Sacramento City College

Program Review
2008/2009

Cooperative Work Experience
Education and Internship Program

*Does not include “Other” category
**The WEXP Internship personnel have been actively recruiting this age group for internships and WEXP classes.
Cooperative Work Experience Internship Program, Counseling Division, SCC
Year Spring 2009

DEMOGRAPHICS

I. Data:

A. Age

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
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<th>Fall 2006</th>
<th>Fall 2007</th>
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<td><strong>216</strong></td>
<td><strong>230</strong></td>
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B. Ethnicity

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<td>TOTAL</td>
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<td><strong>205</strong></td>
<td><strong>216</strong></td>
<td><strong>230</strong></td>
<td><strong>192</strong></td>
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</tbody>
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C. Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
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<td>TOTAL</td>
<td><strong>159</strong></td>
<td><strong>205</strong></td>
<td><strong>216</strong></td>
<td><strong>230</strong></td>
<td><strong>192</strong></td>
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</table>

II. Analysis and Action

A. Strengths

1. Increase in student population (from 2002 Program Review): 285%
2. All ethnicities (as listed on “Enrollments by Demographics” worksheet) participated in WEXP classes. Increase in percentage of underrepresented populations per year is as follows:
   a. In 2003, 63 percent* of the WEXP student population represented

*Does not include “Other” category
**The WEXP Internship personnel have been actively recruiting this age group for internships and WEXP classes.
b. underrepresented groups.
c. In 2004, 67 percent* of the WEXP student population represented underrepresented groups.
d. In 2005, 61 percent* of the WEXP student population represented underrepresented groups.
e. In 2006, 69 percent* of the WEXP student population represented underrepresented groups.
f. In 2007, 65 percent* of the WEXP student population represented underrepresented groups.

2. Enrollment of Baby Boomers** in WEXP classes as follows (another targeted audience):
   a. 40+ years old: 24%

B. Areas Needing Improvement
1. Due to the (partial) absence of the SPA during the 2007 academic year (illness; release time for teaching at ARC and Delta College), the student numbers who were served, dropped; this drop is reflected in the lesser number of student enrollments in the same academic year.
2. WEXP (adjunct) faculty: Numbers of students initially enrolled in certain instructors’ WEXP classes significantly dropped. More consistent supervision of the WEXP adjunct faculty is in order; specifically, making faculty members more aware of and responsible for the drop, in student enrollment in their classes.

C. Follow-up Items for the Department’s Unit Plans
1. Keep the SPA’s position at a constant 40 hours per week.
2. Establish a meeting (during Flex Day each semester) specifically for WEXP faculty. During this meeting, student retention will be heavily emphasized.
3. Establish a regular WEXP faculty review/evaluation cycle with the Dean of Counseling.

D. Anticipated Implications and Resources
1. Request an additional 20-hour per week SPA to supplement our current staff.
2. In order to keep WEXP curriculum current, updated curriculum for WEXP 198, 298, and 498 have been submitted and are under review by the Curriculum Committee.
3. Have a specific plan for the Flex Day meeting for all WEXP faculty: discuss curriculum updates, submission of recent syllabi, student retention, and problems/concerns which the faculty have.

Student Success

I. Student Successful Completion Rates

A. College percent 64.28 (over a 5-year period)

B. Division percent 63.4 (over a 5-year period)

C. Department percent 52.6 (over a 5-year period)

D. Reasons for difference:

*Does not include “Other” category
**The WEXP Internship personnel have been actively recruiting this age group for internships and WEXP classes.
**Explanation:** In order to obtain assistance with an internship, a student must sign up for a WEXP class. If the student does not have an internship by the “Last Day to Drop,” the student is encouraged to drop the course. (The WEXP class’s units are based upon the student’s accrued workplace hours while s/he is concurrently taking the WEXP class; without an internship or job, the student cannot earn academic units)

In Fall 2007, some of the students who did not have jobs or internships by the “Last Day to Drop” date dropped the WEXP class late *after census*. The drop out rate of WEXP students, therefore, was significantly affected by the number of students with late drops due to lack of internship placement or job loss.

E. Trends: WEXP staff (Coordinator and SPAs) will be more vigilant about reminding students to drop their WEXP class by the “Last Day to Drop” date; in addition, alternate classes could be suggested to replace students’ dropped WEXP classes (for those students who need additional units).

II. Analysis and action

A. Strength: The WEXP class has a strong, current curriculum set which reflects 21st century workplace trends; in addition, face-to-face site visits with supervisors have increased the number of internships in our district wide internship database, as well as SCC’s visibility in the workplace and the community.

The numbers of students signing up for WEXP classes are increasing; often we do not have enough classes to meet the demands of this increasing enrollment.

B. Weakness: We need to discover a solution for those students who are unsuccessful in being placed in a job or an internship (which results in their dropping the WEXP class) and who need to be enrolled in (at least) 1 unit of credit in a “Living Skills” class.

In addition, we need to establish a consistent set of instructor observations/student evaluations and mandatory meetings with the current WEXP faculty (all of whom are adjunct) to insure lower student drops. Specifically, we need to make sure that WEXP instructors are adhering to the following:

- WEXP instructors are emphasizing, to their students, the class drop dates.
- WEXP instructors are providing their students with updated curriculum that reflects the 21st century workplace.
- WEXP instructors are making themselves available to their students for face-to-face meetings (part of the WEXP course requirements.)

E. Plans for Improvement (What will you follow-up with in your *unit plans*). At the orientation, offer students who have not yet been placed in internships (or jobs) and who are at risk of having to drop the WEXP classes, the following options.

- If the student hasn’t obtained an internship by the “Last Day to Drop to Qualify for Refunds,” suggest that the student drop the full semester WEXP class and sign up for a second 8-week WEXP class.
- At the orientation, have a list of HCD classes (e.g., Life and Career Planning, HCD 330) in which the student could enroll, should s/he need to replace the WEXP units.

*Does not include “Other” category

**The WEXP Internship personnel have been actively recruiting this age group for internships and WEXP classes.
• With the current Counseling Dean, arrange dates for yearly WEXP instructor evaluations.

D. Priority (1=Immediate, 2=midterm, 3=long term; Assign a priority according to when you expect to propose solutions through your unit plans.)
1=Immediate: The Coordinator will indicate to all WEXP instructors (under the jurisdiction of the Counseling Division) the two choices listed above for their WEXP students.
1=Immediate: Establish a set of dates (with the current Counseling Dean) for WEXP instructor observations and self-studies.

F. Anticipated Implications (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals).
• Pursue a small budget for refreshments for a Flex Day (evening) meeting with WEXP instructional staff to share updated information on the WEXP Program (e.g., updates on mileage reimbursement, curriculum, Title V documents), as well as discern what challenges WEXP instructors have in student retention. Make sure that WEXP (adjunct) faculty understand that the Flex Day workshop is a mandatory part of their assignment as an instructor.

Productivity

I. Department Trends

*Productivity has reflected a steady increase in WSCH/student numbers over the past five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>WSCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
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<tr>
<td>2004</td>
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<tr>
<td>2005</td>
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</tr>
<tr>
<td>2006</td>
<td>486</td>
</tr>
<tr>
<td>2007</td>
<td>524</td>
</tr>
</tbody>
</table>

*Reflects total attendance in WEXP 198, 298 and 498 classes only. **These numbers do not include subject/major specific WEXP classes (e.g., Work Experience in Business 498).**

III. Analysis and Action

A. Strength: As indicated above, the numbers in WEXP 198, 298, and 498 are increasing steadily. Brief classroom presentations by WEXP staff, outreach to employers and their employees, and collaborating with campus faculty and clubs have resulted in this gradual increase in student enrollments.

B. Weakness: The Work Experience Program continues to depend heavily on a continuous marketing program to inform the students of the availability of internships and the accompanying Work Experience classes. Lack of time limits WEXP personnel (the Coordinator and SPA) from doing an extensive classroom outreach.

C. Plans for Improvement (What will you follow up with in your unit plans?) Priority
(1=Immediate, 2=midterm, 3=long term; Assign a priority according to when you expect to propose solutions through your unit plans.)

- Priority 1: Include a 20-hour a week SPA position into the 2009-2010 Unit Plan which will permit the WEXP staff to do more outreach (via Roadshows and Don’t Cancel That Class) on campus as well as more employer site visits (outreach in the business community) and intern success stories.

G. Anticipated Implications (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals)

- Staffing: Include a 20-hour a week SPA position into the 2009-2010 Unit Plan which will permit the WEXP staff to do more outreach (via Roadshows) on campus as well as more employer site visits (outreach in the business community).

**Enrollment Trends**

*Fall 2004 – Fall 2007 (Fall only)*

I. Enrollment Trends

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Fall 2005</th>
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<td>College WSCH</td>
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<td>217,877.3</td>
<td>229,017.5</td>
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<td>Department WSCH</td>
<td>523.3</td>
<td>668.6</td>
<td>662.9</td>
<td>561.0</td>
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D. Trends: There was a steady growth in enrollment trends until Fall 2007. However, between Fall 2006 and the end of Fall 2007, there was a drop of 102 in weekly student contact hours. **Listed are probable causes for this drop:**

- **Permitting WEXP Classes To Be Filled with 70-80 Students:** With the permission of the Counseling Dean, as well as the WEXP instructors, two WEXP classes’ enrollments were augmented to include 70-80 students each semester until Spring 2007. However, face-to-face site visits became impossible to perform (with this number of students); therefore, as of Fall 2007, enrollment was limited to 40 students per WEXP class.

- **Timely Submission of Title V Documents:** Students are required to submit their Title V documents, especially their Learning Objectives, in a timely manner. In Fall 2007, WEXP instructors decided to drop all students who did not turn in their Title V documents—Application form, Letter of Cooperation, Unpaid Internship Agreement form, and Learning Objectives—by Week 5. This rule regarding document submission was emphasized in the syllabus, at orientation, in the Announcement section of the online classes, and in the first four weeks of emails to students.

- **Face-to-Face Site Visits Required:** Before Fall 2007, the WEXP instructor was permitted to do a phone “visit” if the employer was inaccessible for a site visit. As of Fall 2007, all employer site visits had to be face to face. Students were informed that their employers were required to permit the WEXP instructor to come on the workplace site, view the student’s work station, and do a 15-minute evaluation of the student’s soft skills.

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in the workplace. Some students dropped their WEXP classes when their employers would not comply with this WEXP class requirement.

- **No Virtual Offices:** In 2007, the WEXP Internship Coordinators at all three colleges indicated that the WEXP students’ internships or jobs have a traditional office location. **Justification:** Virtual offices are usually either home-based businesses at the employers’/internships’ sites or offices in the students’ homes. One of the requirements of internships is that the students have workstations within legitimate office spaces, as well as supervisors to oversee the students’ performances and give students “meaningful tasks.” Internships that include “virtual offices” usually do not offer physical office space/workstations at offices; often these internships do not offer adequate supervisorial coverage.

- **Physical Location of the Job/Internship Site:** As of Fall 2007, the LRCCD WEXP/Internship Coordinators indicated that all jobs and internships must fall within an approximate 20-mile radius (e.g., Sacramento, Roseville, Davis, Woodland). Some students have jobs outside of this 20-mile circumference and so could not take the WEXP class. **Justification:** Each WEXP class has approximately 40 students. Doing 40 site visits is a monumental task; when a distance exceeding 20 miles is included, doing these site visits becomes impossible. In addition, such long-distance work sites make trouble shooting very difficult.

II. Analysis and action

A. Strength: As a result of the modifications implemented in the Fall 2007 WEXP classes (the list of modifications is above), students are more vigilant about monitoring their jobs and internships, as well as submitting their Title V assignments on time; WEXP instructors and employers are able to meet face to face, which builds credibility and rapport with our employers, as well as assist (the Coordinators) in establishing clear standards as to what does and does not comprise acceptable work place experiences.

B. Weakness: The drop in student enrollment is unfortunate; however, Fall 2007 was the beginning of a new set of patterns for the WEXP classes (see “D,” “Trends” under “Enrollment Trends” for a series of complete explanations). The initial result was a 15 percent drop in WSCH. However, students now know (from the orientations and the syllabi) what the instructors’ expectations are. Those students who do not drop in the first two weeks usually complete classes with a letter grade (as opposed to an Incomplete).

C. Plans for Improvement (What will you follow-up with in your unit plans?) Pursue a small budget for refreshments for a Flex Day (evening) meeting with WEXP instructional staff to share updated information on the WEXP Program (e.g., updates on mileage reimbursement, curriculum, Title V documents), as well as discern what challenges WEXP instructors have in student retention. Make sure that WEXP (adjunct) faculty understand that the Flex Day workshop is a mandatory part of their assignment as an instructor.

D. Priority (1=Immediate, 2=midterm, 3=long term; Assign a priority according to when you expect to propose solutions through your unit plans.)

*Does not include “Other” category

**The WEXP Internship personnel have been actively recruiting this age group for internships and WEXP classes.
E. Anticipated Implications (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals). Small budget for refreshments for WEXP faculty attending the Flex Day activity.

Student Placement
(Vocational Only)—Not Applicable

I. Student Placement

A. Student Follow-Up Survey

B. Indicators of student success:

C. Core Indicators:

Other Factors

Discuss any other factors which have not been covered in the above sections which are important to the success of your program.

Department Spokesperson

__________________________

Date

Division Dean

__________________________

Date

*Does not include “Other” category
**The WEXP Internship personnel have been actively recruiting this age group for internships and WEXP classes.