

COOPERATIVE EDUCATION DIVISION

UNIT PLAN
for
2007-2008



“Building Bridges for Student Learning”

Unit Planning for Instruction
Cooperative Education

For 2007-2008 Implementation

Preamble: Planning parameters at the Institutional level

Example:

- **\$6 million recurring deficit for FY 08**
- **Recovery of deficit will occur in the general Fund 111100**
- **2% FTE growth over 2005-2006**
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The Cooperative Education Division is a large instructional division made up of three departments:

1. Cooperative Education (a. all work-based learning activities, b. teacher and teacher assistant education courses) (436.6 FTE)
2. Apprenticeship (203 FTE)
3. College Now/RTEC (High School Connections) (480 FTE)

The Division touches all departments on campus. It finds strength in its diversity, and is, in some ways, a reflection of the entire campus. Co-op represents hands-on application of classroom learning and theory and provides bridges to the community that successfully integrates the college with workplaces, K-12 education institutions, and trade organizations. The costs associated with the division are very low when the amount of FTE generated is considered.

In addition, the Division continues to manage several college wide initiatives including advisory committees and the Carl Perkins grant. Recently the division has embarked on four initiatives to increase FTE. We obtained additional grants during 2005-6 and are refocusing division resources to initiate the following:

1. Facilitate the Career Pathways project which will clarify and create career pathways opportunities for students. We will promote using Occupational Skills programs to open new career areas for students.
2. Work even more closely with Continuing Education to provide internships/co-ops for new and developing career pathways.
3. Continue to provide teacher education courses for prospective and current teachers and education paraprofessionals.
4. Expand courses offered through the Regional Technical Education Consortium, which is a partnership with high schools to increase professional technical opportunities for students, and increase the involvement of high school students in the Expanded Options program.

For 2007-8 the Cooperative Education Division continues to move forward to meet challenges, promote partnerships, and develop new ideas for enrollment enhancements. Initiatives, in general, include:

- Office staff to provide support for new and continuing projects (RTEC, Pathways, Apprenticeship, Education, etc.)
- New technologies for improved assessment and student learning.
- Enrollment enhancements through College Now, Expanded Options, RTEC classes, and improved marketing of our current offerings.

There is no better staff to create and maintain a positive, flexible, and far-reaching influence on our students and our community.

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Section I: Data Elements (Distribute on September 20th)

This section will be completed by Division Chair in Summer 2006 and will be distributed at fall in-service department meetings. The data will be provided to Division Chairs by IRAP.

1) Enrollment and Demand Data

▪ **Student FTE by division (4-year history)**

Cooperative Education department

2002-03 727.78

2003-04 546.26

2004-05 493.18

2005-06 436.6

Apprenticeship

2002-03 214.02

2003-04 210.27

2004-05 182.26

2005-06 203.00

College Now/RTEC

2002-03 271.93

2003-04 206.07

2004-05 378.36

2005-06 480.34

▪ **Student FTE by subject and course**

This is the summary as provided by IRAP in the Cost per FTE report 05-06. Specific course information re: FTE is found in #4.

Department	Subject	Subject Description	FTE	Subject %	Sects	Direct CPF	Total CPF
Cooperative Education Total			521.86	100%	340	3,340	5,985

▪ **Labor market projections (state and regional)**

Cooperative Education adjusts to provide work-based learning in areas where there are high probabilities of job openings for students. 65% of all co-op students are hired by their co-op employer.

▪ **Courses required for degrees or certificates**

Accounting
Administrative Assistant
Apprenticeship: Sheet Metal
Automotive Technology
Computer Network Operations
Computer Programming
Computer User Support
Construction Technology
Culinary Arts and Food Service Management
Dental Assisting
Drafting
Drafting (seminar)
E-Business
Early Childhood Education
Electronic Technology
Emergency Medical Technology

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	Energy Management Technician Energy Management: Renewable Energy Technician Option Fitness Specialist Fitness Technician Graphic Design Hospitality Management Human Services Human Services: Criminal Justice Human Services: Juvenile Corrections Legal Assistant Medical Office Assistant Multimedia Design Occupational Skills Respiratory Care Speech-Language Pathology Assistant
2)	<u>Capacity and Utilization Data</u>
	<ul style="list-style-type: none"> Fill rate of course sections
	77% (Although this is the percentage listed in IRAP data, the maximums set in co-op sections do not correlate to those in classroom settings)
	<ul style="list-style-type: none"> Student FTE / Faculty FTE ratios
	14.8
3)	<u>Student Success Data</u>
	<ul style="list-style-type: none"> Course completion rates
	91.11%
	<ul style="list-style-type: none"> Course withdrawal rates
	N/A
	<ul style="list-style-type: none"> Student success rates
	90.14%
4)	<u>Expenditures and Revenue</u>
	<ul style="list-style-type: none"> Expenditures per unit (General Fund Expense Ending Budget 05-06)
	Co-op \$1,344,108
	Apprenticeship \$195,809
	College Now (currently HS Connections) \$155,535
	<ul style="list-style-type: none"> Cost-per-FTE by subject



J:\Co-op Ed
Department Document

Department	Subject	Subject Description	FTE	Subject %	Sects	Direct CPF	Total CPF
Cooperative Education Total			521.86	100%	340	3,340	5,985

	Revenue per unit
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Dept	Dept Desc	# of Student Credits	Tuition app by crdt \$	Tuition app by std \$	Student FTE incld in rpt	Total Public Resc app by std FTE \$	Diff Fees \$	Std Fees incld ICP \$	Other Sources \$	Grant Revenue \$1
510	Coop Ed	7,043	\$467,991	\$91,207	522	\$1,332,687	\$---	\$37,060	\$37,607	\$246,551

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5)	<u>Division planning parameters for 07-08.</u>
	▪ <i>FTE target for disciplines</i>
	456 (according to model produced by OISS) This target only includes where instructors can be directly tied to courses--cooperative education department and some apprenticeship (where Lane pays instructors). It does not include College Now and the rest of the Apprenticeship FTE.
	▪ <i>Expected budget to work within</i>
	1,497,185 (according to "worst" case scenario produced by OISS model).

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Section II: Program Analysis (Discussed September 13th)

This section will be compiled by Division Chair in Summer 2006 and the draft will be distributed for discussion at Fall In-service department meetings. This will be finalized by November 15, 2006.

1)	<p><i>What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?</i></p> <p>Overall the Division increased FTE by 6.9% over last year (05-06), exceeding our 2% goal. Division total FTE rose from 1,053 to 1,119. Apprenticeship and College/Now RTEC experienced increases and Co-op Ed. decreased in FTE.</p> <p>Here are some of the Division's Accomplishments from 2005-6.</p>
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Cooperative Education Area	Accomplishment	Division Planning Initiative
Apprenticeship	Streamlined distance learning web-based classes, increased and improved enrollment services connections for program; assisted in creation of prep classes and web home page.	Program Office Staff/Apprenticeship
Apprenticeship	Created Electrical Fundamentals prep class; worked on curriculum development projects associated with state-wide degree participation.	Curriculum Development/Apprenticeship
Apprenticeship	Provided Trade Skills Fundamentals class for RTEC and adult students.	Curriculum Development/Apprenticeship
Apprenticeship	Were chosen as the featured Advisory Committee for 04-05 at annual PTECC dinner (spring 2005).	Other
Apprenticeship	Received donations of equipment--set up plumbing lab area and enhanced motor controls lab.	Lab/Storage space
High School Connections (College Now)	Increased enrollment: 04-05 had 309 articulated College Now courses 05-06 had 341 articulated College Now courses (11% increase)	Improved Connections to High Schools-- Enrollment Enhancement

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		<p>06-07 have 403 active articulated College Now classes (18% increase over last year)</p> <p>04-05 had 4,384 College Now enrollments 05-06 had 5,345 College Now enrollments (22% increase)</p>	
	High School Connections (RTEC)	<p>04-05 had 7 + courses (Automotive Technology/Trade Skills Fundamentals in Advanced Tech and at Crow HS x 3 terms) plus Apprenticeship (also Trade Skills Fundamentals).</p> <p>05-06 had 28 courses (400% increase) – expanded to include Computer Science, Flight Technology, Welding, Drafting.</p>	Improved Connections to High Schools-- Enrollment Enhancement
	High School Connections (Career Pathways/RTEC)	<p>Received 5 grants from various sources to develop Career Pathways using RTEC as the basis.</p> <p>The state of Oregon chose RTEC as its <u>Best Practice for Tech Prep</u>. It was recognized in a national publication.</p>	Improved Connections to HS-- Enrollment Enhancement
	Cooperative Education	Developed a Co-op Ed: Seminar on line course for employers and students.	Creating On-line Co-op Classes
	Cooperative Education (Occupational Skills)	Expanded Occupations Skills opportunities by adding phlebotomy, sterile processing, tattoo artist skills trainings etc. Partnered with Continuing Education to develop Internships for non-profit programs.	Expansion of Occupational Skills (Staffing)
	Cooperative Education (Occupational Skills)	Received a Career Workforce Skills Training grant from Voc Rehab for \$120,000 for 2 years ending June 2007, to involve students in college. Coordinator Bev Farfan was named Innovative Educator of the Year by Oregon Dept. of Special Education.	Occupational Skills (Staffing)
	Cooperative	Partnered with IE3 to set up	Other

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	Education (International)	systems to provide a new International Co-op program that increases opportunities globally and reduces risk.	
	Cooperative Education (Service Learning)	Placed 30 students in Students-in-Service positions who receive stipends for school and earn FTE for the college.	Stipends for Students
	Cooperative Education (Teacher Ed)	Added a Teacher Education course: ED 130 Classroom Management, offered in weekend format.	Expansion of Teacher Education
	Cooperative Education (Teacher Ed)	Established a Speech Language Pathology Asst. program through a partnership with Chemeketa CC.	Expansion of Teacher Education
	Cooperative Education (Teacher Ed)	Became LCC rep and fiscal agent for the Lane Co. Teacher Pathways program to promote bicultural, bilingual potential teachers.	Expansion of Teacher Education
	Cooperative Education	Division staff participated in and presented at many local, state, and national meetings and community/college activities.	Other: College/Community Involvement
	Cooperative Education	Increased leadership in professional organizations: Chuck Fike, Pres-elect NCEEA; Steve Candee, Pres-elect NSSA; Marv Clemons, Exec Comm OACTE; Andrea Newton, VP Region 7, CEIA; Jamie Kelsch, Lane Leaders and team taught in Student Leadership.	Other: College/Community Involvement
	Cooperative Education	See #2 below for information	Data Base and Technology Upgrade
2)	<i>What assessment activities did your unit undertake last year? In this section, please review and revise assessment plans submitted last year, and identify the progress made on last year's assessment plan. Attach the revised assessment plan.</i>		
	<p>Our unit took part in three different types of assessment activities:</p> <ol style="list-style-type: none"> 1. The first was a specific project funded through the college-wide assessment team. Tamara Pinkas took leadership with this effort. Spring Term, 2006 Cooperative Education initiated an assessment project with six objectives: 1) determine to what extent cooperative education students have demonstrated, in work settings, general education core ability outcomes; 2) determine to what extent students, specifically in the transfer 		

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	<p>area cooperative education courses (psychology, sociology, geography, science) have demonstrated, in work settings, core ability outcomes; 3) determine to what extent student in professional technical cooperative education have demonstrated program outcomes in the work setting; 4) an examination of the current SES to better assess core ability and program outcomes; 5) creation of a data base of appropriate information for further research projects; and 6) research and evaluation of options for converting the SES to an electronic format that would begin adding data to the newly created data base. The results of the assessment project include successful completion of objective 5, the creation of the data base. The data analysis called for in objectives 1, 2 and 3 is not yet complete. The outcomes of objectives 1-3 will assist with the completion of objective 4, the examination and revision of the Supervisor Evaluation of Student form. As a result of the assessment project a process emerged where co-op faculty can provide guidance to employers so that the type of feedback written on the form relates more directly to program outcomes. This process will be piloted beginning winter term 2007. And finally, objective 6, research and evaluation of ways to convert the SES to an electronic format, was achieved. It became clear from the information received from the computer experts consulted that with sufficient resources an electronic version of the SES that meets the criteria is feasible. However, given Lane's current fiscal situation it does not seem to be an appropriate project to take on at this time.</p> <p>2. The second type of assessment is done by the units through summer retreats to assess data related to progress toward goals and to set new directions. The Co-op Council met on July 17 this year and reviewed last year's strategic initiatives, enrollment figures by coordinator/area, FTE, and other pertinent data. The Council then developed revenue generating ideas and initiative suggestions. The Chair met separately with HS Connections and Apprenticeship staff. At the first division meeting these ideas were presented, added to, and then prioritized by the full division. The Office Staff also retreats for one day every summer (this year 8/22) to review job duties and responsibilities and set a plan for the coming year. From these planned assessment activities and our desire for continuous improvement, our division makes considerable progress.</p> <p>3. The Co-op Department's Assessment Plan is attached:</p> <div style="text-align: center;">  <p>J:\Co-op Ed Department Documer</p> </div>
3)	<i>Based on assessment results or other evidence, what program areas (new or continuing) need attention?</i>
	<p>1. Increasing Enrollment in Co-op Education.</p> <p>2. Providing the right balance of teacher education courses.</p> <p>3. Developing Career Pathways in all areas to assist students and meet their needs.</p>

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	<p>4. Providing even better Connections to High Schools through RTEC, Expanded Options, and College Now.</p> <p>5. Maintaining staffing and programs in Apprenticeship.</p> <p>6. Using technology to provide on line options for students.</p> <p>7. Securing new grants and maintaining current grants.</p> <p>8. Improved assessment methods using student evaluations by employers.</p>
4)	<i>Overall, what strengths do you believe your unit demonstrated in 2005-2006?</i>
	<p>The Co-op Division is responsible for many college-wide initiatives that are successful:</p> <ol style="list-style-type: none"> 1. GROWING PROGRAMS: HIGH SCHOOL CONNECTIONS: Despite a huge turnover in personnel, and a restructuring, and barriers in systems, the College Now and RTEC programs continued with a 22% growth rate over 04-05. Credit is due to the leadership of Laurie Swanson-Gribskov, division chairs, and faculty; and the extraordinary effort of all of the staff. This is an area where growth can and will continue. The RTEC program, Expanded Options, and Pathways areas are in their initial stages but have a great future. 2. INNOVATION OF FACULTY AND COMMUNITY CONNECTIONS: The Co-op Division is made up of individuals and programs that connect all of the areas of the college to the community. Every Co-op staff member acts as a personal ambassador for the college in virtually all types of workplace and educational settings. This experience brings a perspective that is crucial for the college's continuous improvement and success. 3. ABILITY TO ATTRACT AND ADMINISTER GRANTS: Our division has been very proactive and successful in receiving grants to develop new programs. RTEC and Teacher Education are good examples where general fund resources were not increased yet considerable accomplishments were made. 4. EXPANSION OF OCCUPATIONAL SKILLS and EMPLOYMENT SKILLS TRAINING: Using the community for skills training sites for a variety of occupations is certainly a low cost option to housing professional technical programs on campus and offers a structure to quickly adapt to new trends. Working with Continuing Education has begun to yield results, and this can certainly be expanded through further development of Career Pathways.
5)	<i>Overall, what challenges do you believe your unit faced in 2005-2006?</i>
	<ol style="list-style-type: none"> 1. DATA DOES NOT REPRESENT THE TRUE LOW COST OF THE DIVISION: Data provided for the Cost per FTE reports does not accurately represent the contribution of the Co-op division. The data does NOT include College Now included in the reporting (455 FTE) nor is the majority of Apprenticeship FTE (203 FTE total). All FTE in the Division is low cost compared other credit FTE in the college; however benefits of being "intertwined" with the other divisions are what brings success, and the limitations of data reporting should not undermine those necessary partnerships. In addition, the division administers several grants and college-wide projects including Carl Perkins grant, Pathways grants,

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	<p>Advisory committees, etc. The costs associated with these efforts are charged against our division's FTE. The overhead costs for this division are very minimal--few classrooms, little equipment, yet we are assessed an "averaged" overhead percentage. High school instructors and some apprenticeship instructor salaries are provided by other agencies.</p> <ol style="list-style-type: none"> 2. HIGH COST OF TUITION/CONVERSION FROM 3-4 CREDITS: For Co-op Ed. the increase in tuition and the reduction of available time in student schedules has discouraged the use of work-based learning as an elective. If Co-op Ed. was required within the 90 credits of degree programs, it could create a lower cost for the student and the college, and increase the connection to the workplace and jobs. Co-op is a proven retention strategy. 3. DECLINING ENROLLMENTS COLLEGE-WIDE: As the overall college or program enrollments decrease, so do the students who will take internships. 4. APPROPRIATE SPACE CONSIDERATIONS FOR APPRENTICESHIP: Since our apprenticeship program is very low cost FTE, it is imperative that we provide the space and facilities that will continue to attract and maintain apprenticeship programs. There continue to be difficulties finding appropriate, usable, and clean space for our programs. 5. STAFF TURNOVER AND TECHNOLOGY CHANGES IN HIGH SCHOOL CONNECTIONS: Even though this area continued to grow in the face of these challenges, new staff and new programs having to deal with college process and procedures took a tremendous amount of administrative staff time and effort.
6)	<i>What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?</i>
	<ol style="list-style-type: none"> 1. We should increase enrollment in Co-op Education programs. Some coordinator loads will be shifted to capitalize on areas where growth can be made. 2. Through extensive involvement in Career Pathways, we can increase opportunities and lower costs for students and the college. Marketing and facilitation will be needed. 3. We can increase and expand our partnership with Continuing Education through Occupational Skills (OST) and Employability Skills Training (EST). 4. Improving space and facilities for Apprenticeship will help us maintain current programs. Current staff levels should be increased to support growth in this low cost area. 5. Increasing Enrollment in High School Connections Programs through College Now, Expanded Options, and RTEC can continue. This will require maintaining current staff and breaking down institutional barriers. 6. Co-op Coordinators can assist the college to continuously improve through Assessment Projects. <p>Technology improvements through on line offerings in all division programs can help us grow FTE and provide more opportunities for students, but resources will be needed.</p>