg-up in the professional world
- Guidance in career expectations and demands
- Early exploration and confirmation of career choice
- Networking and professional references
- Development of job contacts and work history
- Help in locating part-time or full-time employment which could lead to permanent employment
- Resume preparation and interviewing skills
- Better understanding of working world culture
- Exposure to equipment used in the workplace
- The opportunity to earn significant income during college

- Real, progressive experience in which students can earn actual wages based on skills and experience
- Retention in college – financial support through paid employment while earning credit
- Co-op credits round out financial aid credit requirements to get full grants

### Institutional

- Developing and reinforcing College and community connections
- Apprenticeship as credit classes
- College Now is a “leg up” from high school to college – save money, time and effort

## **Faculty/staff contributions (A brainstormed list during Nov. 04 session)**

Co-op—

Speaker for professional development  
 LCC faculty  
 Goals 2000 teachers in OR  
 PSU with U of O  
 Speaker at Articulation Conference speaking on topics  
 Community actress and director  
 Food for Lane County  
 AAWCC  
 VLT Board of Directors  
 Springfield School District Budget Committee  
 LCCEF Bargaining team  
 Advisor of the Oregon Dental Executive Association  
 Eldon Schafer Pat on the Back Award  
 President of Lane County Dental Assisting Association  
 Cottage Grove Greeters  
 Wellness Walking Group Leader  
 Classified Council  
 LCCEA Leadership Team VP for Professional Tech.  
 Service Learning Team  
 Big Professional Dev. Committee  
 Faculty Council  
 Womenspace Board of Directors  
 Lane Leaders Board  
 College Council  
 SMART  
 CEIA  
 NSEE  
 NCEEA  
 NCCE  
 Degree Requirements Review Committee  
 Student Achievement and Goal Attainment Committee  
 Eleven Technical Advisory Committee memberships  
 NCEEA Conference Planning Committee  
 American Association of Medical Transcriptionist  
 Secretary of Oregon Society  
 Lane County Medical Society  
 Legislative Chair

American Health Information Management Association  
Mentor for Faculty Connections  
Lane Leaders  
Advisory Committee  
Lane's partnership with the OUSIE3 international internship program  
Have done two Carl Perkins internships  
Became Co-op coordinator  
Merging LCC Food Services with Culinary/Hospitality programs  
Many students have been employed as public safety personnel as a result of Co-op.  
Lane Business Education Compact  
Bicycle Coalition  
Nordic Ski Club trip organizer  
Obsidian member

#### Apprenticeship—

Community college apprenticeship coordinators statewide facilitator extraordinaire  
Statewide limited energy curriculum development  
Peer to Peer  
College Network Group  
Advisory Committee Executive secretary  
Most instructors are journeymen  
Perkins contacts college reps  
Pt Deans/regular coordinator  
Skills center team  
Trade committee education rep  
College advisory committees  
Students and teachers work in the technology they teach  
Planning committee  
Construction Career days  
NAWIC (National Association of Women in Construction) guest, not member

#### College Now—

Riverfront School and career center board member  
CAM – CLRS Co. group  
Publish articles for Register Guard  
Parent news letters  
West Lane News  
Sit on high school/ESD/Lane ESD consortium  
Serve on school to work beyond high school committees  
CPDT  
Recycling committee  
Dual credit coordinator statewide group  
Peer to Peer  
Convene monthly high school advisory council to assist College Now program  
Network charter school committee

## Advisory committee

The Cooperative Education division has four advisory committees which meet regularly:

- 1) Apprenticeship Advisory Committee (3 times/year)
- 2) Occupational/Professional Skills Advisory Committee (3 times/year)
- 3) College Now Advisory Committee (8 times/year)
- 4) Professional Technical Advisory Committee (covers all college professional technical programs--11 times/year)

**Chapter 3: Program Outcomes Data and  
Chapter 4: Analysis of Expected vs. Actual Performance**

**What were the results of providing your program as it relates to student enrollment, student success, and cost efficiencies?**

*Did you meet your expectations?*

As mentioned at the beginning of this Unit Plan, the Cooperative Education Division began exploring its alignment with Lane's Vision, Mission and Core Values in Spring 2003. Then at the Cooperative Education Fall In-service, the Division staff examined the Strategic Directions and Learning College Principles.

On October 27, 2003, the Co-op Division met to review, discuss and identify implications of available performance data. This data was first combined for the Cooperative Education Division as a whole and then divided into its three sub-units: Cooperative Education (Co-op); Apprenticeship; and College Now. Enrollment trend data was also provided at the course level for individual staff members to consider.

The October 27 meeting trend data covered only two years (01-02, 02-03). Given the timing of the session, the Summer 03 and Fall 03 figures were not yet available. Staff had been requested to bring their self-identified enrollment numbers for those two terms in order to consider recent changes in addition to the past two years. Staff completed a form and then dialogued in small groups about what they were experiencing. The questions and written responses dealt with the following questions:

1. What trends are you seeing in your program area(s)? Any factors that are causing the numbers to change?
2. What do you anticipate will occur the rest of this school year?
3. What interventions, additions, or changes have you planned for this year? Next year? Future improvements/innovations?

Since the Co-op Division dealt simultaneously with the data and its analysis and implications, Chapters 3 and 4 are combined in this Co-op Division Unit Plan.

The Co-op Division identified initiatives for improvement at subsequent meetings in November 2003. These initiatives are detailed in Chapter 5.

## **ENROLLMENT DATA**

Comparing years 01-02 to 02-03

### **COOPERATIVE EDUCATION DIVISION FTE (as a whole)**

	<u>01-02</u>	<u>02-03</u>
CO-OP	672	729
Appren	254	212



<b>College Now</b>	<b>241</b>	<b>273</b>
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TOTAL	1167	1214
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8.8% of LCC FTE	9.8% of LCC FTE
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***OVERALL COLLEGE DATA:***

Examining Changes from Years 01-02 to 02-03

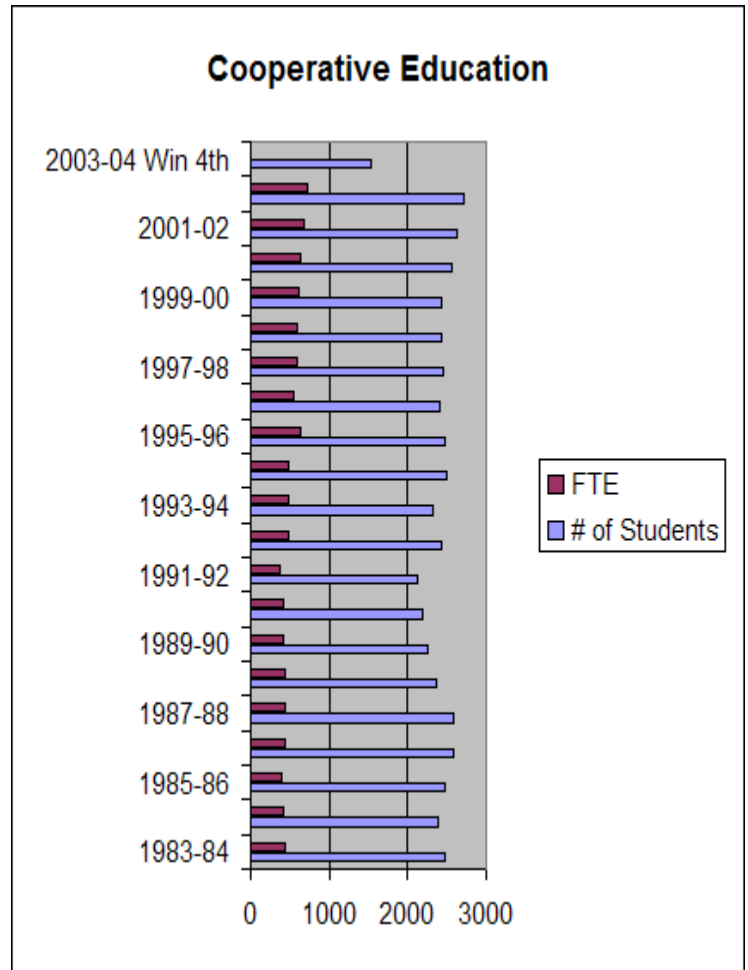
- Unduplicated Headcount: decrease 14.2%  
(40,099 to 34,394)
- Full Time Equivalent (FTE): decrease 6.8%  
(13,265 to 12,364)
  - transfer decrease 1.2%
  - professional/tech decrease 2.7%
  - developmental decrease 16.6%  
(likely due to loss of adult high school)
  - other reimbursable decrease 29.6%  
(likely due to loss of continuing ed classes)

**Big Picture Observations**

- Highest FTE generating Division on campus
- Co-op really contributes to total LCC FTE
- Co-op increased while college enrollment declined

## Cooperative Education Enrollment Growth Chart

1983-84	2464	432
1984-85	2397	424
1985-86	2464	402
1986-87	2585	437
1987-88	2582	440
1988-89	2358	444
1989-90	2249	424
1990-91	2200	427
1991-92	2131	375
1992-93	2428	482
1993-94	2321	473
1994-95	2490	488
1995-96	2475	640
1996-97	2419	551.3
1997-98	2455	588.4
1998-99	2436	598
1999-00	2440	613.2
2000-01	2560	637.6
2001-02	2638	673.14
2002-03	2714	729.78
2003-04 through Winter 4th	1538	



### COOPERATIVE EDUCATION BY TERM

(Note: FTE listed; head count numbers in parenthesis below.)

	01-02	02-03	03-04
Summer	142 (440)	196 (578)	(390)
Fall	149 (595)	160 (638)	(553)
Winter	173 (778)	166 (728)	
Spring	208 (825)	206 (770)	

TOTAL	673 (2638)	729 (2714)
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#### Overall Cooperative Education Observations

- While 02-03 total number of enrollments is higher than 01-02, when looking at Winter and Spring terms individually, declines in enrollment are occurring. This trend has continued into this school year.
- Appears that the division is following trend of decreasing college enrollment
- Program cuts = less students in co-op
- Enrollment may be dropping in some areas
- College #s decrease and co-op #s decrease this year
- Correlates with impact expectations when deciding on the tuition increase
- Question if decrease enrollment tied to increase tuition
- Is there a relationship between these FTE drops and tuition/fee increases?
- Cost is a factor.
- Decreased enrollment due to increased tuition.
- Difficulties with new registration system might be involved in decreasing enrollments.
- LCC trends should be compared to local economic trends
- Economic climate
- Figures are true – but 02/03 was off the charts – looking at trends show that we are actually close to the same rather than declining
- Students can always get into co-op; enrollment size is not an issue in most areas
- Flexibility is a factor that should encourage co-op participation.

#### **APPRENTICESHIP BY TERM**

(Note: FTE number is stated above the head count number.)

	01-02	02-03	03-04
Summer	36.2 (258)	26.8 (??)	76.6 (549)
Fall	76.8 (552)	85.8 (1044?)	67.4 (479)
Winter	77.8 (527)	90.6 (591)	
Spring	63.7 (453)	9.4 (??)	
TOTAL	254.4	212.6	

### Apprenticeship Observations – Strengths, Weaknesses, Opportunities

- Banner issues, and timing alignment - Numbers were skewed by term because of the change over from two semesters to 3 terms to match the Banner requirements.
- Spring 03 very small enrollments are counter balanced by Summer 03 very high enrollments.
- Apprenticeship – economy down, less apprentices
- Losing programs – lack of accommodations, dedicated space, lack of funding for instruction
- Pre-apprenticeship – tuition based
- Issue: transcript & contact hours, building code requirements, grades didn't convert
- Distance learning future possibilities
- Credit implications – trend = classes for credit
- Pursuing degree
- V-TEL (IP) interactive video conferences trade skills fundamentals class

### College Now Observations

(Note: College Now only had data available on an annual basis – not on a term by term basis. Initial enrollment figures for Fall 2003 were down from previous years.)

- College Now – high school teacher retirements, budget cuts, so numbers down
- More FTE is past year – academic credit now = with professional/technical
- High School principal outreach – so many new ones – encourage to keep College Now on radar screen with many competing demands
- No new articulations
- New division chairs at Lane – need information about program
- Professional Technical student hands-on day
- Strengths—experience something new & different (but not all schools offer)

### Cooperative Education – Data by content area

The IRAP data by course for 01-02 and 02-03 was provided to the Co-op coordinators by content area. There are 27 Co-op coordinators spread throughout College departments. These coordinators enroll students in 80-120 course sections, depending on the term. Course size varies from 0-60. For the purpose of this Unit Plan analysis, the staff was divided by content areas to discuss trends and implications. Their comments follow.

#### *Respiratory care, Nursing, Medical Office Assistant (MOA), Health Records*

- Normal fluctuation in respiratory care
- Nursing – more students/less credits (time constraint, not \$)
- MOA/Health Records – expect more Health Record co-op students this year than MOA
- Respiratory care may see trend in decreased enrollment due to increased tuition
- Nursing will remain the same
- Increasing site development
- Respiratory care – mandatory co-op for 4 credits starting Spring term (2<sup>nd</sup> year students)
- Intensive Care Unit Nursing – working with nurse managers on how students are signed up (e-mail system works well)

- HR survey that will determine the interest in co-op placements

#### *PE, Health and Athletics*

- Student #s hold steady = steady co-op #s because co-op required
- Budget cuts in GC programs = huge drop in # students
- If we could increase our Certification Program enrollment (currently limited to 30 due to budget), then we would increase co-op students

#### *International Co-op*

- Time is a factor – time to do recruiting; time to do interviewing – very limited staff FTE.
- Student numbers also affected by world situation and tuition increase

#### *Early Childhood Education*

- Cost and economics – ability to stay in school is impacted. If in this career area for the love of it – then economics is not a factor. BUT if need to make a living, then BIG impact.
- A college threat of closing early childhood was a problem – taking awhile to recover.
- Students going part time, taking longer

#### *Journalism, English, Foreign Language*

- Journalism seems to be a slow steady rate.
- EFLS – the numbers are steady. Focusing on finding better placements where students really can explore where they are and where they are heading.

#### *Art, Graphic Design, Broadcasting*

- The broadcasting is showing larger #s – and it seems to be happening because of budget cuts in Multi-media and Radio – maybe.
- Graphic Design showed larger increases (increase 30%) – not quite sure why so many came in last year, but we feel this is showing in the current lower #s. They graduated – so now new students are in the program and will not get to co-op for a few terms. Internships are required and it is a limited entry program.
- Art student study/survey going on.

#### *Social Science, Criminal Justice*

- Social science was overloaded in pre-law, political science and human services. Lost a whole position in 01-02
- Criminal Justice Program is down – police academy closed

#### *Business, CIT, Drafting, Advanced Tech*

- Program closures – teach outs and course substitutions – artificially increase numbers

- Flat/growing
- Time on college governance takes away from co-op time
- Research study – 2<sup>nd</sup> year student drops - drafting
- Tuition increase a factor, differential tuition also
- 4 days/week – compressed time

## **STUDENT SUCCESS DATA**

### **DEMOGRAPHIC PROFILE OF STUDENTS**

#### **Co-op –**

Mirrors college demographics because part of programs across campus.  
New data base will provide a better look at co-op demographics.

#### **Apprenticeship—**

Trying to reach more women and high school students  
Working students that are required to take these classes to meet state requirements  
Mostly non-union  
Male  
Lane county and Bend and all the south counties  
Mostly male dominated classes  
New credit class includes 5 females  
Several female electricians  
Correspondence: Bend, Grants Pass, Medford, Coos Bay  
Journey level upgrade students  
Pre-apprentice students

#### **College Now—**

Serve students in 22 high schools (2 out of county)  
Branching out to alternative schools  
Support to high school pro tech instructors  
Using distance learning  
Low to middle income students  
Student who enjoys hands-on not headed to 4-year college  
PT students are most numerous, but transfer students earn most credits  
High school students—trades oriented into 4-year college

## **BUDGET**

The total budget for the division for FY03 was \$1,331,939. Up until this year we have been expanding (FTE and headcount) faster than our budget has been increasing.

Co-op, Apprenticeship, and College Now represent the lowest cost FTE among college instructional departments/divisions, averaging \$1,074 for 2001-2.

Co-op employs full-time faculty, part-time faculty to coordinate the student work experiences. Expenses include personnel costs, materials and supplies, and travel for the coordinators to do their work. The internship sites are provided by a community site, so there is little expense, other than office areas for the coordinators.

The Occupational Skills program which is a part of Co-op is a partnership with insurance companies to provide education for injured workers. A very successful program, it also provides some revenue for the division.

College Now coordinates articulations with the high schools and charges a fee which they currently do not re-coup. The FTE is assigned to the division where the courses are provided at little or no cost to the division.

Apprenticeship has specific partnerships with the various trade committees. In some cases, Lane provides the part-time instructor, but mostly the trades provide the instructor and Lane coordinates the facility, registration, and curriculum help for the courses.

The division also administers the Carl Perkins Career and Technical Education grant for the college which is \$1,044,000.

Attached at the end of this chapter is a

**2003 Budget Criteria Spreadsheet - December 10, 2002**

Expense	Co-op Ed	College Now	APPR	Prof/OCC Skills	CP	Total
Division Chair	66,431	11,072	11,072	11,072	11,072	110,719
Project Spec			61,508			61,508
Admin. Coord.	28,278	5,656	5,656	5,655	11,311	56,556
Admin Supp Spec.	36,011			12,003	12,004	60,018
Office Supp. Spec.				2,336		2,336
Administrative Spec.		43,084				43,084
Contracted Faculty	662,528	77,707		58,157		798,392
PT Faculty	189,482	1,723	70,478			261,683
PT Class Admin.	11,654					11,654
PT Class Non Adm	14,937	229	8,253			23,419
M&S Admin	6,771	7,648	565	3,399		18,383
M&S NonAdm	56,904		34,791	11,115		102,810
Revenue	30,269	3,878	16,714	46,145		
Total Cost	1,072,996	147,119	192,323	103,737	34,387	1,550,562
FTE	601.21	241.26	254.20	71.93		
Cost Per FTE w/ Rev	1,734.38	593.72	690.83	800.67		
Cost Per FTE wo/ Rev	1,784.73	609.79	756.58	1,442.19		

Division Chair -	60%	10%	10%	10%	10%
Project Spec			100%		
Admin Coord.	50%	10%	10%	10%	20%
Admin Supp Spec	60%			20%	20%
			OPE		
PT Fac	100%		15%		
PT Class	100%				
		5% of Co-op + C Now	5% of Co-op	30% of Co-op	
M&S Admin					
M&S Non Admin					

Total cost does not subtract out revenue

Cost Per FTE does not include revenue

## FACILITIES/EQUIPMENT

The only facilities needed for Co-op and College Now are individual faculty offices and an office area. Vehicles are needed to travel to student placement sites for evaluation. Co-op Coordinators are mostly housed in the division office area of the program they represent. Apprenticeship needs a department office, and dedicated classroom space for evening classes from 5:00-9:00 p.m. Monday through Thursday and some Saturdays.

### FACILITIES ASSESSMENT FORM

Academic Year '02 – '03

Manager: Andrea Newton

Date: January 31, 2003

Department: Cooperative Education

Apprenticeship and College Now reported on separated forms.

Enrollment for entire college for academic year '01-'02 was 13,265 FTE. FTE for academic year '02-'03 is expected to be somewhat less. Assume enrollment in your department(s) will follow the historic trend shown on the attached sheet

Instructions: Write a brief paragraph for each type of space needed by your department. Note the function, the number of student or faculty stations to be housed and the reason or justification for the space. Also note the number of each type of space needed.

Current enrollment: 744 FTE Co-op & Occupational Skills

Facility needs:

1. Individual offices for 21 full time faculty and 10 part-time faculty will be needed. (13 of the full-time faculty have a split assignment with another program and have office space in those departments.)
2. Individual offices for division chair, one assistant and two front office staff will be needed
3. One individual office for Professional Skills assistant will be needed.
4. Space to park six department owned vehicles within close proximity to Building 19's South entrance will be needed.
5. One work area with copy machine, fax machine, staff mail boxes, and storage for periodicals, reference materials, and office supplies will be needed.



6. Additional storage for equipment will be needed.
7. One room for employers and students to meet with faculty with access to computer for resume writing.
8. Removal of concrete cigarette disposal near South entrance to Building 19.
9. The justification for the above needs is directly related to the number of students the department has to serve.
10. The above needs will be met by out current facilities for 02-03.

## FACILITIES ASSESSMENT FORM

Academic Year '07 – '08

Manager: Andrea Newton

Date: January 31, 2003

Department: Cooperative Education

Enrollment for entire college for academic year '07-'08 is projected to be 11,517 FTE. (34,897 unduplicated total college headcount). Assume that enrollment in your department (s) will follow the historic trend shown on the attached sheet.

Instructions: Note enrollment expected for this year and write a brief paragraph for each type of space needed by your department. Note the function, the number of student or faculty stations to be housed and the reason or justification for the space. Also not the number of each type of space needed.

Expected enrollment: 804 FTE

Facility needs:

1. Individual offices for 22 full time faculty and 11 part-time faculty with natural lighting will be needed. (13 of the full-time faculty have a split assignment with another program and have office space in those areas.)
2. Individual offices for division chair, one assistant and two front office staff will be needed
3. One individual office for Professional Skills assistant will be needed.
4. Space to park seven department owned vehicles within close proximity to Building 19's South entrance will be needed.
5. One work area with copy machine, fax machine, staff mail boxes, and storage for periodicals, reference materials, and office supplies will be needed.
6. Additional storage for equipment will be needed.
7. One room for employers and students to meet with faculty with access to computer for resume writing.
8. One general purpose classroom to accommodate a maximum of 35 students for Co-op seminars is needed.
9. Routine carpet, office, and air filter cleaning.
10. Improvement of indoor air quality.

The justification for the above needs is directly related to the additional students the department has to serve and the well-being of the students and the people serving them. Even though the expectation is that overall college FTE will decrease, the FTE in Cooperative Education is expected to increase by filling the gap for students whose programs have been canceled.

## FACILITIES ASSESSMENT FORM

Academic Year '12-'13

Manager: Andrea Newton

Date: January 31, 2003

Department: Cooperative Education

Enrollment for entire college for academic year '12-'13 is projected to be 12,716 FTE. (total unduplicated headcount = 38,529). Assume that enrollment in your department (s) will follow the historic trend shown on the attached sheet.

Instructions: Note enrollment expected for this year and write a brief paragraph for each type of space needed by your department. Note the function, the number of student or faculty stations to be housed and the reason or justification for the space. Also not the number of each type of space needed.

Expected enrollment: 1,020FTE

Facility needs:

11. Individual offices for 23 full time faculty and 12 part-time faculty with natural lighting and windows that open will be needed. (13 of the full-time faculty have a split assignment with another program.)
12. Individual offices for division chair with window that opens and access to roof top patio on WTC second floor with tables and umbrellas will be needed.
13. One assistant and two front office staff with windows that open will be needed.
14. One individual office for Professional Skills assistant with window that opens will be needed.
15. Space to park eight department owned vehicles and one helicopter within close proximity to Building 19's South entrance will be needed.
16. One work area with copy machine, fax machine, staff mail boxes, and storage for periodicals, reference materials, and office supplies will be needed.
17. Additional storage for equipment will be needed.
18. One room for employers and students to meet with faculty with access to computer for resume writing and job search materials.
19. One general purpose classroom to accommodate a maximum of 35 students for Co-op seminars is needed.
20. Routine carpet, office, and air filter cleaning.
21. Improvement of indoor air quality.
22. The justification for the above needs is directly related to the additional students the department has to serve and the well-being of the students and the people serving them.

## **METHODS OF ASSESSMENT YOU USE OR MIGHT USE:**

The college conducts an annual student follow up study which includes two questions about the relevance and value of the co-op experience. The experience continues to rate "very good or good" for about 90% of the students. See attached report.

IRAP publishes an enrollment report by cooperative education instructor that is used to determine faculty load (60 per FTE).

The coordinators have students complete a self-assessment of their cooperative education sites and experiences, in addition to the coordinator's personal assessment of the site.

At the end of each placement, the supervisor completes a complete evaluation of the individual student's performance which is shared with the student and the coordinator.

The new information management system when fully operational will allow for better overall assessment of the division and individual student placement information.

Coordinators attend advisory committees and solicit informal feedback about placements, student readiness and success and apply it.

College Now has an advisory committee made up of a representative from every high school which has articulated courses. An annual evaluation of courses and programs is conducted.

Apprenticeship completed an extensive three part evaluation in 2001 including employers and students. Results were used to improve the college's apprenticeship program. An advisory committee was also formed in 2001 to provide input to college about community needs.

Occupational Skills receives extensive feedback from insurance companies who are providing resources to have injured workers retrained. An evaluation is done on every student and his or her training plan completion. Extensive assessment of skills attainment is provided to the student. If Lane does not do an adequate job, the vocational counselor will no longer place students here. Our program continues to grow.