Instructional Comprehensive Program Review: WE88

Cover

Overview
Program Review Year 2023

Title WE88

Year of Last Comprehensive Review

Year of Last Mini Update, if applicable

Originator Espinoza, Janina

Area Dean Victor Garza

Division
Counseling & Matriculation

Department
Counseling

Subject

- WORKEX - Work Experience

Is this a review for a degree/certificate or all the courses in the subject?
All Courses

Courses

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.
1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.
- **Access**
- **Curriculum and programs**
- **Services**

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
- **Increase visibility**
- **Develop strategic partnerships**
- **Building campus community**

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:
- **Communication**
- **Employee development**
- **Transparent Infrastructure**

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

  The mission of the Evergreen Valley College Co-Op Ed. Work Experience Program is to provide all students at Evergreen Valley College with an opportunity to have access and gain hands-on experience in their respective majors, as well as, explore careers by enrolling in the work experience program classes in which they participate in various jobs, internships or volunteer opportunities.

The goals of the Co-Op Ed. Work Experience Program are for students to:

- Develop critical thinking skills
- Learn the dynamics of making career decisions
- Learn to develop professional work habits
- Improve their work performance
- Expand employability skills
- Understand how to apply course knowledge in an actual work environment
- Have a better understanding of the skills needed to be successful in their major
- Understand current employment trends as it relates to their educational goal
- Understand how an organization or department functions in relation to their work

"Internships", have a long and proven history of enhancing educational programs. Integrating work experience into higher education, the University of Cincinnati pioneered in 1906 cooperative education experience, which provided academic credit for structured job experiences, with learning objectives which were supervised by faculty. The California Community Colleges Board of Governors initially authorized Cooperative Work Experience Education in December 1969 through the adoption of title 5 regulations. (Board of Governors California Community College presentation 9-14-15-2009) Evergreen Valley College hired a Full-Time Faculty Coordinator for the Program, Fall of 1997.

In May of 2006, the California Community College Chancellor's Office in collaboration with Hatchuel Tabernik & Associates published an assessment on the influence of internships and cooperative work experience-on the education and earning outcomes of graduates from California Community Colleges.
Significant findings included:

Cooperative Education Work Experience graduates differ from Occupational graduates largely in the type of degree they receive. Cooperative Education Work Experience graduates tend to receive Associate degrees at a higher rate than Occupational graduates.

Cooperative Education Work Experience graduates differ from non-Cooperative Education Work Experience Students/non-Occupational graduates in the number of credits received during their academic career. Although both tend to receive Associate degrees, Cooperative Education Work Experience graduates also have more total credits than non-Cooperative Education Work Experience/non-Occupational graduates.
Cooperative Education Work Experience participants will exit their community colleges with a strong 15-22 percent lead in workforce participation compared to other graduates. By the second year after graduation, this gap decreases to a 5 percent lead, and by year three there is a 3 percent difference reaming in employment rate for Cooperative Education Work Experience graduates' compared to other community college graduates who were not enrolled in the program.
Cooperative Education Work Experience graduates are 22 percent more likely to maintain stable earnings over three years compared to non-Cooperative Education Work Experience/non-Occupational graduates and 6 percent more likely to maintain stable earnings when compared to non-Cooperative Education Work Experience Occupational graduates.Cooperative Education Work Experience graduates demonstrate consistently higher earnings compared to other graduates. Cooperative Education Work Experience graduates earn 50-71 percent more annually than non-Cooperative Education Work Experience /non-Occupational graduates. Occupational graduates earn 43-58 percent more annually than non-Cooperative Education Work Experience/non-Occupational graduates.
Thus, Cooperative Education graduates earn 17-21 percent more than graduates who participate in occupational coursework alone. (Board of Governors California Community College presentation 9-14-15-2009)

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

During the last program review cycle, I reported the void that was left when we lost our Program Specialist which took 8 years to replace. The replacement should have happened a lot sooner. Per Title 5, a Program Specialist position is required to support the Co-Op Ed. Work Experience program. The position must be a full-time staff member, who can support the program to provide students with the best possible services in order for the program to be able to thrive. I am happy to report that we now have a Program Specialist to support the Work Experience program and Transfer and Career Center. We are also now back to sharing the same space. I can affirm now that the goal was achieved. We will see how long we are able to retain our new Program specialist, as they are being assigned to fill in for the Front Desk of the Student Services Department. This takes away from our services for our students in the programs.

Program Summary

Evergreen Valley College's unique Cooperative Education Work Experience program pairs employers and educators with students to assist them with acquiring the skills necessary for a successful career in today's business environment. The wide participation of local businesses, industry, and community organizations is reflected in the success of the program. Students in the Work Experience Program gain valuable experience with the latest techniques, procedures, and equipment used in community agencies and businesses, making class work more relevant. In addition to receiving credit for their certificate or degree, students often experience

increased on-the-job visibility, learn new skills and take on additional responsibilities, and as a result, obtain a raise, or are promoted to a new position. They become an asset to their employers through cross-training opportunities. Students are assisted by the Co-Op Ed. Work Experience Coordinator who monitors progress and assists with bridging the gap between these learning opportunities and the realities of work. The program is open to all students in all majors provided that they meet the requirements for enrollment in the program. Students must be employed in a paid position, be a volunteer or intern and under the guidance of a participating first line supervisor. Students will assume new or expanded job duties. Students enrolled in the occupational work experience courses are required to have completed 6 units of course work in their major and their job or internship must be related to their specific major in order to be able to benefit from their internship or volunteer opportunities. Students must have basic working knowledge or a general understanding of their major course work in order to gain valuable experience that will enhance their employment marketability upon completing their degree or certificate.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

  The Co-Op Ed. Work Experience Programs accomplishments:

  Community Partnerships
  The Co-Op Ed. Work Experience Program has developed many internships and employment opportunities with various agencies. These agencies provide the opportunity to apply skills in major specific areas for students to gain hands-on practical experience in their program of study. Some of these internships have resulted in employment opportunities for some students. As a need arises for specific internships, the Co-Op Ed. Work Experience program continues to develop partnerships to assist students with employment and internship opportunities. These are some of the partnerships that have been developed over time:

  - City of San Jose Police Dept.
  - City of San Jose
  - Alameda Probation
  - Santa Clara Water District
  - VTA
  - Santa Clara County Courts
  - Santa Clara County Probation
  - Santa Clara County Office of Education
  - Disco Hi-Tech America Inc.
  - Intervention Center for Autism Needs
  - Maxim Health Care Service
  - San Jose Sharks and Entertainment
  - Santa Clara County Parks
  - San Jose State University Human Resources
  - Kaiser Permanente
  - NASA Ames Research
  - Think Together
  - DMV Investigations
  - City of San Jose Aquatics
  - California State Parks
  - Cal-Soap UC Santa Cruz
  - Franklin McKinley School District
  - Santa Clara County Sheriffs
  - Catholic Charities
  - USA Forestry
  - Santa Clara County Public Health
  - Santa Clara County Valley Medical Health

  These community partnerships are in line with providing our students with access to opportunities in which they will gain valuable hands-on experience as they prepare for their respective careers. These opportunities will assist with professional development skills which will provide them with a competitive edge in today's workforce. They also fall in line with the College's strategic initiatives or increasing visibility and developing strategic partnerships throughout the city of San Jose and beyond.

  Implementation and launch of EVC Handshake, our new online platform for students to connect with employment and internship opportunities. We continue to increase the number of students on the platform. It launched on Sept. 19, 2023 and the number of students who created their profile was 649 students. We will continue to educate and promote this service in order to increase the number of students who use the platform.

  Career Pathways Fair and Handshake Launch event. There were over 600 students in attendance connecting their CAPS(Career Academic Programs)/major with employment and internship opportunities. Students also became more aware of EVC Handshake to create their profile.

EVC Handshake Registration Holiday Hangout Event. This event was to promote and sign up students to create their profile on their EVC Handshake account. We had 100 students create their profiles.

Annual Spring Job Fair

The Co-Op Ed. Coordinator plans, organizes and promotes an annual EVC Spring Job Fair which brings 30 plus employers to campus every year to recruit our talented students. Employers have become partners of the College by their yearly participation and providing employment opportunities on an ongoing basis. The EVC Spring Job Fair 2023 was our first return to campus after COVID. It was extremely successful. We had 25 employers and over 700 plus students in attendance. This activity promotes our community engagement through increased visibility and the development of strategic partnerships.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

  N/A

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

  Since the last program review in 2016, the three goals for the program was to have a Program Assistant and the Transfer/Career/Work Experience Center in one area. It took 12 years to achieve this goal. Today the program has Transfer/Career and Work Experience in one area and we share a Program Specialist.

  The main focus of the program for the next three years and beyond, is for all Evergreen Valley College students to continue to have access to exciting employment and internship opportunities by developing new partnership with local employers and non-profit organization which can offer paid internships. We will continue to inform students of the opportunity to earn credit through the Work Experience class. Another goal is to connect students to employment and internship opportunities. This goal will be achieved by continuing to promote and educate students on EVC Handshake employment platform. We will continue to host recruiting events and workshops to promote and assist students to create the EVC Handshake profile. As well as attend our annual EVC Spring Job Fair. These opportunities provide a competitive edge, as students develop the necessary skills and experience needed to apply for employment opportunities in their career majors (AA/AS Degrees) or certificates. This focus is based on our guiding philosophy of equity, opportunity, and social justice.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'16-F'22 average		72.31%		

Courses with no Degree or Certification

Program Success Rate 72.73%

Program Set Standard : **It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.**

Program Set Standard 65.46%

Recommendation: **90% of the 6 year average success rate could be your program standard (average x 0.9).**

Program Success Goal : **It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.**

Program Success Goal 74%

- **Is your program success rate higher or lower than the campus?**

  The program success rate is higher than the campus. The Work Experience classes are classified as experiential learning which makes them unique, as students rely on their employment or internship to earn credit and complete their work experience courses successfully. Students who lose or quit their jobs must drop the course as they are not able to complete their assignments. when this happens, the data reflects a low percentage for completion and success rates.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

  Currently, students are provided with a list of all the services available to them, which includes tutoring, basic needs, counseling, mental health services, and meetings with the instructor to provide viable options. In addition, email reminders are sent for assignments and one on one meetings are made. However, students losing their job or quitting due to unforeseen circumstances continues to be an unpredictable element to students success.

- **Is the current program success rate higher than the program set standard?**

  Yes, the current program success rate is 72.73% and the program set standard is 65.46% The program success rate is higher than the standard. This is reflective of students succeeding in their courses and meeting all required assignments successfully. Faculty communication, reminders and meeting students where they are contribute to the success of students.

- **How close is the program to meeting the program success goal?**

  According to the data, the program is close to reaching the program success goal by 1.27%.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

  After reviewing the aggregated data from 2016 to 2022, the data shows completion and rates fluctuate throughout the various semesters. This data is current and accurate because the fluctuations are dependent on students having a job or internship. Students have many different circumstances during the semester where they quit or lose their job. If a student quits or loses their job, they are not able to complete their required assignments and, as a result, must drop the course. Students dropping courses because of circumstance beyond their control cause fluctuations in enrollment. The Work Experience courses are classified as experiential learning, which requires students to be employed or in an internship. Students who quit or lose their job must drop the course.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 91 - 75.500%**

  Program Average Total Enrolled
  1.000

  Program Success Rate
  50.000

- **Asian: 9182 - 79.970%**

  Program Average Total Enrolled
  9.000

  Program Success Rate
  55.890

- **Black or African American: 455 - 61.770%**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  34.500

- **Hawaiian/Pacific Islander: 85 - 62.970%**

  Program Average Total Enrolled
  1.000

  Program Success Rate
  50.000

- **Latinx: 8952 - 64.890%**

  Program Average Total Enrolled
  25.000

  Program Success Rate
  43.780

- **Two or More Races: 609 - 70.560%**

    Program Average Total Enrolled
    1.000

    Program Success Rate
    47.620

- **Unknown: 1397 - 72.850%**

    Program Average Total Enrolled
    2.000

    Program Success Rate
    59.090

- **White: 1207 - 73.590%**

    Program Average Total Enrolled
    3.000

    Program Success Rate
    55.670

Success Rates: Measures by Gender

- **Female: 12034 - 74.070%**

    Program Average Total Enrolled
    26.000

    Program Success Rate
    51.190

- **Male: 9868 - 70.160%**

    Program Average Total Enrolled
    15.000

    Program Success Rate
    41.580

- **No Value Entered: 76 - 72.420%**

    Program Average Total Enrolled
    1.000

    Program Success Rate
    100.000

Success Rates: Measures by Age

- **17 & Below: 791 - 87.140%**

    Program Average Total Enrolled
    1.000

    Program Success Rate
    100.000

- **18-24: 14936 - 69.850%**

    Program Average Total Enrolled
    27.000

    Program Success Rate
    44.300

- **25-39: 4313 - 75.310%**

    Program Average Total Enrolled
    10.000

    Program Success Rate
    54.980

- **40 & Over: 1929 - 78.380%**

Program Average Total Enrolled
3.000
Program Success Rate
53.190

- **Unknown: 11 - 65.690%**

Program Average Total Enrolled
0.000
Program Success Rate
0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

There are no equity gaps with respect to the disaggregated success rates. The Work Experience classes reflect Evergreen Valley College student population. The largest student population comprises two major ethnic groups which are Asian and Hispanic. The Work Experience classes are open to all students provided their employment or internship meets Title V course guidelines.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

The Work Experience classes are classified as experiential learning. The core of these classes are designed for students to gain hands-on experience, develop learning projects to gain new and expanded skills. These projects are evaluated by an immediate Supervisor on the job or internship. Success is dependent on students completing their assigned projects successfully and other class assignments. This is not always the case as some students lose their job or quit, which prevents them from persisting and or completing the course. However, the data for the program success rate is above the standard, which is reflective of students completing the course successfully. Their successful completion is due to maintaining their employment or internship and completing the required assignments.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

The Work Experience classes are classified as experiential learning and the assignments are based on creating projects on the job or internship. Prior to COVID, students met in person for an Orientation and submitted hard copies of all assignments and documents. During COVID pandemic, all Work Experience courses transitioned to being offered online. This was beneficial as it provided students with the ability to attend an orientation through zoom, submit their assignments online and keep track of their work. Some students found this pivot easier and convenient, while others found it challenging. Those that found it challenging did not have laptops or good Wi-Fi to access CANVAS. The success rate for submissions online, has provided the opportunity for students to be able to submit all assignments in CANVAS, track their progress, have additional resources and have more communication with their peers. The success rate is improving as there is a faster mode of communication regarding assignment or work situations.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx (http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4505 - 50.500%**

  Program Average Headcount
  20.000

  Program Percentage of Total
  48.800

- **Day & Evening: 2656 - 29.800%**

  Program Average Headcount
  12.000

  Program Percentage of Total
  29.300

- **Evening: 951 - 10.700%**

  Program Average Headcount
  4.000

  Program Percentage of Total
  9.800

- **Unknown: 807 - 9.000%**

  Program Average Headcount
  5.000

  Program Percentage of Total
  12.200

Student Enrollment Type: Academic Load

- **Full Time: 2919 - 32.700%**

  Program Average Headcount
  18.000

  Program Percentage of Total
  42.900

- **Half Time or less than half time: 5843 - 65.500%**

  Program Average Headcount
  22.000

  Program Percentage of Total
  52.400

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

  Student who enroll in the Work Experience courses are attracted to the course, as they are able to earn college credit for their employment or internships. This provides them an opportunity to use these units towards transfer elective requirement or meeting a full time enrollment status. Student attending day courses are attracted to taking this course (48.8%) versus evening students (9.8%). The Work Experience courses show a higher percentage of full-time students (42.90%) enrolled, versus that of EVC (32.70%). There are no changes recommended at this time for the Work Experience course offerings.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

  The Work Experience courses show a higher percentage of full-time students (42.90%) enrolled, versus that of EVC (32.70%).

- **c. Based on the data, would you recommend any changes?**

  No changes are recommended at this time.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4914 - 55.170%**

  Program Headcount
  26.000
  Program Percentage of Total
  63.750

- **Male: 3965 - 44.400%**

  Program Headcount
  15.000
  Program Percentage of Total
  35.930

Student Demographic: Age

- **17 & Below: 517 - 5.810%**

  Program Headcount
  1.000
  Program Percentage of Total
  2.170

- **18-24: 5364 - 60.090%**

  Program Headcount
  27.000
  Program Percentage of Total
  67.660

- **25-39: 2101 - 23.600%**

  Program Headcount
  10.000
  Program Percentage of Total
  25.640

- **40 & Over: 931 - 10.440%**

  Program Headcount
  3.000
  Program Percentage of Total
  7.080

- **Unknown: 6 - 0.060%**

  Program Headcount
  0.000
  Program Percentage of Total
  0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 35 - 0.390%**

  Program Headcount
  1.000
  Program Percentage of Total
  1.920

- **Asian: 3634 - 40.800%**

  Program Headcount
  9.000
  Program Percentage of Total
  23.020

- **Black or African American: 205 - 2.310%**

  Program Headcount
  2.000

  Program Percentage of Total
  3.940

- **Hawaiian/Pacific Islander: 33 - 0.360%**

  Program Headcount
  1.000

  Program Percentage of Total
  1.990

- **Latinx: 3608 - 40.490%**

  Program Headcount
  25.000

  Program Percentage of Total
  61.130

- **Two or More Races: 248 - 2.800%**

  Program Headcount
  1.000

  Program Percentage of Total
  3.200

- **Unknown: 598 - 6.590%**

  Program Headcount
  2.000

  Program Percentage of Total
  5.600

- **White: 556 - 6.260%**

  Program Headcount
  3.000

  Program Percentage of Total
  7.480

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

  All Work Experience courses are unique as they are designated as experiential learning which requires students to be employed or in an internship and meet Title V course guidelines. These classes fluctuate as the data indicates with the root cause of students quitting or losing their job or internship which in turn they must drop the course. Work Experience classes will grow when students are required to take a specific course to satisfy a certificate or degree. Faculty/Coordinator will work with Faculty to discuss the benefits of incorporating a required Work Experience course to enhance students future employment opportunities upon graduation.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

  Evergreen Valley Colleges' students enrolled in the Co-Op Ed. Work Experience courses reflect the college's demographic data. Our college's largest ethnic groups are Asian and Latinx. The data shows a 50% Asian student population enrolled in Work Experience classes and 75% Latinx student population enrolled in Work Experience classes. The Co-Op Ed. Work Experience program is reflective of our EVC student population. The age groups with the largest percentage of students enrolled in the work experience program are ages 18-24 at 67.86% and 25-39 at 68.75%. These age groups also reflect Evergreen Valley College's student population. As for gender, there is a larger percentage of females, 75%, while males stand at 50% enrolled in the program. The data provided indicates that all students enrolled in Work Experience classes reflect Evergreen Valley College's student demographics. The Co-Op Ed. Work Experience Program has addressed the demographic student population changes by working closely with the

Vietnamese Counselors to assist when there is a need to communicate and explain course requirements for limited English, Vietnamese-speaking students. The Spanish-speaking student population is able to communicate directly with the Co-Op Ed. Coordinator who is fluent in the language.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

At this time, all Work Experience courses reflect Evergreen Valley College student demographics. All Work Experience courses are open to all students to provide an opportunity for growth and professional development through their employment or internships provided they meet Title V program guidelines. Every semester an email is sent to students regarding the Work Experience class. This information is also posted on fliers and communicated to the faculty/counselors. As for intervention, students are referred to counseling, mental and health services, special programs, and early alert to assist with immediate needs. This has always been and will continue to be the standard practice to ensure students are able to continue and complete the class. However, there are times when students' external circumstances are so overwhelming for students that they quit their jobs or internships and need to drop the course.

Institutional Effectiveness (6.5 year average)

EVC Capacity: 61.69% EVC Productivity: 14.27

Program Capacity
30.64%

Program Productivity
51.62

Is your capacity rate higher or lower then the campus?
The capacity rate is lower than the campus.

Is your productivity goal higher or lower than the campus?
Work Experience Courses productivity rate is higher than the campus

If the program capacity and/or productivity is lower than the campus, please provide rationale
The capacity rate is lower than the number of the campus because the capacity is limited to a set number of students. The Work Experience courses are unique as they are classified as experiential learning. The number of students who enroll are looking to earn elective units for their employment or internship or maintain their full-time student status. Some students are not able to take the course, as their job does not offer an opportunity for them to expand their skills or develop projects on the job. Other students must drop as they lose or quit their job. However, the instructor works with students when possible to adjust their units for students to be able to complete their course successfully or give an incomplete grade. The number of students varies for each class as students must meet the course requirements based on Title V guidelines.

Curriculum

Related Assessments

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

During Fall 2020 at the start of the covid pandemic, all work experience course were updated to be offered asynchronous fully online and utilize canvas. All Work Experiences courses are updated based on title V changes. If there are no changes required from the State Chancellor's office under title V, the courses are not updated. Faculty must be contacted by division Deans who required their CTE courses to be updated. Dean of Business and Nursing did not communicate the need for submitting an periodic 2 year update for their occupational Work Experience courses. Additionally, the discipline faculty must launch the work experience occupational course. Once this step is complete, they must communicate with the Work Experience Faculty/Coordinator of the launch in order for the update to be made.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).**

Work Experience Courses:

Acct. 138, AJ 138, BUS 138, BIS 138, FCS 138 and WE 088.

The purpose of the Occupational Work Experience 138 courses is to provide students with the opportunity to gain hands-on experience in their occupational area/major in order to increase their employment opportunities in the workforce. It is important to have an educational degree in combination with hands-on work experience. BIS 138 has a 2 unit requirement for the Medical Front office certificate.

The only course that has been deactivated is AJ 138.

The WE 088 General Work Experience course provides students the opportunity to explore internships and careers gaining soft skills, as well as, transferable skills.

All Work Experience courses will be updated in order to comply with new changes under Title V.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

  N/A

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

  As a result of the 2020 covid pandemic, all Work Experience classes were offered utilizing CANVAS. The online access provided an opportunity to submit all assignments and forms electronically making their assignment submission process easier. The problem during this time, students needed to pivot and learn how to use canvas and zoom for the next few years. This was challenging for some of our students as they did not have good wi-fi access, laptops and relied on their phone. Others were able to pivot without any issues. I believe that the success of the program was and continues to be meeting students where they were, sending reminders, constant communication via email or announcements.The creation of modules with videos and examples for their assignments in order for students to understand each assignment. Faculty/Coordinator meeting with them via zoom and sending email reminders.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

  All Work Experience courses are stand alone. They will be updated in order to comply with new Title V changes. The Work Experience courses are unique as they provide students with experiential learning. They provide an opportunity for students to explore careers, build employability skills and understand professional development in their career, major or certificates. Development of program degrees and certificates are applicable for these courses. I will be working with the Sociology Faculty to create a work experience course to provide students with an opportunity to gain experience in this field.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

  All Work Experience courses transfer as elective units to the CSU system only.

  Assist.org link:

  https://www.assist.org/transfer/results?
  year=74&institution=2&type=CSUTC&view=transferability&viewBy=dept&viewSendingAgreements=false&viewByKey=work%20experience

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

  N/A

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

  N/A

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

  Students' professional growth and development competencies were affirmed based on immediate Supervisors' learning objective projects evaluation. 12/17 earned 90%+

  Students learning objective projects are evaluated by the immediate Supervisor for level of proficiency. This feedback provides students' awareness of skills learned and their professional development. 12/17 90%+

  Students have a better understanding of how to develop their skills through the development of learning objective projects which provide an opportunity to expand the scope of responsibilities on the job. 12/17 90%+

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

  All Work Experience courses are classified as experiential learning, which follow Title V guidelines from the State Chancellors office. All State-mandated guidelines are applied to all Work Experience courses. Students must meet the employment or internship requirements, complete required assignments for their employment or internship experience. Students who complete the program have gotten a raise or are promoted as a result of their learning objectives. Supervisors find the program to be an excellent opportunity for professional development. They find their employees/students become focused on their projects and excel in their performance at their job.

  As a result of the pandemic, all Work Experience courses were updated to be asynchronous classes utilizing CANVAS. This change has provided students with additional resources, such as videos, examples for identifying learning projects, sample resumes and career exploration. These additional resources have assisted students with insight to better understand their assignments. The transition to having all courses on CANVAS has been positive for some students who find it easy to submit assignments and receive feedback. Other students who have limited access to a laptop or limited knowledge of technology find it difficult to navigate. In these instances, students will come into my office and I assist them with explaining how to attach documents and scan their printed forms in order for them to upload. I meet students where they are in order to assist with their success in the class. This has been one of the main reasons for the success of the program.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

  Janina Espinoza Faculty/ Coordinator for the Work Experience program. Prior to coordinating at Evergreen Valley Community college, she was an Employment and Training Specialist with Merced County. During this time, she worked on providing employment skills through workshops, skills assessments, work experience contracts with business to place clients who were unemployed, or needed retraining due to employment disability.

For the last 26 years, she has taught all Occupational Work Experience classes except for Auto 138 Work Experience. The automotive faculty oversees and teaches Auto 138 Work Experience. I provide them with course updates under title V, as well as required forms. Collaborate with BIS faculty to offer a BIS 138 Work Experience class for the Medical Front Office certificate. Dean of Nursing requested to create FCS 138 for the Patient Navigation certificate. I collaborate with faculty when there is a need for the Occupational Work Experience courses to be updated or SLOs need to be completed for each course. As I am the faculty of record for all the work experience courses. Additionally, working with the Sociology faculty to create a 1 unit Work Experience internship for students earning their Sociology certificate. The intent here is for students to gain hands-on experience in a non-profit organization. As for staff, we just hired a new Program Specialist, Luis Murguia. He will be learning about the program and supporting projects, as it relates to student success.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

   I will continue to attend the California Internship and Work Experience Association seminars and conferences as they become available. Additionally, we will continue attending workshops and seminars for Handshake, our online student employment platform. These workshops and seminars are offered every semester. These opportunities offer insights on how to apply best practices and innovation in career development and practicum.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

   N/A

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

   N/A

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

   None at this time.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

1. **N/A**

   Ongoing Budget Needs

   One-Time Expenditure

   Request linked to SLO/PLO #

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   No

Improving student success rates
No

Achievement of program set standard for student success
No

Total Cost
N/A

Attach Files

Attached File

IEC Reviewers

IEC Mentor
Vicki Brewster

IEC Second Reader
William Sapigao