Educational Planning Committee
Minutes
May 3, 2010
Campus Center 4
1:30p.m. - 3:30p.m.

Members Present:  Pat Flood, Madeline Hernandez, Alma Johnson-Hawkins, Jose Maldonado, Said Pazirandeh, Mark Pursley, Nadia Swerdlow

Resource Members Present:  Stephanie Atkinson-Alston, Roza Ekimyan

Members Absent:  Cathy Brinkman, Angela Echeverri, Maria Fenyes, Alex Morales, Maury Pearl, Jan Silver

Resource Members Absent:  Sandy Thomsen

Guests Present:  Carole Akl, D'Art Phares, Gary Prostak, Ed Raskin, Jennifer Underwood (ASO Vice-President)

Call to Order:  By Co-Chair Alma Johnson-Hawkins at 1:37 p.m.

1) Approval of Minutes April 19th
   a) Tabled

2) Program Validation Review with Department Chair
   a) Cooperative Education (1:45 p.m.) ATTACHED BELOW
   b) Business and Law (2:30p.m) ATTACHED BELOW

3) Reflections for Response Letters
   a) Commendations & Recommendations
      i) Committee members shared comments about the Coop Ed presentation. The comments will be formalized and reconsidered next meeting.
      ii) On Business & Law, committee members will forward their comments to Alma Johnson-Hawkins, Jan Silver, and Mark Pursley for discussion at our next meeting.

4) Additions to May 17th Business Meeting Agenda
   a) None.

Adjourned 3:32 pm

Minutes taken by D'Art Phares
Business and Law Department  
Program Review/Unit Assessment Report to  
The Educational Planning Committee  
May 3, 2010

Background:  
The Business and Law Department consists of 4 disciplines:  
- Administration of Justice, vice chair: Kelly Enos  
- Business, vice chair: Vilma Bernal; 5 disciplines: business, economics, finance, marketing, management  
- Computer Applications  
- Law: vice chair David Jordan  

There are 5 full-time faculty and 33 adjunct  
84 different courses are offered.

1. Please highlight any changes since you submitted your unit assessment.  
   Enrollment: From Spring 09 to Spring 10 enrollment in the Business and Law Department has increased from 2,178 to 2,424 students or 11.3%.  
   - AJ increased 11%; enrollment in the AJ program has increased from 533 in the fall of 2008 to 834 in the spring of 2010, 36%.  
   - Business: Accounting decreased by 2 sections from 5 to 3 and saw a decrease in enrollment of 32%; Business increased 62%; Economics decreased a section and enrollment dropped 10%; Finance increased enrollment 244%; Marketing increased 47%; Management increased 3%.  
   - CAOT increased enrollment 20%.  
   - Law increased enrollment 7%; at the start of the 2010 semester all law classes were at 100%+ capacity.  

Changes in faculty: 2 full-time faculty retired; 4 new adjunct faculty were hired (3 in CAOT and 1 in Business).  
The new faculty have had much higher retention rates and have brought new ideas and new life to their respective disciplines for both the students and the other faculty.

Two Faculty Hiring Requests for a tenured business instructor have been submitted: Fall 2008, Fall 2009.

Grant Proposals Submitted and Funded:  

CAOT Innovation Grant Proposal 2009-2010: Award $3,500 – Developed new courses in the medical field including  
- MS Word, Access, Excel, and Outlook for Health Information technology  
- Insurance for the Medical Office
- Medical Coding I - ICD-CM Coding
- Medical Coding II – CPT Coding

Business/CAOT Innovation Grant Proposal 2010-2011: Award $6,300 –
Developing new courses in Business:
- Green Marketing
- Green Business Development & Entrepreneurship
- E-Commerce
- Sustainable Brand Development, and
- Sustainable Green Business Practice & Technology

New Law Certificate and Law Classes – The Paralegal Program received
Innovation Funds to update its course curriculum. Six new classes are being
developed including
- Environmental Law
- Special Needs Education Law
- Health Care and Insurance Law
- Practicum classes for each new class

New Technology in the Law Program – The Paralegal Program has adopted four
new technologies: (1) Secure repository network – this allows groups to work
together on class projects and as a repository for legal documents for both the
current and alumni paralegals.
(2) Googlegroups & Linkedin – these group applications have been set up and e-
mailed to all law alumni to join. This technology will be used to implement a new
program of job mentoring and job shadowing with paralegal graduates. (3) Flip-
cam videos – on-campus classes and assignments are being videotaped and
posted on the Internet for use by both on campus and online students. (4)
Screncast – Screncasting is being implemented to review court forms and
legal document and record instructions and concurrent visual highlighting to
assist both on-campus and online students in learning how to prepare court
documents and legal documents required in each of the law classes.

Administration of Justice has
- Held a joint AJ/Law Career Fair.
- Partnered with Newhall Elementary School to create a Forensic Science
Fair over the span of two months.
- Partnered with the Chemistry Discipline to create a Forensic Science
Degree.
- Added an online class: AJ 1.
- Revised and reduced the number of certificates it offers.
- Significantly improved communication among the AJ faculty.
2. **a. What do you see as the strengths of each of your units?**

   For all units: excellent faculty, up-to-date programs, use of technology in the classroom and online; practical career training that enables students to obtain jobs and/or transfer to a 4-year university.

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<th>AJ</th>
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<td>• Partnerships with Cal State L.A., Los Angeles County Probation Department, California Supreme Court, Los Angeles County Sheriff’s Department, and the F.B.I.</td>
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<td>• Articulation agreements with nearby universities – AJ has maximized its articulation agreements saving students both time and money.</td>
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<td>• Active AJ Advisory Committee.</td>
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<td>• Required courses for the degree are offered every semester.</td>
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<td>• Development of new Forensic Science program.</td>
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<td>• Activation of advisory boards. This April Business and CAOT held a joint advisory board meeting attended by 22 people.</td>
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<td>• Addition of outstanding new adjunct faculty members who have helped to revitalize the Business and CAOT programs.</td>
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<td>• Revision of 6 AA business degree programs to better meet the needs of students.</td>
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<td>• Improved scheduling of classes based on student surveys and student demand and a 2-yr. plan.</td>
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<td>• New curriculum being developed: 2 online courses in CAOT; several medical courses; 5 new courses in business.</td>
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<td>• The acquiring of grant funds from CTE to develop new curriculum and printing of business brochure.</td>
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<td>• Partnerships with feeder high schools and North Valley Occupational Center; discussions and presentations to counselors, participation in career fairs.</td>
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<td>• Use of technology in the classroom and online.</td>
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<td>• Court internship program.</td>
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<td>• Development of new classes and a certificate.</td>
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2. **b. What do you see as the challenges?**

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<td>• Lack of personnel to assist in the day-to-day operations of the</td>
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<td>Business</td>
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| • Increasing enrollment.  
| • Finding classroom locations – would like to offer more classes after 7 p.m.  
| • Finding financial resources to purchase computers for the accounting lab.  
| • Budget cuts resulting in fewer course offerings.  
| • Developing new curriculum.  
| • Developing short term certificates.  
| • Transitioning from ETUDES to Moodle (7 online courses need to be moved to Moodle).  
| • Keeping up with constant industry changes so that classes can be taught with up-to-date information.  
| • Replacing retired faculty.  
| • Staying up to date with the new software programs and hardware needs; ex. Windows 7, Office 2010.  
| • Developing new courses and short-term certificates.  
| • Increasing enrollment.  
| • Creating Internet classes and marketing the CAOT program.  
| • Working with limited English speaking students with poor educational backgrounds and many economic and personal challenges.  
| • Being able to keep the CAOT Center open for student use at times other than scheduled class times.  
| • Coordinating offering multiple classes scheduled at the same time for the purpose of increasing enrollment.  
| • Growing the program while maintaining standards.  
| • Faculty re-certification – All online law faculty are being recertified.  
| • Employing a student to upload materials and to keep the online web pages current. Prof. Jordan currently is the webmaster of the entire program, but as the program continues to grow and to add additional online law classes and certificates, more of his energy will be directed to these areas, and the enormous time required to upload materials and classes each semester needs to be handled by a student worker.  

3. **How does your unit planning support the mission of the college?**  
AJ’s articulation agreements with CSULA and CSUN have resulted in an increase in enrollment and support the mission of the college in preparing students to transfer to a four-year university.
Business offers a wide range of degree programs to help students transfer to four-year universities and they also offer a retail management certificate. Several classes are offered online for easier student access.

CAOT offers several certificates and a degree program which helps students prepare both to obtain employment and to transfer.

The Paralegal Program offers a certificate and AA Degree in Legal Assisting-Paralegal required for students who want to become certified paralegals in California. The program also provides classes (Bus. Law I online) to meet the growing needs of its business students to take online classes due to their “busy” schedules. Law’s updating of their course curriculum, infusing technology into the classroom, applying for the LEX Honor Society, providing court internships, developing a job shadowing and job mentoring program, use of paralegal tutors, and faculty early alert system all support the college mission.

All programs help to meet the needs of a diverse student population.

4. What are your visions for changes, revisions and growth?

AJ: AJ is well underway in creating a forensic science degree and certificate program which should be completed by fall of 2010. They also have created and are currently delivering a CSI Academy through community education which also will support the forensic science degree and certificate program.

Business: With the leadership of new adjunct faculty, the department received a grant to develop new curriculum and is considering a new short-term certificate that will bring growth to the department. The curriculum focuses on Green Technology and Entrepreneurship. The department also applied for CTEA funding to assist the department in these areas. This grant also will promote change and growth in the department and will help pay for
- A new brochure which will be utilized for recruitment at local high schools and in the community.
- Conference attendance for faculty including adjunct so that new ideas can be brought to the department.
- Guest speakers for business classes to enhance the learning in the classroom.

CAOT: CAOT is working on the shells for two online courses: CAOT 82, Microsoft Office Survey and CAOT 32, Business Communications, but progress is being held up by the DE Substantive Change Requirement which has put a hold on all new online offerings.
As a result of a $3,500 CTE Innovation Grant awarded in spring 2009, new curriculum has been developed in the medical technology area: Courses in medical that have been developed include

- MS Word, Access, Excel, and Outlook for Health Information technology
- Insurance for the Medical Office
- Medical Coding I - ICD-CM Coding
- Medical Coding II – CPT Coding

The subsequent submission and approval of these courses, however, is being restrained until funds become available and more dialog is held with the Life Sciences and other disciplines so that we offer an integrated program.

A CAOT open house for CAOT students is being planned for the fall in conjunction with the Counseling Department, Financial Aid, and EOP&S. Online courses and short-term certificates are being developed as motivators for students to complete full certificates and degree programs and to better meet the needs of the community.

**Law:** The Paralegal program is concentrating on improving job placement, adding new programs such as job mentoring, job shadowing, and conducting research on their graduates to improve outreach to their paralegal graduates.

Also the paralegal certificate will be streamlined from 12 law classes to 8 law classes (24 units) to comply with State Requirements for Paralegal Certification. This will improve the student success rate and retention by streamlining the curriculum while increasing the number of career options. Law currently has one certificate. It will develop 6 different certificates – each certificate will have the same core curriculum – 6 classes – including Law 1 – Contracts, Law 2 – Partnerships, Law 10 – Intro to Law, Law 11 – Civil Litigation, Law 17 – Legal Writing and Law 34 – Legal Research, and two specialty classes in five areas – Probate/Family Law, Personal Injury/Litigation, Health Care and Insurance, Special Needs Law, Environmental Law.

**LEX Honor Society –** Law is in the process of joining the LEX Honor Society (a National Paralegal Society), which will promote and encourage development of their honor students.

5. **What resources are needed to support as well as to build the programs in your Department?**

- **Facilities:** Additional facilities are needed to offer classes, especially after 7 p.m. AJ needs at least one dedicated classroom and eventually a dedicated lab for use in crime scene work to support its new extensive forensic science program in partnership with the life sciences department.
- **FTEF:** Three of the eight original business and law full time faculty have retired and need to be replaced. To meet student demand and to accommodate the new paralegal
options and specialty certificates, the paralegal program will need at least an additional 1.2 FTEF.

- **Staff:** The Paralegal Program needs a dedicated webmaster (with skills in Technology and Moodle) to upload and manage the online course shells and the course management system. The Paralegal program should develop and employ a classified position in the long term to meet this need.

- **Technology:** New computers and printers for the CAOT lab are needed to run the Windows 7 operating system and Office 2010; the computers stolen in 2004 from the Accounting lab need to be replaced.

6. **What is the status of SLO assessments in your department?**
   - 98% of Business and Law Department courses have Student Learning Outcomes which are stated in course syllabi.
   - 25% of the courses have at least one SLO that has been assessed.

7. **What is the status of the course outlines of record and course updates in your department?**
   - Updated 6 business degrees: Accounting, Business Administration, Finance, Management, Marketing, Small Business Management
   - Archived 33 courses
   - Updated Course Outlines of Record for 33 Business and Law Department courses
   All Business and Law Department courses are up to date.

8. **What progress has been made towards the recommendations made by EPC following your 08-09 program review presentation?**

As a result of the 08-09 program review presentation, two recommendations were made:

1.) **Business discipline must complete course outlines for each outdated course by the end of Spring 09 or courses should not be offered.**

   As mentioned above, all Business and law Department courses have been updated and are in the process of being approved by the Curriculum Committee.

2.) **Closely monitor disciplines with low enrollment and pursue strategies for strengthening.**

   The two disciplines that have had low enrollment in the past are business and CAOT.
A number of strategies have been developed to improve enrollment:

- Hiring of new adjunct faculty has helped to revitalize the business and CAOT programs.
- Improved scheduling has resulted in classes being offered at more convenient times for students. CAOT has prepared a two-year schedule of its courses to ensure that all courses are offered within a two-year period both during the day and at night.
- Improved advertising of courses. CAOT has developed an e-mail data base to send reminders to students about when classes start and mini schedules.
- Improved marketing of courses through attendance at Career Fairs on the LAMC campus and the local feeder high schools and occupational centers.
- Business and CAOT are partnering with the Work Source center to develop new courses to meet the needs of the community.
- Partnering with other disciplines to meet the needs of students; for example, many AJ, culinary, business, and law students need computer instruction; consequently they have been encouraged to take CAOT’s Microsoft Office Survey class which introduces them to Word, Excel, Access, PowerPoint. This course will also be part of new the first-year experience program.
- New courses are being developed; 5 in business: Green Marketing, Green Business Development & Entrepreneurship, E-Commerce, Sustainable Brand Development, and Sustainable Green Business Practice & Technology; several in the medical area: MS Word, Access, Excel, and Outlook for Health Information technology; Insurance for the Medical Office; Medical Coding I- ICD-CM Coding; Medical Coding II – CPT Coding
- 6 business degree programs have been modified and approved by curriculum which will enable students to complete their degree programs more easily.
- Short-term certificates are being developed to better meet the needs of the community.
- Innovation and CTE grants have been applied for and received to develop new courses in business and CAOT, to develop new brochures, and new certificate programs.
- A joint CAOT and business advisory board has been established to enable both CAOT and business to update its curriculum and to establish liaisons with business partners and to better serve the needs of both students and the business community.
Coop Education

- College Courses
- Individual Student
- Career Choices
CONTENTS

COOPERATIVE EDUCATION AT LOS ANGELES MISSION COLLEGE
STUDENT BENEFITS
RETENTION
ADVISORY COMMITTEE
CLERICAL STAFF
COOP ED MEETINGS
OFFICE SPACE, SUPPLIES AND MILEAGE
THE COOP ED INSTRUCTOR
SITE VISITATION METHODOLOGY
WORK EXPERIENCE OBJECTIVES
CAMPUS-WIDE MEETINGS
INFORMATION GATHERING
CONTINUITY

PRESENT STATUS OF COOP ED A LAMC

QUALITATIVE ELEMENTS

ATTACHMENTS
As increasing numbers of people are losing jobs and veterans are returning home from two wars overseas, benefits of a program such as Cooperative Education become very apparent. Coop Ed links employment with the pursuit of a college degree, enabling students to be more secure in their current jobs, more focused in their studies, and to gain better career prospects. Financial stability facilitates sustained enrollment in college for many of our students. Data indicates that individuals with the least education are the most adversely affected in this recession. Generally, supervisors in the workplace support and appreciate it when their employees are improving their skills and knowledge by pursuing a college education. Coop Ed courses allow management to reward employees' efforts through our evaluation/grading process. Enrollment in Coop Ed gives students the opportunity to demonstrate the level of their skills as well as a potential leadership quality, making their jobs more secure.
STUDENT BENEFITS

Through enrollment in Coop Ed, students learn directly the connection between college and a career. Too often college is viewed as unrelated to income and to life in general. The Coop Ed Agreement requires the college and the employer support a student's career objectives. The Coop Ed director takes on a mentoring function with students and employers (sometimes as an ombudsman) when necessary. The Coop Ed instructor provides students with knowledge through information meetings and individual counseling.

RETENTION

Retention at LAMC is a significant concern. Coop Ed appears to support campus-wide retention by strengthening job/career skills, as well as building student commitment to required course work. Employed students are better able to pay for their college expenses and therefore are more likely to complete their education. Coop Ed helps students build their job skills to maintain a job. Coop Ed is also a great asset to our Financial Aid and EOPS students, by helping them reinforce their job skills and by assisting
academically weaker students in completing their required academic courses. English and Math classes become more relevant to them in relation to their required job skills and career goals. Coop Ed also appears to increase retention of students in other academic disciplines as well. To obtain Coop Ed credit, students must remain employed and take other classes at LAMC as well. Coop Ed may be repeated. By assisting students to improve their performance on the job, it helps students stay employed and thereby gives them a means of continuing their education at LAMC.

REQUIREMENT FOR A SUCCESSFUL PROGRAM: ADVISORY COMMITTEE

An active advisory committee is essential, and regular meetings are a requirement in the State Education Code. A Coop Ed advisory committee should meet yearly and consist mainly of employers, faculty from the college, and students enrolled in the Coop Ed program. This committee advises the college on all aspects of the program, including curriculum, and may provide the college other significant data on the business community in which the college resides.
REQUIREMENT FOR A SUCCESSFUL PROGRAM: CLERICAL

STAFF

Trained, student-friendly, classified clerical staff is essential for an effective program. A well-run office allows certificated Coop instructors to be out of the office making site visitations, attending meetings and promoting the program through seminars and marketing to students and employers alike. This latter component is essential, since the Coop Ed instructor is the key link between business, the community, and the college, and may become a resource to all three. The college may use information obtained by the Coop Ed instructor to create a data base for curriculum development and fund raising, and may identify off campus facilities in which to hold LAMC classes.

REQUIREMENT FOR A SUCCESSFUL PROGRAM: COOP ED MEETINGS

Ideally, in addition to individual counseling, students must be provided the opportunity to attend seminars on resume writing, time management, interview skills, job search, career path information, training programs, etc.
This function is especially critical in today’s economic environment. The seminars may also be used to recruit students into Coop Ed classes, serving a dual purpose.

**REQUIREMENT FOR A SUCCESSFUL PROGRAM: APPROPRIATE OFFICE SPACE, SUPPLIES, AND MILEAGE**

The Coop Ed Office requires suitable space with a private counseling area and a meeting area. Access to career and job information is necessary. An appropriate printing and office supplies budget is required each academic year. Since the Coop Ed position requires many hours of on-site visitations, mileage should also be provided to off-set costs for the instructor.

**COOP ED INSTRUCTOR**

The Coop Ed instructor is the face of the program to staff and students, and is the representative of LAMC to the local private and public sector. Ideally, the instructor should be part of the local community network, attending meetings to meet with local officials, and business and community leaders.
SITE VISITATION METHODOLOGY

Although there are different approaches to running a Coop Ed program, I have learned to identify geographic clusters of employers and target those employers to reduce costs of transportation and to better utilize time. In many instances, three or four employees may actually work at the same work site, saving the instructor time and mileage costs.

WORK EXPERIENCE OBJECTIVES

The Coop Ed office must provide students with information on how to develop and achieve work related objectives. Formulating clear objectives is essential for success. Coop Ed personnel must spend considerable time working with students to build this skill. Defining job goals, as well as career objectives, is an on-going task for students.

CAMPUS-WIDE MEETINGS

Coop Ed should provide campus-wide information career/job presentations to all students. These presentations would both inform the student body of
important employment, career, and life skills issues, and would promote benefits of the program to new students who may wish to enroll.

INFORMATION GATHERING

In the past at LAMC, the Coop Ed office has distributed surveys to local employers and has gathered information for campus-wide use. Campus academic programs have also been promoted to employers through Coop Ed, linking college and business for mutual benefit. The Coop Ed office maintains the most current and accurate information on employers in the community. The information may be used when the college needs to apply for grants and other funding. This data may also be used to evaluate the effectiveness of the college in meeting the needs of business and other segments of the community. This information gathering contributes to job placement of students.

CONTINUITY

Continuity is a critical element of any successful Coop Ed program. A knowledgeable staff must be available in an accessible office location on a regular basis throughout the academic year.
PRESENT STATUS OF COOP ED AT LAMC

Presently the Coop Ed director at Mission College is unable to meet State and District guidelines due to staffing and resource limitations as specified above. Clerical staff in Coop Ed must be highly trained, student friendly, and be able to interact with Admission, Administration, and other campus offices. The clerical staff is the face of Coop Ed to students when the instructor is out of the office. Being limited to student workers and
volunteers greatly compromises the effectiveness of this program, due to their inconsistent attendance and need for constant supervision. Without appropriate staff and funding, Coop Ed cannot serve the Mission population fully.

The Coop Ed discipline is assigned to the Business Department. Professor Raskin is assigned .6 of one FTE, on a C-basis of 12.6 hours per week. As a C-basis assignment, the Coop Ed office does not function over the winter or summer intersession, unless addition sections are approved by Academic Affairs. 125 students is the maximum for one FTE (Title 5, section 58051.3b), Professor Raskin is assigned only .6 TE. Approximately 370 students are in the program for Fall 08. Presently the Coop Ed office is open 25 hours per week, utilizing volunteer Coop Ed students and a Financial Aid worker. No classified staff is provided. Depending solely on student workers for Coop Ed, without proper clerical support, creates an overwhelming amount of work for the director. Problems include massive pay for work, security, and confidentiality issues for employers and students. The program at Mission is under-staffed, lacks required clerical support (as stated in District policy and State regulation), and is stretched to the limit. The LAMC Coop Ed program requires at least two or three FTE to meet the great demand of our student population.
QUALITATIVE ELEMENTS

1. Student phone calls and e-mails returned promptly.

2. Student and employer issues effectively and promptly resolved.

3. Structured, timely and relevant campus-wide presentations provided to inform Coop Ed students and to recruit new students from the campus at large.

4. Coop Ed director has time to meet with faculty, students, and employers.

5. Time available for staff to visit most work sites.

6. Time available for oversight of all program functions and to review student objectives.

7. High quality promotional materials produced for campus-wide and employer distribution.
8. Ability of director to attend campus and community meetings to advance goals of program.

9. Continuity throughout the academic year by offering Coop Ed in both winter and summer intersession. Office open all year round.

10. Database provided to support students and employers with information on careers, jobs, trends, training, etc.

MINIMUM REQUIREMENTS FOR SUMMER AND FALL 09

1. D-basis instructor special assignment at 35 hours per week, or a Dean position to demonstrate Administration's commitment to Career Education at LAMC.

2. 12 hours of addition hourly support.

3. One FTE classified staff individual to support office 40 hours per week, day and evening, preferably bilingual/Spanish.

4. Office remodel or new office space to include meeting room, private counseling area, clerical workstation, and file area.

5. Large career library including books, data storage of career and data information.

6. Relevant topics must be covered to recruit and retain students.
The Los Angeles Community College District Plan for Cooperative Work Experience Education was prepared and revised in accordance with the provisions of Title IV of the Higher Education Act; Title 5 of the California Administrative Code - Chapter 3 (Work Experience Education), Sections 55250 through 55257; Education Code, Sections 193, 197, 5985 through 5992 and 11484.

I. OBJECTIVES OF THE COOPERATIVE EDUCATION PLAN

1. To provide opportunity for the student to secure employment on a part or full time basis.

2. To gain realistic work experience that is meaningfully related to the student's college study program.

3. To provide the student opportunity to acquire knowledge, skills, and attitudes essential for successful employment.

II. DISTRICT APPROVAL OF PLAN
(Reference: Title 5, Sections 55250 and 55251)

Meeting in regular session, the Board of Trustees of the Los Angeles Community College District adopted this District Plan for Cooperative Work Experience Education for submission to and approval by the Chancellor of the California Community Colleges. The District hereby agrees to operate its work experience program in accordance with the applicable provisions of the California State Plan for Vocational Education.

III. GENERAL REQUIREMENTS OF THE PLAN
(Reference: Title 5, Section 55251 and 55255)

A. College Responsibilities

The colleges in the District which operate cooperative work experience education programs under this plan shall:
1. Provide adequate and continuous guidance services to the students by means of individual counseling, group counseling and in-person consultations throughout the period of their enrollment in the work experience program. The instructor and the work experience consultant or both, on an individual and/or group basis, will provide supplementary guidance services.

2. Assign necessary certificated personnel qualified to direct the program in accordance with state and local District requirements. Provide for reassigned time or extra assignment for instructor-coordinators and/or full-time cooperative education coordinators. Instructors should be given time on a proportional basis to the number of work experience students supervised.

3. Assign clerical help to coordinators commensurate with the need for maintaining records and services appropriate to the needs and requirements of the program on each campus, and to assure that students' on-the-job learning experiences are documented with written measurable learning objectives.

4. Select and approve workstations that will assure the student a varied type of work experience that is educational in nature and will upgrade the student's skill competencies toward his career goal on a progressive semester-to-semester basis.

5. In cooperation with the employer and the student, provide for compliance with federal, state, and local laws and regulations.

6. At least once every semester consult with the employer regarding the student's work performance and experience. Visit the student's employer, evaluate his/her progress, and award credit appropriate to the work the student successfully completes in accordance with the credit provisions of this agreement. Provide guidance and assistance to the student and employer as needed.

7. Obtain written training agreements, which assure that cooperating employers understand the purpose and intent of the work experience program and will provide meaningful work experience that will fulfill the students' needs.

8. The colleges will provide for appropriate in-service training for all personnel having assigned responsibilities for the success of the cooperative work experience education program. Such training will be provided on an individual, group, and/or conference basis.
9. Document employers’ reports of student attendance, work performance, and hours worked.
   a. The name and location of the employer and the job held by the student.
   b. Employer’s reports of student attendance, work performance, and hours worked.
   c. Work permits issued, if applicable.
   d. The consultant’s employer/student visitation and evaluation report of the student’s on-the-job work experience.

10. Document grades and credits granted for work experience and college related work. Maintain cumulative records of attendance to verify student contact hours used for computing average daily attendance. These records must be retained for at least five years.

B. Student Responsibilities
(Reference: Title 5, Section 55251)

The student shall agree to:

1. Attend scheduled classes and make progress in both his/her related classes and work experience, acceptable to the cooperative work experience education consultant.

2. Keep the cooperative education coordinator informed of any problems or changes that affect his/her college study and/or job training program.

3. Learn and abide by the rules that govern the cooperative work experience education program.

C. Employer Responsibilities
(Reference: Title 5, Section 55251)

The employer shall agree to the following provisions of the training agreement and is responsible for:

1. Understanding and accepting the objectives of the work experience program.
Cooperative Work Experience (CWEE) Instructor Compensation Calculations
Mendocino College

DRAFT

Compensation Formula 1: Based on Annualized Lecture Units

<table>
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<tr>
<th>1 FTEF</th>
<th>CWEE Student</th>
<th>Students/Unit Annual Salary Compensation per Unit</th>
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<tbody>
<tr>
<td>30</td>
<td>250</td>
<td>8.33</td>
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Compensation per Student per Semester: $178.00

Compensation Formula 2: Based on Annualized Instructional Days

Duty Days Professional Instruction CWEE Student/Unit Annual Salary Compensation per day

| 175    | 9            | 166   | 250          | 1.51  | $89,000.00 | $536.14 |

Compensation per Student per Semester: $178.00

Compensation Formula 3: Hours per CWEE Student per Semester

Instructional Instruction Hour Annual Inst CWEE Student Load

| 166    | 6            | 996   | 250          |

Number of hours/student/semester for compensation: 3.98

College of the Canyons Compensation formula:

On Aug. 22, 2007 the College of the Canyons Board of Trustees approved a compensation for CWEE Adjunct Faculty. The formula was based on an adjunct faculty members hourly rate of pay * 2.125 (term multiplier, hours per student) * number of students = semester pay. For example, $60.00 * 2.125 * 5 students = $637.50.

The formula was derived from Title 5 section 58051, 3b: (125 students is the maximum number of students to constitute a full-time CWEE load).

Therefore:

125 students is equal to a full-time classroom instruction load of 15 units
125 students divided by 15 units = 8.33 students
8 students = 1 Teaching Load Unit (TLU)

One classroom TLU = 17 hours

Prepared by Dan Jenkins
October 28, 2008
Background:
The Business and Law Department consists of 4 disciplines:
- Administration of Justice, vice chair: Kelly Enos
- Business, vice chair: Vilma Bernal; 5 disciplines: business, economics, finance, marketing, management
- Computer Applications
- Law: vice chair David Jordan
There are 5 full-time faculty and 33 adjunct
84 different courses are offered.

9. Please highlight any changes since you submitted your unit assessment.
Enrollment: From Spring 09 to Spring 10 enrollment in the Business and Law Department has increased from 2,178 to 2,424 students or 11.3%.
- AJ increased 11%; enrollment in the AJ program has increased from 533 in the fall of 2008 to 834 in the spring of 2010, 36%.
- Business: Accounting decreased by 2 sections from 5 to 3 and saw a decrease in enrollment of 32%; Business increased 62%; Economics decreased a section and enrollment dropped 10%; Finance increased enrollment 244%; Marketing increased 47%; Management increased 3%.
- CAOT increased enrollment 20%.
- Law increased enrollment 7%; at the start of the 2010 semester all law classes were at 100%+ capacity.

Changes in faculty: 2 full-time faculty retired; 4 new adjunct faculty were hired (3 in CAOT and 1 in Business).
The new faculty have had much higher retention rates and have brought new ideas and new life to their respective disciplines for both the students and the other faculty.

Two Faculty Hiring Requests for a tenured business instructor have been submitted: Fall 2008, Fall 2009.

Grant Proposals Submitted and Funded:

CAOT Innovation Grant Proposal 2009-2010: Award $3,500 – Developed new courses in the medical field including
- MS Word, Access, Excel, and Outlook for Health Information technology
- Insurance for the Medical Office
Medical Coding I- ICD-CM Coding
Medical Coding II – CPT Coding

Business/CAOT Innovation Grant Proposal 2010-2011: Award $6,300 – Developing new courses in Business:
- Green Marketing
- Green Business Development & Entrepreneurship
- E-Commerce
- Sustainable Brand Development, and
- Sustainable Green Business Practice & Technology

New Law Certificate and Law Classes – The Paralegal Program received Innovation Funds to update its course curriculum. Six new classes are being developed including
- Environmental Law
- Special Needs Education Law
- Health Care and Insurance Law
- Practicum classes for each new class

New Technology in the Law Program – The Paralegal Program has adopted four new technologies: (1) Secure repository network – this allows groups to work together on class projects and as a repository for legal documents for both the current and alumni paralegals.
(2) Googlegroups & Linkedin – these group applications have been set up and e-mailed to all law alumni to join. This technology will be used to implement a new program of job mentoring and job shadowing with paralegal graduates. (3) Flip-cam videos – on-campus classes and assignments are being videotaped and posted on the Internet for use by both on campus and online students. (4) Screencast – Screencasting is being implemented to review court forms and legal document and record instructions and concurrent visual highlighting to assist both on- campus and online students in learning how to prepare court documents and legal documents required in each of the law classes.

Administration of Justice has
- Held a joint AJ/Law Career Fair.
- Partnered with Newhall Elementary School to create a Forensic Science Fair over the span of two months.
- Partnered with the Chemistry Discipline to create a Forensic Science Degree.
- Added an online class: AJ 1.
- Revised and reduced the number of certificates it offers.
- Significantly improved communication among the AJ faculty.
10. a. What do you see as the strengths of each of your units?

For all units: excellent faculty, up-to-date programs, use of technology in the classroom and online; practical career training that enables students to obtain jobs and/or transfer to a 4-year university.

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<th>Strengths</th>
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<tr>
<td><strong>AJ</strong></td>
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<tr>
<td>• Partnerships with Cal State L.A., Los Angeles County Probation Department, California Supreme Court, Los Angeles County Sheriff’s Department, and the F.B.I.</td>
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<tr>
<td>• Articulation agreements with nearby universities – AJ has maximized its articulation agreements saving students both time and money.</td>
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<tr>
<td>• Active AJ Advisory Committee.</td>
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<tr>
<td>• Required courses for the degree are offered every semester.</td>
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<tr>
<td>• Development of new Forensic Science program.</td>
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<tr>
<td><strong>Business/CAOT</strong></td>
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<tr>
<td>• Activation of advisory boards. This April Business and CAOT held a joint advisory board meeting attended by 22 people.</td>
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<tr>
<td>• Addition of outstanding new adjunct faculty members who have helped to revitalize the Business and CAOT programs.</td>
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<tr>
<td>• Revision of 6 AA business degree programs to better meet the needs of students.</td>
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<tr>
<td>• Improved scheduling of classes based on student surveys and student demand and a 2-yr. plan.</td>
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<td>• New curriculum being developed: 2 online courses in CAOT; several medical courses; 5 new courses in business.</td>
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<tr>
<td>• The acquiring of grant funds from CTE to develop new curriculum and printing of business brochure.</td>
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<tr>
<td>• Partnerships with feeder high schools and North Valley Occupational Center; discussions and presentations to counselors, participation in career fairs.</td>
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<tr>
<td><strong>Law</strong></td>
</tr>
<tr>
<td>• Use of technology in the classroom and online.</td>
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<td>• Court internship program.</td>
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<td>• Development of new classes and a certificate.</td>
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2. b. What do you see as the challenges?

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<th>Challenges</th>
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<td><strong>AJ</strong></td>
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<tr>
<td>• Lack of personnel to assist in the day-to-day operations of the program</td>
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<tr>
<td>• A dedicated classroom space.</td>
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</table>
| Business | • Increasing enrollment.  
• Finding classroom locations – would like to offer more classes after 7 p.m.  
• Finding financial resources to purchase computers for the accounting lab.  
• Budget cuts resulting in fewer course offerings.  
• Developing new curriculum.  
• Developing short term certificates.  
• Transitioning from ETUDES to Moodle (7 online courses need to be moved to Moodle).  
• Keeping up with constant industry changes so that classes can be taught with up-to-date information.  
• Replacing retired faculty. |
| CAOT | • Staying up to date with the new software programs and hardware needs; ex. Windows 7, Office 2010.  
• Developing new courses and short-term certificates.  
• Increasing enrollment.  
• Creating Internet classes and marketing the CAOT program.  
• Working with limited English speaking students with poor educational backgrounds and many economic and personal challenges.  
• Being able to keep the CAOT Center open for student use at times other than scheduled class times.  
• Coordinating offering multiple classes scheduled at the same time for the purpose of increasing enrollment. |
| Law | • Growing the program while maintaining standards.  
• Faculty re-certification – All online law faculty are being recertified.  
• Employing a student to upload materials and to keep the online web pages current. Prof. Jordan currently is the webmaster of the entire program, but as the program continues to grow and to add additional online law classes and certificates, more of his energy will be directed to these areas, and the enormous time required to upload materials and classes each semester needs to be handled by a student worker. |

11. **How does your unit planning support the mission of the college?**

AJ’s articulation agreements with CSULA and CSUN have resulted in an increase in enrollment and support the mission of the college in preparing students to transfer to a four-year university.

Business offers a wide range of degree programs to help students transfer to four-year universities and they also offer a retail management certificate. Several classes are offered online for easier student access.
CAOT offers several certificates and a degree program which helps students prepare both to obtain employment and to transfer.

The Paralegal Program offers a certificate and AA Degree in Legal Assisting-Paralegal required for students who want to become certified paralegals in California. The program also provides classes (Bus. Law I online) to meet the growing needs of its business students to take online classes due to their “busy” schedules. Law’s updating of their course curriculum, infusing technology into the classroom, applying for the LEX Honor Society, providing court internships, developing a job shadowing and job mentoring program, use of paralegal tutors, and faculty early alert system all support the college mission.

All programs help to meet the needs of a diverse student population.

12. What are your visions for changes, revisions and growth?

AJ: AJ is well underway in creating a forensic science degree and certificate program which should be completed by fall of 2010. They also have created and are currently delivering a CSI Academy through community education which also will support the forensic science degree and certificate program.

Business: With the leadership of new adjunct faculty, the department received a grant to develop new curriculum and is considering a new short-term certificate that will bring growth to the department. The curriculum focuses on Green Technology and Entrepreneurship.

The department also applied for CTEA funding to assist the department in these areas. This grant also will promote change and growth in the department and will help pay for

- A new brochure which will be utilized for recruitment at local high schools and in the community.
- Conference attendance for faculty including adjunct so that new ideas can be brought to the department.
- Guest speakers for business classes to enhance the learning in the classroom.

CAOT: CAOT is working on the shells for two online courses: CAOT 82, Microsoft Office Survey and CAOT 32, Business Communications, but progress is being held up by the DE Substantive Change Requirement which has put a hold on all new online offerings.

As a result of a $3,500 CTE Innovation Grant awarded in spring 2009, new curriculum has been developed in the medical technology area: Courses in medical that have been developed include

- MS Word, Access, Excel, and Outlook for Health Information technology
- Insurance for the Medical Office
- Medical Coding I- ICD-CM Coding
- Medical Coding II – CPT Coding
The subsequent submission and approval of these courses, however, is being restrained until funds become available and more dialog is held with the Life Sciences and other disciplines so that we offer an integrated program.

A CAOT open house for CAOT students is being planned for the fall in conjunction with the Counseling Department, Financial Aid, and EOP&S.

Online courses and short-term certificates are being developed as motivators for students to complete full certificates and degree programs and to better meet the needs of the community.

**Law:** The Paralegal program is concentrating on improving job placement, adding new programs such as job mentoring, job shadowing, and conducting research on their graduates to improve outreach to their paralegal graduates.

Also the paralegal certificate will be streamlined from 12 law classes to 8 law classes (24 units) to comply with State Requirements for Paralegal Certification. This will improve the student success rate and retention by streamlining the curriculum while increasing the number of career options. Law currently has one certificate. It will develop 6 different certificates – each certificate will have the same core curriculum – 6 classes – including Law 1 – Contracts, Law 2 – Partnerships, Law 10 – Intro to Law, Law 11 – Civil Litigation, Law 17 – Legal Writing and Law 34 – Legal Research, and two specialty classes in five areas – Probate/Family Law, Personal Injury/Litigation, Health Care and Insurance, Special Needs Law, Environmental Law.

LEX Honor Society – Law is in the process of joining the LEX Honor Society (a National Paralegal Society), which will promote and encourage development of their honor students.

**13. What resources are needed to support as well as to build the programs in your Department?**

- **Facilities:** Additional facilities are needed to offer classes, especially after 7 p.m. AJ needs at least one dedicated classroom and eventually a dedicated lab for use in crime scene work to support its new extensive forensic science program in partnership with the life sciences department.

- **FTEF:** Three of the eight original business and law full time faculty have retired and need to be replaced. To meet student demand and to accommodate the new paralegal options and specialty certificates, the paralegal program will need at least an additional 1.2 FTEF.

- **Staff:** The Paralegal Program needs a dedicated webmaster (with skills in Technology and Moodle) to upload and manage the online course shells and the course management system. The Paralegal program should develop and employ a classified position in the long term to meet this need.

- **Technology:** New computers and printers for the CAOT lab are needed to run the Windows 7 operating system and Office 2010; the computers stolen in 2004 from the Accounting lab need to be replaced.
14. What is the status of SLO assessments in your department?
   - 98% of Business and Law Department courses have Student Learning Outcomes which are stated in course syllabi.
   - 25% of the courses have at least one SLO that has been assessed.

15. What is the status of the course outlines of record and course updates in your department?
   - Updated 6 business degrees: Accounting, Business Administration, Finance, Management, Marketing, Small Business Management
   - Archived 33 courses
   - Updated Course Outlines of Record for 33 Business and Law Department courses
   All Business and Law Department courses are up to date.

16. What progress has been made towards the recommendations made by EPC following your 08-09 program review presentation?

   As a result of the 08-09 program review presentation, two recommendations were made:

   3.) Business discipline must complete course outlines for each outdated course by the end of Spring 09 or courses should not be offered.

   As mentioned above, all Business and Law Department courses have been updated and are in the process of being approved by the Curriculum Committee.

   4.) Closely monitor disciplines with low enrollment and pursue strategies for strengthening.

   The two disciplines that have had low enrollment in the past are business and CAOT.
   A number of strategies have been developed to improve enrollment:

   - Hiring of new adjunct faculty has helped to revitalize the business and CAOT programs.
   - Improved scheduling has resulted in classes being offered at more convenient times for students. CAOT has prepared a two-year schedule of its courses to ensure that all courses are offered within a two-year period both during the day and at night.
   - Improved advertising of courses. CAOT has developed an e-mail data base to send reminders to students about when classes start and mini schedules.
   - Improved marketing of courses through attendance at Career Fairs on the LAMC campus and the local feeder high schools and occupational centers.
   - Business and CAOT are partnering with the Work Source center to develop new courses to meet the needs of the community.
   - Partnering with other disciplines to meet the needs of students; for example, many AJ, culinary, business, and law students need computer instruction; consequently they have been encouraged to take CAOT’s Microsoft Office
Survey class which introduces them to Word, Excel, Access, PowerPoint. This course will also be part of new the first-year experience program.

- New courses are being developed; 5 in business: Green Marketing, Green Business Development & Entrepreneurship, E-Commerce, Sustainable Brand Development, and Sustainable Green Business Practice & Technology; several in the medical area: MS Word, Access, Excel, and Outlook for Health Information technology; Insurance for the Medical Office; Medical Coding I-ICD-CM Coding; Medical Coding II – CPT Coding
- 6 business degree programs have been modified and approved by curriculum which will enable students to complete their degree programs more easily.
- Short-term certificates are being developed to better meet the needs of the community.
- Innovation and CTE grants have been applied for and received to develop new courses in business and CAOT, to develop new brochures, and new certificate programs.
- A joint CAOT and business advisory board has been established to enable both CAOT and business to update its curriculum and to establish liaisons with business partners and to better serve the needs of both students and the business community.