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#### ABSTRACT

This document presents a comprehensive overview of cooperative education programs in the San Mateo Community College District. There are three plans which provide regular work experience related to college studies and career goals. The Alternative Semester pattern allows two students to hold one full-time position by exchanging work and study schedules every semester. The parallel Plan is coordinated to allow a student to work part-time and study part-time. In the Extended Day or Evening College New Careers pattern, special arrangements are made for college studies related to full-time employment. The employers cooperate in work assignments and supervision. Learning retention, academic success, career and affirmative action opportunities, and alternative education possibilities for the nontraditional college student have all improved. Two high priority problems have become apparent -- the lack of program orientation to include liberal arts transfer students in cooperative education, and the tendency to gear educationally disadvantaged, low-income students away from full upper division and graduate education. One solution to these problems would be to develop conperative education programs in a broad range of colleges. progress indicators relating to San Mateo programs and the Bay Area are discussed. (MJK)

PROJECT REPORT

Project No. 173000;

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Period Covered July 1, 1973 through June 30, 1974

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#### NEW HORIZONS IN COOPERATIVE EDUCATION

A Research and Development Project Conducted under provisions of the Higher Education Act of 1965 (PL 89-329) as amended, Title IV, Part D Cooperative Education (PL 90-575 & 92-318)

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#### CONTENTS

		rage
New	Horizons, Overview	1
Inst	titutional Description, Enrollment;	2
Thre	ee Patterns: Alternate, Parallel, Extended Day	3
Rese	earch Looking to the Future	4
$\mathbf{A}^{-1}$	igh Priority Problem, Two Recommendations	13
Prop	gress Indicators	14
:1.	Measurable Learning Objectives	15
:2.	Planning for Careers, New Horizons Co-op Approach	18
<b>3,</b>	Non-Traditional College-Bound Students, Co-op Affirmative Action	26
₩.	Follow-up of Students, Cañada College	33
:5.	Co-op Program Development, Cañada College	39
٠ <b>6</b> .	Conference, College of San Mateo	42
# <b>7</b> .	Responses from Students, Employers, Coordinators: College of San Mateo	44
2₹,	Distribution of Co-op Students, Skyline College	49
.,	Employers Program Rating, Three Colleges	51
10.	New Careers for Women Through Co-op	54
11.	Brochures. Three College Programs	56



NEW HORIZONS

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For the next decade there is every indication that coopera-OVERV LEW tive education will be at the center of innovative practices in higher education. Strong trends toward (1) relevant educational experience for students, (2) direct participation in community activities while in college, (3) specialized training not possible to simulate in college classrooms, and ... financial support for the high costs of college, all can be achieved through combining classroom studies with off-campus paid work experience. Particularly in the pation's community colleges there are abundant potential opportunities for students to gain these advantages.

The NEW HORIZONS IN COOPERATIVE EDUCATION project was designed to research, develop, and share with others a number of innovations, most importantly the concepts of (1) measurable learning objectives on-the-job, (2) comprehensive liberal arts-vocational programs, (3) improved methods of sharing results with other coorlinators, and (4) trends of the future especially in the western United States.

Results show that comprehensiveness is improved; retention of students is improved substantially; academic success when working, rather than diminishing as might be expected, is maintained or grows; continuing education for adult students on the cooperative plan is highly effective; new career opportunities are provided; total income earned by 2,258 students is in excess of \$8,400,000; non-traditional college students show progress; affirmative-action opportunities for students as well as employers can be emphasized; employers are receptive to the program; veterins find the program particularly useful; training, upgrading, and re-training on the job can be accomplished; share-and-learn activities for 376 coordinators, taculty and students from other colleges were provided; and, a look to the future riggests the need for a Western Regional Consortium to accomplish west coast competative education goals.

<u>....</u>...

Canada College, College of San Mateo, and Sky-

Time College of the San Mateo Community College

District -- california public community colleges -- enrolled in 1973-74 a total of 20,800 students with an average daily attendance (full time equivalent students) of 10,250, cocated immediately south of San Francisco, the college district has essentially the same geographical boundaries as San Mateo County, 500,000 people we in the direct service area of the three colleges. The San Francisco Bay 200,000 vito -,200,000 residents serves as the broader area of career employment apportunities readily available to students.

Open fivision state colleges and universities, continuing education for adults, oscipational education, special programs for non-traditional college students, television broadcast capability, off-campus classroom locations throughout the last, continuing and guidance, and a multitude of other educational services.

TO MAZIO COMMUNITY COLLEGE DISTRICT

OF ANTICLE OF CATION ENROLLMENTS BY DIVISION

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THREE PATTERNS

Three patterns of cooperative work experience education programs have proven to be effective.

They are designated as the Alternate Semester Program, the Parallel Frogram, and the Extended Day or Evening College Program. Each contains a necessary common element—an action link—of coordination between the on-campus instructional program and the field experience provided away from school.

The three plans which provide regular work experience related to college studies and career goals of the students are:

#### Alternate Semester:

Two students hold one full-time work station on a year-around basis. During each semester, one student is in school while the other works full-time. Working students may elect to enroll in a limited program of college studies. No limitation is placed on the location of the work experience. Students may be employed in other states or in distant cities. Employers are provided the equivalent of a full-time employee on a year-around basis.

#### Parallel Plan:

Stylents hold part-time, afternoon, evening, or swingshift jobs with appropriate community college class loads. Coordination, job placement, and counseling services are provided by the college.

#### Extended Day or Evening College New Careers:

Special arrangements are made for college studies related to fall-time employment and new career goals of students. Imployers cooperate in work assignments and supervision. As an the other plans, students are provided with coordinator assistance, job placement, and counseling services arounded by the college.

At the important he can stomple amount along these and new learning opportions to the continue of the continue



RESEARCH LOOKING TO THE FUTURE, NOW HORITONG IN COOPERATIVE EDUCATION

As the result of research studies during 1973-7, on community college cooperative

there is new evidence which points to the future. 18 areas of development have been observed in the first phase of project New Horizons. Attention for the most part has been directed to (1) improving comprehensiveness of overall program, and (2) establishing innovative new approaches to the cooperative education process.

1. comprehensiveness of cooperative education programs is improved as the result of New corizons stimulus funding.

balance between vocational cooperative education and general or liberal arts cooperative education, particularly that which leads to appear division studies in state colleges and universities.

comprehensiveness is improved as the result of applying limited funding for special groups "piggybacked" on larger program activities already established. It has been demonstrated that relatively small investments in cooperative education directed towards students with educationally and economically deprived backgrounds in transfer programs—when combined with vocational programs—substantially increases effectiveness of both programs. Student and faculty interest in cooperative education is improved as programs grow to involve all academic divisions.

seteption of students is improved by a factor of more than two to one.

Parther evidence resulting from analysis of New Horizons data for 1914-7, continues to indicate that overall retention rates in regular pourses in three colleges are 65-75, while retention rates in poperative education range from 75-9). The median rate of class situation is 32 for all students, as compared to 15% for co-op students. In other words, for every two students who leave traditional programs in community college before completion, only one appearative education students leaves before completion. Evidence row three evening college programs provides further indication that retention for these shult students is improved even more than as at leaths, time college, for example, reports that the class students have to retenting college students is 35; compared to each other evening college students is 35; compared to the evening college students is 35; compared to

conformallege report shows a retention percentage over the period on a semi-ster for the entire student population of 87 --a dropout site of 10 --a, a mpared to 10 - to dropout) for cooperative education of the first of 10 report was provided from data comparing fourth sook got timal encollects.

comparing data complied over a longer span of time, it is indicated that a strate of coverall day and evening conservations of the cooperative education a correct or improvement factor of the land.



Another comparison over a two-semester period indicates 91 retention for cooperative education enrollments, as compared to 70 for all regular courses over the same period of time. This dropout ratio of 9 to 30 is a greater than 3 to 1 improvement. It is evident, therefore, as indicated by evidence from 1973-73 as well as earlier studies, that retention--a significant problem for community colleges--can be improved substantially by the involvement of students in cooperative education.

•34.

Andemic success, rather than diminishing, is in fact maintained or improved have enrolled in cooperative education in community colleges.

observing grade point distributions day and evening, it is evident that cooperature education employment does not detract from academic standings. More often than not it brings about improvement of grades. This tendence probably occurs as the result of increased motivation and new learning opportunities found in the community.

Offerce is provided by the following statements from college reports over the past too years.

Figuralistive Grade Point Averages for cooperative education program students (N - 863) is 2.37; total student population exclusive of cooperative education students is 2.35 or fall semester."

The Proof the 33 schola ship winners at Cahada College term 1:11-13 completed at least one semester of cooperative school for, "

Thats on sinale Point Averages (GPA) of 950 students in fall and spring semesters indicates that cooperative education should ment does not letract from academic standing."

			Co-op	All Students
emer term	٠,	Median :	2.28	7,00
ome sterr	$\sim 2.5 \lambda_{\odot}$	Mean :	1, 19	3 . 1163
the engineering	2.3	Mean, 13-1 (units)	1.71	والماري الم

mining letter grales in ten divisions, day and evening silege, between students enrolled in cooperative work experience elucation (N = 1,200) and students not enrolled to another, it is apparent that co-op students maintain grade menance as bigger or higher than other students. Grades do the students as the result of marking in cooperative education and present.

For antice of general statent population (not including co-op) so each, if the (  $\frac{12}{2}$ 

The entage of the entagents on counts list for high academic sections and the sections of the sections.

the term of the specific imparent that learning through work experience of the following common and commentation does not cause grades to the common term about finite action from learning to the following of the result of the following the result and all evidence to show that we see the time of the elegations is arranged in the manner executions of at least.

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## . Continuing Education for adult students through cooperative education is proving to be highly effective.

From the standpoint of under-employed or unemployed adults in the community, cooperative education can be the means of training, re-training, and upgrading for those who need more education. Changing employment patterns of the future no doubt will require the kind of training flexibility which is associated with the cooperative education design.

The combination of work and study for adult continuing education is one which might be designated <u>alternate-emphasis</u>. Adults, fully employed, attend college classes one or more evenings per week. Credit for cooperative work experience is assigned through college coordination, including employer supervision and related college classes. The pattern of credit is maintained at a ratio of three academic credits per one work experience credit.

An Associate Degree Program of 60 or more semester hours might include as much as 16 semester hours of credit for advancing work experience based upon measurable learning objectives.

#### New career education opportunities for students are provided.

it is estimated that the range of career education options available to students is doubled through cooperative education. This occurs without substantially changing the college classroom component of the educational program.

stindents are able to move into unique job preparation opportunities through work experience in new areas not previously available to inskilled workers. Unique opportunities are provided as, for example, special cooperative education opportunities for hearing-impaired students, learning Center support for co-op educationally disadvantated students; revision of many law enforcement and fire science training programs to take advantage of community college cooperative elucation; new public service career opportunities in mental health and child care; and student work experience in places such as los loggeles, Sacramento, and Jashington, D. C.

Total income earned by students in one year, as the result of community of eige cooperative education paid work experience at Cañada College, sine te eige of our Mateo, and Skyline College during 1973-74 was in excess of (1999), 1984.

The implement in comperative education earned an average of \$2.96 may have been their employers while working an average of 30 hours a country of the salaries ranged from a low of \$1.80 per country from \$100 to \$170 per week--to a high of more than \$1,000 per costs.

10



<u>- - -</u>

in unusual circumstances, as when a small percentage of students began as volunteer interns in public service careers during the first period of employment, it is apparent that later many were placed on the employer's payroll when competence was demonstrated. Agencies have been able to establish budgets for aides and trainees as the result of high quality performance on the job by cooperative education students. Reports from the last two years indicate many variations in salary.

"Volunteers -- certainly the lowest end of the pay scale--are gaining valuable experience that often leads to paying jobs."

"s2.00 per hour is our minimum. Highest pay is for alternate semester lobs in building elevator maintenance and installation for 12.72 per week--s1,088 per month while in training of the a major nationwide employer,"

meighted average hourly earnings for the better co-op employment stations leading to Associate Degree responsibility levels is 3.3 per hour or 311 per month on full salary."

chased upon a mean of \$2.50 per hour students at this college earned \$1,207.125 this year, while at the same time they gained new earning experience which is of greater value than the financial income."

eliminicantly, when students identify their greatest interest in cooperative elimation, it is nost often reported in surveys as earning power. This is note in spite of educational planning which proposes that increased knowledge in Lauvancement toward educational goals should be the most important objectives.

The rest of the program in terms of developing earning power has proven to term be and any original expectations of the project design. The cooperative who it or program in each of the three colleges provides more students than a line of the project design.

is - 1 litional college students, in pany cases economically and education-

the first in the traditional kinds of college programs have tended to be early dropouts because of elucational deficiencies or financial dations, are achieving success in cooperative education in about the one percentages as other students. Reports show that improvement above a cetention, academic studies, and earnings also apply to the tention of the student in cooperative education. This level manages as a better than early expectations.

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students. Opportunities for learning experiences in the offices of physicians, attorneys, engineers, and top-level professional executives are being developed.

Affirmative-Action opportunities also are being developed at the technical and para-professional levels for students who aim toward upper division studies eventually. Employers seeking students qualifiable under Affirmative Action guidelines are giving preference to cooperative education college students. This is a significant new trend in the development of improved cooperative education programs.

### 9. Employers continue to be highly receptive to community college cooperative education after a period of effective demonstration and promotion.

Regardless of world-wide problems which have occurred during 1973-74 with regard to the energy crisis and a weak employment market, employers continue to provide strong support for cooperative education.

Employer positive response to the program is indicated by the fact that about 50 of "good prospect" employers, screened from response letters to development literature, actually become employers of cooperative education students. A total of 1,200 business, industry, and community agencies have employed the 2,303 students enrolled in community college cooperative education during the 1973-74 school cear.

imployers are becoming aware of the fact that community colleges are the largest local labor pool of young, talented employees with high potential for advancement to technical and management positions. The co-op plan is the answer to many of their recruiting and screening problems.

Athlents, as well as employers, benefit from the effectiveness of cooperative education to open wide new areas of employment traditionally not available to beginning workers. Recruitment, as well as options for continuing in school and on the job, are mutually beneficial.

#### Cluse Separt, 50 Employers:

The large company reporting through personnel representatives stated that the concept of cooperative work experience education has been one to all into all of their employee's bargaining sessions and has been related with enthusiasm. Many employers see community college ork experience credit as an incentive for full-time employees to out one operating and restraining activities to meet today's employees ento each."



10. Cost-effectiveness of community college cooperative education is being demonstrated as highly productive for the funds invested.

Man-hours of co-op coordination including job development, counseling, evaluation and on-the-job consultation are 5.87 man-hours per obtained nor semester.

Fost of cooperative education (other than on-campus classroom instruction), including I semester hours credit per student with associated teacher-coordinator activities, job development, conseling, on-the-job consultation, and evaluation is \$58.07 per student per semester.

These calculations are based upon salaries of sid, the for instructor-coordinators working 8 tours per day for 220 days per year, providing full coordination services for 150 students per senester.

Fince cooperative education may account for as much as 25 of the total unit credit of an Associate Degree program in community college, this quite apparent that a substantial negative-excess-cost-factor can be applied to programs of this type. Through cooperative education the total cost of college per student is reduced.

#### metorning veterans find cooperative education particularly helpful.

There is a strong tendency for veterans from the western region of the pited States to turn to community colleges for continuing education opportunities. They find the cooperative education approach marricularly attractive. Coordinators report that from 25 to 50 mill their programs are made up of returning veterans.

The ia' efforts have been instituted to assure that full veteran benefits apply to all credit earned through cooperative education. Arrangements with Veterans Administration officials have been made so that maximum benefits are received in each case. Specifically, efforms in the State of Bavaii gained improved opportunities as the result of supporting letters written to the Veterans Administration afterning Bawaii benefits after the California co-op plan.

#### The participation is leveloped using at least five approaches:

- the measurementings with supervisory personnel;
- 3. Arm group meeting, with many employers;
- Price companies and small businesses approached through the safetimes;
- 2. Objection effect in Sob Jevelopment as companies become existency program potential;
- e. The lovelement as a regular timetion of cooperative of fluition a tigitie.



"Each semester 7.5 semester hours of certificated time was allocated for the purpose of job development. In the fall, concentration was made in the area of student recruitment, technician positions, business DP positions and public service. In the spring, development centered on technician, aeronautics, and government positions. The goal has been to establish 'ideal' work stations directly related to every occupational area,"

"Most of the major employers in cooperative education have established training programs into which they integrate the cooperative education concept."

#### 13. Nearly 100 of students are able to hold their co-op jobs after placement.

Although many students must learn to cope with problems on the job there is less than I failure rate. Coordinators assist in job changes and in obtaining better jobs for qualified students. Reassignment to other jobs is sometimes used if unusual problems are encountered. Coordinators and on-the-job supervisors have proven to be highly effective in helping co-op students to succeed.

The trend in each college is to combine student placement office activities with cooperative placement. This is a positive organizational change which has occurred with varying degrees of success. In the long run the benefits are many. First, the student identifies one office as being concerned with off-campus jobs. Employers too are able to call one location at the college to discuss the employment of student workers. Integration of these two activities facilitates the process of helping students find either part-time or full-time jobs as well as getting them enrolled for cooperative elecation.

coperative education job development can be accomplished either by fulltime levelopers or by assignment as part of the task of regular co-op coordinators

It this stage of development it requires about three man-hours to levelop one co-op job. There is evidence to indicate that a dual approach should be taken for this function. Much of job development belongs with the regular coordination assignment, particularly for work-station development within organizations already employing as in students.

The thing i have noted is that we always have more jobs than we can said and at the same time more students than we can place. As in all personnel more, it is difficult to make the job and the student of together. Expectations of students and employers can usually so mely, but there are times when neither are completely happy. As the program grows there is a constant improvement in the quality of placements and experience opportunities."

15. <u>Praining, upgrading and re-training</u> are important features of New Horizons for those with lower-level jobs who wish to improve their positions as well as those who are beginning work for the first time.

Placement on the first job and advancement to higher levels of competence are two patterns of co-op employment. The parallel plan enrolling about 49° of the 4.797 students, along with the extended day new career plan enrolling about 45°, are the two most used methods of co-op interaction with employers. Alternate semester arrangements for neare increasingly in demand and the trend is growing.

Paid employment and college coordination are the two universal factors in cooperative education.

intimisiasm develops as students get involved in on-the-job activities. Increasingly there are requests for information on transfer to upper division colleges and universities by those whose sights have been raised through the cooperative education process. Upper division institutions are responding by developing opportunities for co-op transfer students who have been "turned on" to further education,

measurable learning objectives and new on-the-job training programs.

Student measurable learning objectives identified on-the-job at the beginning of each semester have resulted in greater progress toward new learning opportunities as perceived by both students and their employers.

Measurable learning objectives for cooperative work experience are classified in terms of (1) skill development, (2) increased knowledge and (3) improvements in inter-personal relationships, including attitudes and motivation. These categories are derived from corresponding basic taxonomies of learning, identified in professional literature on learning processes as (a) psycho-motor, by cognitive and (c) affective domains.

industrial and business training programs for on-the-job advancement toward mid-management and senior technician careers open a second new trea of cooperative education interchange between employers and community colleges. Examples of on-the-job formal training programs are tound in service industries, wholesale and retail trade, transportation, manufacturing and civil service.

detains cooperative education was adopted as an on-going part of opposity fraining programs, relatively few students were able to take advantage of these in-house learning activities. Now, however, it hereming standard procedure to involve co-op students in seminars and programmed learning which leads to advancement on the job.

11- 11

### 13. Individualized share-and-learn opportunities were provided for visiting coordinators from other colleges developing new programs.

As a part of the responsibilities assumed with the Title IV-D grant award, a substantial effort has been made to share developmental information with visiting coordinators from other colleges. During 1973-74 370 individuals-singly, in groups of twos and threes, in groups of tens, twelves, thirties, and more-were provided with direct assistance.

It is evident that among new coordinators flexible training opportunities are needed for these busy professionals who are under pressure to learn quickly and who operate under the burden of limited time schedules. Training is needed not only for coordinators but also teachers, administrators, and others who are pioneering this developmental effort in higher education.

Coordinators from California, Iowa, Maryland, Nevada, Hawaii, Gregon, Washington, North Carolina, Florida, North Dakota, New York, and Utah were provided with information and individual discussion of developmental problems.

Faculty members and students from California community colleges and state colleges/universities also participated in discussions of cooperative education from the standpoint of the New Horizons approach.

## hiornational exchange network, a Western Regional Consortium.

In the western thirteen-state region of the United States there is a need to improve the process of research, development, and sharing the results of proven methods, so that all students in community colleges, state colleges, and universities can receive the benefits of cooperative education.

It has been proposed in several ad hoc meetings that a Western Regional Consortium should be established to assure the rapid and efficient development of co-op in the west. As a beginning, it is suggested that individual projects granted to colleges in this part of the country be prepared and funded in such ways that there is an assurance of effort to share results of R&D activities.

tred minary discussions among coordinators have indicated that the seed is not so much for a "Center" of activities as it is for insormal sharing and regular opportunity to get together in small groups for resolution of developmental problems.

Therefore, the need is for planned articulation between lower-division and appear-division institutions. Included in the shared responsibilities is the need to develop programs for the education of protessional coordinators.



Cooperative Education in community colleges

of the United States is developing at a rapid

pace which is expected to grow for years to come. An emphasis in funding of new

co-op programs in some community colleges has been in the vocational area. Con-

sequently, in these programs there tends to be a lack of program orientation to

include liberal arts transfer students. However, since the intent of all coop-

erative plans is to merge the resources of employers and schools to prepare

young people for careers and significant adult roles in society, it seems real-

istic to move ahead on the assumption that it is equally important for liberal

arts students to experience the learning situations of work related to college

study.

Community college emphasis on vocational cooperative education has no toubt cause! some students, particularly educationally disadvantaged low-income stylents, to overlook the possibilities for full upper-division and graduate college experience through the cooperative plan. The purpose of New Horizons is to bring together in a comprehensive design the best of all programs.

The large number of returning veterans enrolled in community colleges, many of them supporting families and an estimated 25 having minority backgrounds, ire mother group who can realize the practical education and career advancement apportunities that exist through cooperative education. More than 2,800 are now enrolled in the three colleges of the New Horizons project. In addition to improved learning opportunities they gain increased value from their veterans benefit: through momerative education, making their training and educational dollars go farther toward their career goals.

THOO RESEMBLY CATTORIA

Looking ahead, as the result of project activities in New Horizons, it is recommended that every possible action be taken to levelop cooperative education programs in



access to saving programs. First priority, it would appear, should be to substantially levelop larger urban-suburban public institutions; the community colleges, state colleges, and mover sities where most of the nation's students are enrolled. The mood is for wide oread activity in locations where the majority of students in participate.

programs, but also to develop comprehensiveness in present activities. There

I went to bring together those programs within colleges which might be functionable with titles such as cooperative education, work experience, field experience,

There were stated as cooperative education, work experience, field experience,

There is a program of the state of the served better if one telephone call could provide the served better if one telephone call could provide the served better in the ser

As a means of providing information about various segments of innovation occurring

we want to be story, as well as other activities within cooperative education we want to community of internation is provided throughout the remainder of the success of a consequence of the report. These brief sections of the report according to the section activities which result in significant according to the section.



#### PROGRESS INDICATOR 1.

MEASURABLE LEARNING OBJECTIVES IN COOPERATIVE EDUCATION

Management by Objectives (MBO) is one of the more significant current trends

In business and industry to improve the effectiveness of personnel and operations. The aim is to focus all of the energies of the institution on predetermined performance objectives which are to be accomplished.

developed to the preliminary testing stage based upon measurable student learning objectives for the work experience. Objectives are developed by students in conferences with their on-the-job supervisors and college coordinators. Performance levels to be attained, the time and manner of development, as well as overall procedures for educational growth within the field of employment, are agreed upon prior to or during the early part of each semester.

Preliminary evidence indicates that evaluation of student progress is enhanced greatly by the process of setting measurable learning/performance objectives. In nearly all cases in which the system has received preliminary testing the results have been favorably received by students, employers, and colleges.

Learning objectives tend to fall into three categories: skill development, knowledge increase, and attitude/motivation improvement. In each case the student is the primary person responsible for laying out learning objectives, with the assistance of the college coordinator and the employer. The process is not complex. It is accomplished best through low-key informal conversations emphasizing positive learning opportunities readily available on the job. The intent is to involve the employer in the educational growth process as well as formation the student on potential improvements which can be gained from the work experience.

Two examples of Gudent Measurable Learning Objectives are provided on pages. It and



#### SAN MATEO COMMUNITY COLLEGE DISTRICT

#### BEST COPY AVAILABLE

#### COOPERATIVE EDUCATION WORK EXPERIENCE AGREEMENT

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	na ifia dalama Camana		Fall 197	<b>'4</b>		
e Kaip	Pacific Telephone Company Over Company Name: Engineer	Assistant	SEMESTER	3	YEAR	_
i v	Each semester that a student is en- evishould be specific, measurable, and boilt, reviewed a diapproved by both At semester's end, the employer and rate the progress (below). From this evisionation, the instructor/coordinationence.	nd within his/her ability the employer and coo nd student will discuss the rating plus seminar disci	y to accomplish. The ob rdinator at the beginning ne progress made in attai ussions, individual confei	pjectives mus g of the sem ning the obje rences, term	t be formulated by the ster. Indicate the section of the section o	the mt
	Obje	ectives			Rating	
A.	During the first three we	eks I will work	in the			
	drafting department learn	ing communication	ns design		,	
	and industrial drafting t	ecliniques.		A		
8.	By Nov. 15 I will complet	e a ten-page rep	ort on the			
	local engineering divisio	n of Pacific Tel	ephone, in-		1	
	cluding staffing relation	ships and work a	ssignments.	B		
Ċ.	During November and Decem					
	the field with an install	<del></del>			1	
D.	Engineer G. Jones.  3y January 15 I will have	<u> </u>		c		
	opment project of communi	cations planning	and install-			
€.	service station at the co buring Fall semester I wi toward communications eng	rner of Fifth and 11 seek to impro	d Division St. ve my attitude	D		
	reased proficiency ratin			_	1	
	employees, and comments o	f my three super	visors.	E	<del>'</del> 4(1	
٠, ــ	og Scale (1) - Accomplished Object 2 - Mate some progens 3 - Fand to make env	towards objective	Exclusive	Mated By Title Date	6-10-74	<u>-</u>
<i>:.</i>	A speed with the up dity of the or one open over end have releng to a compensation of that the employed person in and on lookelety in organic	to any first the diadent/ ri well provide adequate	employee receives appro	opriate educa	tional benefit from t	his
	•	•		M	I emmon	
. <b>.</b>	ing Company Grang dynamic wytat yf	STATURE	11	COORDINATO	H'S SIGNATURE	
	Statemen	-16-		V		
•	F	EMPLOYER'S FILE (	COPY			

#### SAN MATEO COMMUNITY COLLEGE DISTRICT

## COOPERATIVE EDUCATION WORK EXPERIENCE AGREEMENT

Skyline CSM XX C	anada 🔲	Susan B	Johnson
Sears Roebuck		Spring	1974
EMPLOYER (Company Name) Department	Management Trainee	SEMESTER	YEAR
Each semester that a student is enough should be specific, measurable, student, reviewed by approved by both At semester's end, the employer, by rate the progress on usy. From the job evaluation, the matricotor/doording parience.	and within his, her ability to the the employer and coording and student will discuss the pr a rating plus seminar discussion	accomplish. The objection at the beginning of cogress made in attaining cost, and widual conterence	ves must be formulated by the semester. the objectives and independent, term assignments and on-t
Ob	jectives		Rating
A During February I will d	levelop a sales layou	t plan	
to improve sales in the	Children's Clothing	Department.	/
8. Emphasis for the month of understanding of the book inventory procedures for with Sears policies.	kkeeping, accounting	and	2
C. Before April 1 I will ha with the buvers of child inderstanding of childre features and varying sea	ren's clothing to gains fashions including sonal age requirement	in a better g safety cs. C.	
D. During May I will comple management which is offe individualized program I witer working hours. I fine 1.	red for management to earning opportunities	rainees through	
Ouring spring semester l	plan to improve my s y by an overall level	sales of 10%.	•
, is evaluated by supervis	or George Hanson.	E.	eted By:
Pating Scale 1 - Accomplished Object 2 - Made some progress 3 - Failed to make any	traverds objective		Title: <u>Myt Superviso</u> Date: <u>6-5-74</u>
An agree with the veil ditainforms the meter of a personal mand dispersional to water experience.	Forming inherit is a listed abord in our that the its dent/empl	ve. The employer and the over receives appropriate	he college agrae to provide to educational benefit from to
End in the state of the employ Company of the state of th	er well provide adequate pro meting until by taw.	testion for the student/	employee through Workmer
leorge laptor two programmes with the	STUDENT STANFE	COJA	H Wrovich
Management Supervisor	-17-		

ERIC Full Text Provided by EF

1 5

EMPLOYER'S FILE COPY

#### PROGRESS INDICATOR 2.

PLANNING FOR CARFERS 1500 CH COOPERATIVE FOCATION. MERCHONE IONG APPROACH

Sound development of cooperative education programs requires careful consider-

ation of the labor market. Indeed it can be held that planning should begin with malvals of future employment opportunities, for two important reasons;

- . Students who are aware of projected employment opportunities will be better prepared to choose realistic career options; and
- . educational programs designed to meet anticipated employment market needs are more likely to achieve optimum effectiveness.

This research and planning report | seeks to provide such an analysis -- to deliber charting of future job markets in the San Francisco Bay Region bisel took opinions of labor exports and trends of the times.

THE PROJECTION PROCESS

Manpower projections prepared nation- . ally are relied upon heavily in this report. In a they are considered by most experts to be the best available job market information. Data from many sources, including national census results, estrontes or basiness and industry, and analysis of trends by experts--all of the best of rees pointing to future employment opportunities--are analyzed by Two respects to letermine totare manpower requirements.

evaluated by sheet for a are accomplished by utilizing techniques of adaptherein, "The type of analysis, based upon percentages of the labor force in The second of the tributions, is retined in accord with local conditions. the action of the exemple, a reduction in tob estimates for heavy industry services and a retransportation are because tated by the specific features of A Comment of the Control of Green.



the control of MIND and the second of the second plane in report for San over , where the treat, and can Pranciple Olday Bouton repared by the Gan 

"AVERAGE ANNUAL OPENINGS PER YEAR"
INDEX OF EMPLOYMENT OPPORTUNITY

In the process of planning it is essential to communicate resulting

information in terms which are easily understood. Employment opportunity estimates of the type presented here can perhaps be most readily perceived when expressed as "Average Annual Openings Per Year" for selected careers.

As an index of opportunity, the Average Annual Openings data focus directly on what the student needs to know about the labor market. Educational programs as well can respond according to local need.

It should be noted that manpower projections take into account not only increasing and decreasing activities of specific job markets but also employee replacement. Replacement occurs as the result of old age retirement and obsolescent skills. Therefore, in planning career education programs, consideration should be given to the fact that people need re-training and upgrading as well as entrance-level skill development.

THE LOCATION BEING STUDIED

The San Francisco Bay Region (SFBR) including six counties (Alameda,

Control Costa, Marin, San Francisco, San Mateo and Santa Clara) with over (100,000 people, is the sixth largest metropolitan population center in the Chitel States, exceeded only by New York, Los Angeles, Chicago, Philadelphia, and Cetroit.

At the present time, one of every five persons in California lives in the lim brancisco Day Region. Also, for comparative purposes, it is interesting to note that one of every 40 persons in the United States lives in the San brancisco Day Region, and that one of every 372 persons in the United States.

Thus, a lim Mateo County, Tiee figures A and B, pages 11 and 23)

;

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For these reported employment opportunity projections it is assumed that most cooperative Education students in the San Mateo Community College district are preparing to live and work in this region or in other regions that have similar employment characteristics.

PROPERTIONS OF EMPLOYMENT SPECIAL NUMBER

In addition to Figures A and B, (Pages 21 and 22) which show population re-

The Mateo Mounts and the Bay Region are presented. A summary provided on pages May May and May Mounts data from each labor market category. This compressor May Summary is divided into different areas of the labor market including of American and expanding careers.

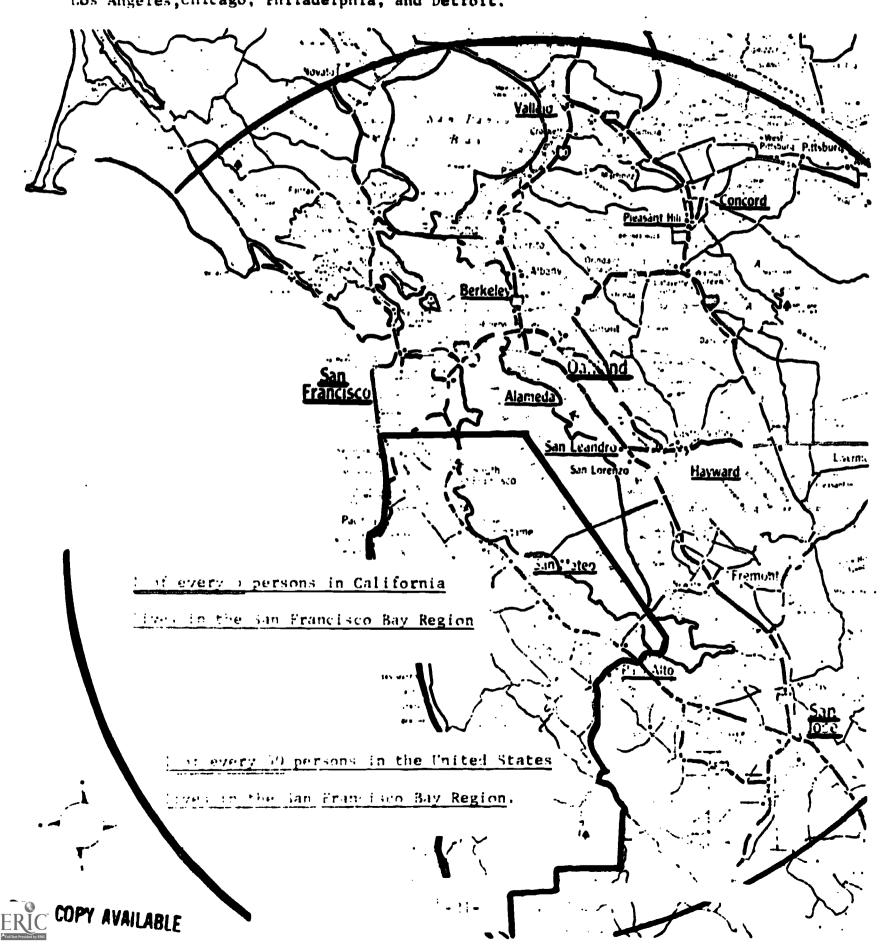
Area Marpoler Review, Man Trancisco-Oakland Standard Metrowhich all Area, Armal Octlook Planning Report, California Employwhich are street 1003; Man Transis o-Oakland Manpower, 1972-7;
which professed apply the overall tornia, January, 1974; Occupational
those, 1974 for this process, of Labor, Dureau of Labor statiswhich are seen to part on the dresident, A Report on Manpower
than the seen of the order of the free death, the process of the Congress.





#### SAN FRANCISCO BAY REGION

The San Francisco Bay Region including six counties -- Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Santa Clara -- with over 4,200,000 people is the 6th largest metropolitan population center in the United States, exceeded only by New York Los Angeles, Chicago, Philadelphia, and Detroit.



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#### FIGURE B

#### POPULATION COMPARISONS

		A STATE OF THE STA
Maska	302,173	ay so was a constant of the co
Delaware	548,104	The same of the sa
Hawa Li	7n9,913	
Montana	59%,409	
Nevada	738,738	
New Jampshire	737,681	SAN MATEO COUNTY
North Jakota	017,701	364,500
Pouth Dakota	nnn, 257	
Melphon E	774,732	
Proming	332,710	
		i dinamina is
	•	

. . . .

Si ever. 32 bersons in California
Sives in im Mateo County

20,741,000

or every 37' persons in the United States

Tives in on Mateo County

(January 1, 1973) (January 1, 1973)



#### HICH-PRIORITY, EXPANDING OPPORTUNITY CAREER AREAS

#### Combined With

#### Other Expanding Opportunity Career Areas

#### Division Totals Included

11 142	Mater Counts		Average	Annual New (	)penings
-att	nuala Pri+Points Area Prancisco Mateo a Mara		Per Year	from 1974 (	to 1984
:117. sar	Francisco Sav Region		I SM	II Tri-County	III SFBR
Ta Proce	essional and Technical (	Decupations*	1,943	8,179	15,540
Acce	entant		83	347	660
	rtising Market Research fo Relations	Personnel/	60	254	482
ve ;	SERRING AND SCIENCE TECH	IN IC IAN	261	1,098	2,088
++ M. ) E	AL LABORATORY TECHNIC L	N.	32	1.35	256
Vext.	stered Nurse		163	684	1,300
Xa4 D	degical Technologist	•	18	77	146
Hite	Scientist		38	160	304
1987.4	cal defentist; Chemist,	Physicist	44	183	348
• KARLAC	GENCIA MEDICAL TECHNICIAN	:	35	147	280
	NROB AND DEVELOPMENT ASS		30	1 26	240
ं सम्बर्ध	the Mechanidian		38	161	306
\$\$ \$ \$ \$	na Careers: News and F	echnical	8	32	62
"cherip &	er fall Arrise		. <b>5</b>	30	38
** <sub>***</sub> :1,*	e al III estrator		·)	20	38
·*···· <b>&amp;</b> *	Por imer demandat frite	rior Designer	23	82	180

As Form True priority career education needs are indicated by the use of



or expanding apportunity career areas as well as Division Totals are

## Average Annual New Openings Per Year from 1974 to 1984

		I <u>SM</u>	II Tri-County	III SFBR
	i.awye r	36	152	290
	Computer Programmer	57	242	460
	Systems Analyst	68	284	540
2.	MANAGEMENT AND SUPERVISION (Expanded Offerings Business Office, Supermarket, Financial, Gover ment Agency, Retail Sales, Wholesale Sales, Transportation, Hotel, Restaurant, Department Management, Owner-Management		4,000	7,600
3.	Clerical/Secretarial/Business Careers*	2,280	9,600	18,240
	STENOGRAPHER/SECRETARY: MULTIPLE SPECIALTIES	593	2,494	4,740
	·· ACCOUNT CLERK/COMPUTER-BOOKKEEPING ASSISTANT	195	821	1,560
	·· RECEPTIONIST/CASHIER/TYPIST	230	968	1,840
	Electronic Computer Operating Personnel (Note Computer Programmer above)	51	215	408
	Office Machine Operator	63	263	500
4.	Sales Occupations*	658	2,768	5,260
	· MANUFACTURER'S SALESWORKER	80	337	640
	· · WHOLESALE SALESWORKER	63	265	504
	· · RETAIL DEPARTMENT SUPERVISOR	170	711	1,350
	++ SALES SUPER"ISOR	85	356	675
ï.	<u>Craftsmen</u> *	990	4,168	7,920
	Duilding Trades: Carpenters, Electricians Plumbers, Bricklavers, Cement Masons, Floor Installers, Roofers, Sheet Metal Workers, Steelworker, Roofers and others	325	1,368	2,600
	Machinist Occupations	47	198	378

#### Average Annual New Openings

Per Year from 1974 to 1984

	•	I SM	II Tri-County	III SFBR
	Aircraft Mechanics: Airframe and Powerplant	95	125	194
	Telephone Industry Craftsmen (Also see Engineering & Science Technician)	17	71	134
	WELDING TECHNICIANS	58	242	460
	AUTOMATED INDUSTRIAL MACHINE TECHNICIAN	20	88	165
	AIR CONDITIONING, HEATING, REFRIGERATION TECH.	13	52	100
	MAJOR APPLIANCE SERVICE TECHNICIAN	22	91	172
	BUSINESS MACHINES SERVICE TECHNICIAN	22	90	170
	INSTRUMENT CALIBRATION/REPAIR TECHNICIAN	19	79	151
	FOREMAN CONTRACTOR/CONSTRUCTION SUPERVISOR Construction Project Bidding; Contractor License Preparation	141	591	1,124
	MANUFACTURING INSPECTOR: QUALITY CONTROL TECH.	48	202	384
'n.	Operatives*	1,065	4,484	8,520
	Truckdrivers, local	93	389	740
	The salivers, the at	,,	107	740
	Fruckdrivers, Over the Road	54	227	432
	Machine Tool Operators	26	111	210
	Environmental: Wastewater Treatment Plant Operators	6	26	50
	Service Occupations*	1,880	7,915	15,040
	Cooks and Chefs	120	505	960
	Cosmetologists	95	400	760
	ticonsed Practical Nurses	120	505	960
	Hospital Attendants	250	1,053	2,000
	Police Officers	<b>1</b> 5	187	356
	Waiter: and Waitresses	168	705	1,340
	. BUT DING MAINTENANCE GUITODIAN (TEGHNIGIAN GOUTEBOID GUEANING MAINTENANCE SERVICE TEGH.	125 60	518 252	985 480



PROGRESS INDICATOR 3.

SUCCESS FOR NON-TRADITIONAL COLLEGE-BOUND STUDENTS THROUGH COOPERATIVE EDUCATION Report Prepared by Or. David West

dase Studies to Illustrate
A Concept Model: Cooperative
Adacation - Affirmative Action

Consider a Black student who found himself in college a few years ago who had come

limited as the result of two generations of aid to families with dependent children (AZEC). He arrived at college knowing that in order to break the vicious college of mast generations he needed a college education. Beyond this, however, we had no understanding of what college was all about. What he did know was that he mantel to be a doctor; this was probably due to the influence of a Black doctor who had attended his family through AFDC.

recreative his live ambition, he first required extensive in-depth counsations and intorial work. He experienced great difficulty in relating to college studies and understanding how general studies, for instance, were related to his legire to become a doctor. "Why can't I just get into my major?" It became obtained to he first year that lack of background in academically oriented a groundings had much to do with this student's limited perception of college was resm.

provided in the task of sp-finding and, by accident rather then intent, he became the task of sp-finding and, by accident rather then intent, he became that the task of sp-finding and, by accident rather then intent, he became that the task proved to be more than the task provided the needed than the task provided the realities of a doctor's responsibilities and the level of the task provided than the pursue than the task provided that the task provided than the task

The content of the content of the several medical schools. Dejected and the content of the problem.

The content of the conten

and the contract of the contra



A number of things happened to this medical student in the process of trying to overcome obstacles imposed upon him by an educationally disadvantaged background. Through much individual effort, and a great deal of direction, he was able to realize his life's ambition. The circumstances surrounding his success were based on chance as much as anything else, since little effort toward systematic matching of the student to a job related to his interest had been modertaken. But what if it had been planned?

To be sure, the above illustration can be repeated over and over again in the inner cities, ghettos, and barrios throughout the United States. The plight of the non-traditional college-bound student (NTCS) is a serious problem cutting across all ethnic and racial lines.

it is proposed that a plan which combines Affirmative Action principles and sopporative Education is a useful approach to establish a viable model to reach the non-traditional college-bound student. The payoff of such a model can be invaluable to employers as well since most of them are implementing or are in the process of establishing affirmative action plans to achieve equal employment opportunity. Students and employers currently involved in cooperative education have high praise for its effectiveness in meeting their needs. Sense, agreessive work with the NTCS and potential employers should make co-operative action a useful first step in helping these students enter the main-stream of society.

It is planted that much work will center around the creation of cooperative work experiences which will enable NTCS students to make intelligent coolines about tuture careers. This means placement of students in contact with top professionals in medicine, law, science, engineering and business. Emphasis will be placed on articulation with four year institutions of higher education, establish as a bridge between the two-sear and four-sear institutions.



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While the success of Cooperative Education-Affirmative Action will be demonstrated in post-secondary education, continued success in the future will depend on the ability to educate the NTCS student while in high school to the opportunities offered by the program. This will be accomplished by establishing working relationships with local high schools to provide information and counseling about the program.

...

The efficacy of this project is without question related to fulfilling NTC3 needs and in the process mounting a substantial attack upon social barriers to equality. These include barriers to both equal access to higher education and equal opportunity in employment. A few examples are indicative of how this program will be implemented.

under sieve to hire more minorities and women. One of the reasons given for under-representation of these groups is failure to either take or pass civil service examinations. This has caused much activity centered around affirmative action, i.e., a review of tests, selection devices, and recruitment procedures.

The order of the complimental by classroom assignments. Students thereby will be complimental by classroom assignments.



Service of the servic

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: : :: A Chicano student reading statistics which indicate that there is only one Chicano lawver for every 15,900 Mexican-American Californians, as opposed to one White lawver to every 450 White Californians, may be inspired to seek law as a profession. Yet he/she being from an NTCS background, may have little if any understanding of the process by which one becomes an attorney. Through cooperative education, this student can become involved in a systematic effort to help realize his ambitions. Contacts will be made with local Chicano lawvers and law firms in developing cooperative education placement. Contacts will be made with four-year institutions in an effort to establish the bridge needed to realize the goal of becoming a lawver.

In addition to benefiting the student and, in some instances the employer, the four-year institutions will also realize a benefit. This plan will provide them with a direct affirmative action benefit as equal-access is an affirmative action concern in higher education.

Cooperative education likewise will go a long ways toward providing impetus and opportunity for Native American students (Indians) seeking skills that will be useful to his/her community. For example, students interested in the helping professions might be provided opportunities to work in local health tenters located in areas populated by Native Americans. Here, the students would be stimulated by a variety of professions in medicine, nursing, dentistry, social work, and public health. With a fair number of Native Americans and other professionals to relate to, the student is apt to be motivated to choose this career area.

Thile the motivation toward, and understanding of, a professional areer has been curthered for the student, the agency or employer also has reallted a major benefit as well. Educational institutions and employers express

are bound by attimative action guidelines to recruit and employ Native Americans, trans, sence a consistent co-op attimative action program of intervention and follow-up is invaluable to increasing the presence of Native Americans in elecation and employment.

Much has been made of the fact that women as a group have been neglected in Ergher education and employment. Most would agree that this has been, and stall is, the sale in too many instances. Compare this situation with women who are bette minority as well as from an NTC family background and the problem is immediately magnified. Cooperative education can be designed to reach and motivate women. It, for example, they desire to enter the field of electrical employers of the matual benefits that can be derived from hiring females in their enganeering firm. Moreover, potential employers would be helping to develow potential condidates which could satisfy affirmative action goals.

The ablition, co-op-affirmative action is geared to meet the needs of meture of determine, many meeting the requirements for job placement as qualifiables, expetence are winding up in community colleges as a direct result of their inativity for and object. A substantial number of these are NTCS. Some have developed as 20 Minorial military experiences which will help to focus their career interests of the merged of the control of areas, no many of these veterans, particularly the NTCS.

The first two fives at the each training programs for ethnic minorities and the contract of the explosion was action with and timetables to eliminate the each of these groups.



The immediate benefit to the employer is a substantial reduction in expenditure; for training activity. Furthermore, they will have a natural procession of students to weet manpower needs and to aid in the fulfillment of affirmative action goals.

action offer only a brief glimpse of the many opportunities possible. In addition to providing insight into many new career areas, these students will truly be given a chance at unward mobility. The cooperative work experience program already has demonstrated its ability to hold onto educationally disadvantaged students. These students have achieved success at the rate of other students—retention, academic stability, and earnings. Given this foundation for successful achievement, co-op now can further this process by extending the NTCS's successful experiences into top professional opportunities.

#### SMITH, BURGHARDT **ASSOCIATES**

#### MANAGEMENT CONSULTANTS

June 18, 1974

Dr. Robert Bennett Assistant to Chancellor, Research & Development San Mateo Community College District 2040 Pioneer Court San Mateo, California

Dear Dr. Bennett:

Let me congratulate you on your proposal which focuses on the needs of the non-traditional college-bound student. There has long been a need for a concerted approach to the development of an institutionalized program aimed at furthering the upward mobility of these students.

I am particularly impressed with the range of things you propose to do in an attempt to implement concepts of Cooperative Education and Affirmative Action. In my experience as a former college administrator working primarily with students from disadvantaged backgrounds, such a program would have been a valuable adjunct to our efforts to work with all of the needs of our students.

Much of what is happening in the area of Equal Employment Opportunity today is affected by the availability of minorities and women in both education and employment. Hence, your proposal to establish a "bridge" to enable the non-traditional college-bound students to enter the top professions appears to be a sound one. There is a strong need for all students, not just the non-traditional college-bound students, to become acquainted with the practical application of their academic experiences. Therefore, I am in agreement with what you propose to do, and offer my full support for your program.

Sincerely,

Paul E. Burghardt, Partner

7700 EDGEWATER DRIVE, BUILDING 'O', SUITE 664, OAKLAND, CALIFORNIA 94621 (415) 638-0655



#### PROGRESS INDICATOR ..

# CANADA COLLEGE COOPERATIVE EDUCATION FOLLOW UP Spring/Fall, 1973 N = 162 Student Responses

The following are the results of a survey taken during May, 1974 of students who were enrolled in Cooperative Education, day and evening during Spring 1973 and/or Fall 1973.

	Male - 46° Female - 54°	Veteran - 34%		
	Day Student - 67 Evening Student - 33	18-21 vears old - 42% 22-25 " " 14% 26-35 " " 28% 36 years & older 17%		
l.	Do you think that Cooperative Education has been helpful to you in your education growth?	Yes 80°, No 20%		
	Has Cooperative Education provided you an opportunity to apply classroom theory to the hob situations?	Yes 80%, No 20%		
3.	To you feel the Co-op program is career oriented enough?	Yes 67%, No 28%		
· .	Do you feel Co-op Education has increased wour job opportunities in the future?	Yes 547, No 39%		
٠.	The coordinator was helpful to you in leveloping your learning objectives?	Yes 75%, No 22%		
<b>5.</b>	The Co-op course requirements were made clear to you at the beginning of the semester?	Yes 89%, No 11%		
7.	has the use of objectives been helpful to you?	Yes 817, No 187		
٠.	Would you recommend this program to your triends!	Yes 90°, No 9°		
٠.	old your coordinator visit your place of work at least twice during the semester?	Yes 58", No 35"		
ê.	ne you tilink there should be more seminar meetings!	Yes ?8', No 68'		
! .	II you have any particular problems with moun employer or coordinator! Gee comments)	Yes [3], No 84"		

# 11. Yow and you hear about Cooperative Education?

Teacher Assistant Program

Boss

Requirement for Good Technology

Registration

Coson Coordinators - 1/

Orientation

Other Students - n

A teacher - 3

Eyening Schedule Brochure - 3

Student Handbook

Counselor - 10

Other Evening Class - 3

riend - 0

27.5

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Fellow workers - 3

Schor Masses - 1

High School Coordinator

Tritter material - 11

Schedule - 6

Remod bulletin - 3

At work - 5

dequirement

School Bulletin - 3

atilog - 6

Administration of Justice Program

Shest Speaker at Children's Sealth

enter

Instent Comments about educational, personal, and occupational benefits received from the Cooperative Education Program at Cañada College:

ome inputs from cooperative education had direct relationship to on-the-

The part of the formal to put all the theory you learn in school into a time to see if you really can put it all together on the job. To see that the theory can be used and be useful and this together. I felt that I got more but of this "apprentice-time" than opening that time with books and teachers in the classroom.

Taimeday of it work habit, can be looked at and improved, having to improve to all a time to be known to my supervisors was of value to me.

Tages of more thank tone, of waters used by different offices; met interest-

colonal or I about organizing muself, setting present and future goals

they, which to put theory into practical une.

The Loye by work through Cooperative Threation has brought recognition to be in the State.

#### 13. Atudent Comments (Continued)

Process .

The second secon

Harming units through practical usage seems to be an excellent idea. I feel that the coordinator should be present with the employer and the employee to make some that all areas of agreements and expectations are made clear.

imployment on-the-job experience is of great value to students.

co-or beloed give me confidence in my teaching.

earning how to seek new objectives is what I consider to be important.

This particular co-or experience has helped me to formulate an understanding of the type of work that I will be doing, rather than go right into the job with little experience for obtaining a job.

i got units for the time I was spending and a general guideline to help me set goals and achieve success with respect to objectives I set.

slo-on made it more beneficial for advancement in my job.

It beloed me in analyzing job problems.

It give me a chance to work as a naturalist, which is what I want to do as a profession.

Encouragement and defining of goals was good for me.

Four units of credit.

increase! interest. I get along better with my boss now.

learnel about big businesses.

I have a better rapport with my boss, and by his knowing that I am trying to improve, I believe I have a better chance for promotion.

is very interested in helping each student set realistic to a fine helping them overcome employer problems, if evident.

where the expanded knowledge in field of endeavor, a knowledge that can be used to an interest the lab. Decorpationally my job is somewhat easier; should make me had more testrable to future employers.

Provided the opportunity of researching and completing projects beneficial both as a semplement and models.

search to work with Billren more effectively.

Species ' mer soal motivational abilities,

table to end their mare of my desire to improve.

on the following recommon Cotorests, theretore to diffing on major, thate we decide to the contract and terminate to tend of an Associate Degree.



#### 13. Student Comments (Continued)

Measurable goals are good.

The course made me think more about improving myself at my job. I thought about everything I did, including whether I was efficient enough.

I am better able to organize my work and set goals for things to accomplish. Received a promotion.

It made my work a lot easier.

I found my job on one of the tours.

Better rapport with employer--learned more skills involved with my job.

It thught me to be more aware of what I was learning and it further developed an increasing goal of what more I could possibly do towards helping out on my job. Plus it benefitted me to find out all that I could from entering and holding many other occupations.

Helps organize thinking into areas of obtainable goals.

ideal for developing into a better employee as well as for moving up the ladder.

outlining and fulfilling objectives.

After taking co-op, increased earnings by 87,000, changed jobs, and know my goal in life.

Letters of recommendation and paid job possibilities.

Practical on-the-job experience to apply classroom learning to actual situations.

"ale me more aware of goals and methods.

induced me to do research into unfamiliar portions of job-oriented subjects.

shot reference. I was hired full time.

Tab Inslights and broader spectrum.

More units -- practical experience, more references.

Awareness and appreciation of where I am at in my work situation.

preater knowledge of job and with communications.

that making the west me what I didn't want to do.

selped me to want to try harder and to do a better job.

proctunity to linuss goals.

tale appervisor aware of my educational goals by involving him directly. It made a fiftures of my last salary review.

A rifus and a good review from my supervisor. '



# 1). Comments from students about their problems with employer or coordinator

Note: Critical remarks have been retained, as stated by students, without further documentation.

with coordinator it seems that he didn't want to accept the fact that I am self-employed and money being my main objective, I was given a bad time about this objective and I believe this is number one to me.

There were personality conflicts among the employees where I worked at that time.

The employer found the objectives slightly amusing rather than a serious undertaking.

she wanted me to make a summary of work every night, and there's no way I was going to do that at 1:00 a.m.

A lack of understanding or direct contact with my employer made my evaluation poorer than my fellow workers and supervisors saw necessary.

We college coordinator didn't help with development of objectives.

This is April and my coordinator has not yet visited my place of work.

We haven't had a seminar vet this semester, nor had visited me; last semester visited twice.

Coordinator was not as available as ! would like him to have been.

He did not show for a meeting due to illness, he should have phoned cancellation.

Field trips sometimes didn't relate to much.

with regard to on-the-job training or constructive supervision buring the internship, more attention should be given to the student.

Coordinator made demands but did not give any assistance when students needed it.

eloordinator was a moron.

Trable to contact coordinator.

Amplower unable to cope with problems she encountered.

Tack of concern, interest, and follow-up by coordinator,

" oordinator evidently has a good deal of difficulty coordinating tillown job.



200

# Educational Dream Come True

McDaniel dreamed of being a teacher but fate inter-

By the time I was 16. I had to find a job, she said. My mother had died and I was the oldest of five children Then I married at 18

After that she began raising a family and working in an electronics firm to suppiement the family income.

Today many years, six enildren and six grandchildren later the San Carlos woman has a chance to realize that childhood dream

taist year Mrs. McDaniel read an article in the paper on the Right to Read Program about to be adopted by the San Carlos elementary schools. The program. funded by the National Reading Society was asking for volunteer tutors

The idea appealed to her. she signed up attended several workshops and in September 1973 began work as in inde at Laureola School in San Carlos

The experience has been so rewarding that in Februare Mrs. McDaniel enrolled at Canada College with plans to work for a nursery school. assist inticertificate and possibly one in special educa-

I ve been looking for something for a long time. she said in a recent interview. I know I'm on the right truck now

Inrough the college's cooperative education plan-Land Anna Britan Bright Bright create for the work she does e incarcola school. To qualto his credit she must spend it was ill nours a month in reforming properation and participation in framing meetings. Her cooperative organifon sponsor. Assistant superintendent Thomas Sultiven will submit a report on nor work at the end of the \*\*\*\*\*\*\*\*\*\*\*



Virginia McDaniel works with one of her young students at Laureola School in San Carlos.

In addition Mrs. McDaniel takes three courses on campus thild and Family Nursery School Principles and Practices and General Psychology She averages 10 hours a week on homework and loves the chillenge.

"The more schooling I get the hungrier I get ' declared. I'm feeling the same as I did at 14. I want to learn more and more

since her involvement in the Right to Read Program Mrs. McDaniel spends Monday mornings at the school working with three first and second grade youngsters who are having difficulty in reading and language. She spends 45 minutes with each child in a small quiet room away from the rest of the class

Two of the children, who are typical of a number of Laureola voungsters, are learning English as a second language

The children revel in the one-to-one relationship with the gentle, but firm. Mrs. McDaniel She uses a variety for six years. of teaching aids including some she makes herself

or candy red hots and work- she taught dancing ing in a language workbook

that thinking cap

Her work with the children has been so well received that she has been hired as a paid aide for Laureola School beginning April 29. Under the new plan she will work 312 hours each school morning. while continuing her Right to Read volunteer work Monday afternoons The prospect or new challenges is an exciting one for Mrs. McDaniel. "I didn't even ask how much they pay," she said.

As a parent-education project for her college nursery school class Virginia McDaniel has become involved with a county-sponsored Day Care program in Redwood City. She serves as a resource person for a day care babysitter who is trying to upgrade her skills

"I educate her on how to educate the children." she said. "I see her once a week to bring her ideas and show her how to plan time for learning activities. For Mrs. McDaniel it means 2 to 3 hours weekly of planning and demonstrating. For the children, who range in age from 212 to 9, it means new activities such as making playdough, using plaster of parts and making puppets out of scraps.

Mrs. McDaniel's work background includes 13 years with two electronics companies, one of them Sarinon in San Carlos where she worked

Five years ago, after a second marriage and the A morning's activities addition of two stepchildren might include playing word to her own four, she quit games ("What's a kind work and began spending of transportation that time in volunteer activities rhymes with crane" , play, such as Traveler's Aid and ing phonics bingo with a Redwood Parents' Cooperabright green card and a jar tive Nursery School where

She suspects that she will When the child slows down eventually be a special eduin responses she may change cution teacher. I am to another activity or with a lattracted to the child with a gentle motion to the child's problem. she said. I seem head say. "Let's screw on to have a facility for drawing them out



# RESEARCH AND DEVELOPMENT ASSISTANT

(DD&E) Design, Development & Evaluation

The program in Research and Development Assistant is designed to train personnel who can assist in research investigation, development, evaluation and communication of results, applying innovative information gathering techniques to the changing community needs.

Skilled DD&E technicians can apply their knowledge of data analysis, summary, evaluation and communication to provide day by day or week by week decision making information for the purpose of improving operations of business, industry and public agencies. DD&E courses have general educational value to students in most major fields.

The program in Research and Development Assistant was developed by the Far West Consortium, a group of public and private research and development agencies in the Bay Area which has cooperated to help produce the program at Cañada College.

A basic part of the DD&E program is the opportunity for the student to participate in cooperative education at selected community agencies. Together, the student, his counselor and his prospective employer will set up a plan of work for which he will receive college credit and be paid.

## **CAREER OPPORTUNITIES**

The A.A. degree in Public Service Careers with specialization in Research and Development (Design, Development and Evaluation) will qualify graduates for para-professional level jobs in schools, businesses, research organizations and other industries.

The program in Research and Development Assistant can be related to careers in public service, management, supervision, and education.

Social Science 10 - Interaction and communication for the Paraprofessional. Designed to develop human interaction and communication skills. These include listening and speaking skills such as: conference techniques, interviewing, briefing, specialized reading skills and writing methods used in note taking, technical writing, and formal and informal report preparation.

Social Science 11 Introduction to Planning and Design. Introduces the student to the general concepts of planning and design techniques. Emphisis is placed on problem solving, research procedures, and adaptation to the resource limitations of the agency. The course also includes experience in applying these skills in an educational, research, industrial and/or business environment.

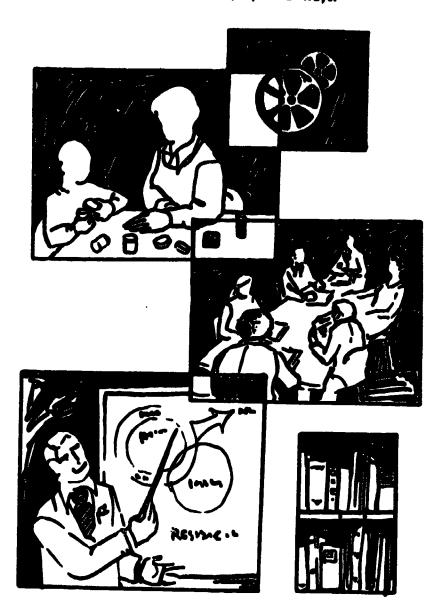
Statistics 1 (DD&E) Information/Data Collection and Organization introduces the student to basic methods of collecting and presenting information. These include searching

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out, retrieving, and organizing documentary information, and the basic procedures for finding, organizing, analyzing and displaying data.

Social Science 12 — Evaluation and Analysis. Provides instruction in the methods and processes involved in preparing evaluations for management judgements or decisions. Focus is on the actual process of evaluation and on some of the methods for updating and evaluation on the basis of new evidence. Considerable time and attention is given to methods of condensing and digesting quantities of information in order to reach an adequate understanding of its significance and relevance. Case studies and projects will be included. Cooperative education experience opportunities are evailable.

Social Science 13 — Developmental Engineering. A skills-oriented course in which, through a series of selected developmental case studies, simulated tasks and projects, the student learns how to search out, evaluate and use data, materials, tools and resources to "put things together" (compile research) in new and purposeful ways.





# 31-LINCUAL AIDE INTERN PROGRAM

Cooperative Education Canada College

The number of Spanish-speaking students in California each year grows significantly larger. In San Mateo County the percent of Spanish-speaking, Spanish-surnamed population has grown from 4.5 to 11.5% between the years of 1950-1970. The elementary schools have not been and are not able to cope with the rapid growth of Latinos. In order to help meet the growing demand for bi-lingual assistance in the classroom, and in order to encourage college bi-lingual students to be aware of the field of teaching, the Bi-lingual Aide Intern Program has been developed.

Bi-lingual Aide Interns are placed in cooperative work stations at schools that have such a need. They work under the direct supervision of the classroom teacher with guidance from a bi-lingual cooperative education coordinator.

Tupes of work-learn educational experiences:

- !. Meeting non-English speaking students and helping them reel "at home" by explaining in their native language the general expectations of students, by the school.
- 1. Instruct the non-English speaking student in English as a Second Language.
- Act as an interpreter between the student, his peers, and teachers.
- Act as liaison between the school and non-English speaking parents, when necessary.

# 5. A. I. PROGRAM FOR MINORITY AND DISADVANTAGED STUDENTS: STUDENT ADMINISTRATIVE INTERN, CANADA COLLEGE

Because of the low-level entry work that is done by a vast number of minority students and because a large number of these students progress slowly through the work ladder, it is felt that a different entry level of experience will provide new vistas and will be highly motivational, benefitting them substantially.

Indicate the selected students are placed as interns with top level indicate the selected students are placed as interns with top level indicate the selecters in elementary and secondary schools, civic agencies, as well as in business and industry. The students spend a few hours each day with the illustrator attending conferences, seminars, or discussions that are part of the illustrator's normal routine. It is felt that these students will benefit from this level of contact, levelop an improved insight as to the problems in illustration, and by virtue of these improved horizons, raise their level of each table increase their motivation.

med to the lent intern and alministrator jointly develops a reasonable med to the theory program. It is understood that the administrator will in the the ampaged in an artivity that must by its very nature preclude student exert exercise. Thereive athlents join in most activities as assigned.



# EL CLANSOR BEST COPY AVAILABLE Información sobre Trabajo y Educación

#### PROGRAMA DE ASISTENTE DE MAESTRO

REQUISITOS: Para ingresar al Colegio de Cañada el estudiante debe ser: l. Residente del Condado de San Mateo. 2. Mayor de 18 años. 3. No es indispensable haber completado la escuela secundaria.

PROGRAMA: El programa prepara a los estudiantes a realizar labores de asistente de maestro en las escuelas primarias. El programa esta equilibrado entre cursos en el colegio y experiencia supervisada por el colegio, bajo el programa de Educación Cooperativa, trabajando como ayudante de maestro en adiestramiento en las escuelas del área. El programa comprende dos años de adiestramiento en conjunción con el título de Asociado en Artes (A.A.)

GASTOS: Se anticipan los siguientes gastos para cada semestre: \$3.75 por servicios de salud pagaderos al momento de registración, aproximadamente \$30.00 para libros. Existen ciertas formas de ayuda financiera para estudiantes que tienen problemas economicos.

AYUDA TUTORIAL: Existe ayuda tutorial para estudiantes que tienen problemas con sus materias o con el inglés.

CAÑADA COLLEGE es uno de los tres colegios en el Distrito Escolar de San Mateo. El colegio ofrece una gama completa de títulos A.A. y programas de certificados que preparan a los estudiantes para empleo inmediato o para transferir a las universidades de cuatro años.

SI USTED DESEA EDUCARSE PARA CALIFICAR COMO ASISTENTE DE MAESTRO PUEDE DIRIGIRSE A:

Caffada College, 4200 Farm Hill Blvd., Redwood City, Ca. 94061, Telefono: 364-1212

Dr. Melvin Pratt, Extension 202 Mr. Bennett Kilpack, Extension 216 Mrs. Eileen Smith, Extension 295

Sr. Jaime Custodio, Extensión 300, 301 o 302

-Educación Cooperativa · Colegio de Cañada-24200 Farmhill Blvd · Redwood City

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**QUALITY CONTROL** 

**COOPERATIVE WORK EXPERIENCE EDUCATION** 

Dr. Lors A Callaham, Duce ton

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OPPORTUNITY TO ALTEND TWOCKOUPS

I P.M. AND 2 P.M.

EMPLOYERS SPEAK TO COOPERATIVE EDUCATION and management by objectives

COLLEGE

small groups by career clusters:

University of California Medical Center I'm Watts, Instructional lechnologist

School of Dentistry

"Writing Sensible Objectives"

Girly Programmed Teaching

Miger Issociate

cx President

Dr. David Cram

SYSTEM DESIGN FOR LEARNING ON THE JOB

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"How to Analyze a Task to Discover

Traming Objectives.

SAN MATEO

1× 76 Wilson Fraker, Coordinator 1. Business and Office

1X.7.XI Stuart Williamson, Coordinator Health, Environment, Natural Resources

Hospitality. Recreation, and Personal Services

Jo Ann Rock, Coordinator

18-288 Robert Smith, Coordinator Manufacturing 4

18-292 William Janssen, Coordinator Marketing and Distribution 'n

6. Public Service

Ron Hansen, Coordinator

7. Transportation

Friday. April 19, 1974

9. 81 True Control N Chancel President on Symmet Sames 4 1- 4.m. A. Sec. 4 311

K. P. C. C. B. B.

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California Community Colleges Competative Education in I viven by the Ministern Ken Grant. Specialist Comments have

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LEARNING ON THE JOB

Luncheon

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Gallery Room

**COOPERATIVE EDUCATION PROGRAMS** 

Associate Dean of Instruction

Dr. Vern Gillmore

INITIATING AND IMPLEMENTING

Afternam Alternative

Session I

CONPERATIVE EDUCATION AND MBO Management by

MENTING COOPERATIVE INITIATING AND IMPLE-EDUCATION PROCESAMS

EMPLOYERS SPEAK TO Lim p.m.

2:00 p.m.

Objectives repeated

Conference Feedback

3:000 p.m.

College of San Mater

Careers

PROGRAM PROMOTION/JOB DEVELOPMENT INFORMAL CONSULTATION ON

Corperative Education "specialist" m international advertising agency) 1. Walter Thompson Company former l'ice President Mr. Lowell Mainland College of San Mater

Dr. Sanford Gum, Coordinator

18-176

# Student Questions and some Answers

# AMATERICA PROBATEL LOUCATION?

Governments of action at CSM is a part of the academic process. The "Coop" classroom is off campus in industrial approximental, educational and other business or service organizations. As the name implies, Coop enables below its cooperation among the community temployers), students and the college. The pri that contains the program is to give students practical experience working with others in the commun ity when they are in school

# WHAT ARE THE THREE PEANS OF CO OP?

Alternate serrorator atwo students holding one full time job in a year): Alternating between school and the was a translation student spends one semester on campus and one off. While off campus, the student is considered is a full time enrolled at the college.

Parallel: Saredning it the work station provides students concurrent part time work experience and oncompass chawork during the same semester,

New Careers: Honding a fail time job, evening college students may enroll in Cooperative Education by Werte bar geit aftigerettetigt.

## 10 W. 10 . W. 11. 11. 1

Electrometric Cooperative Education either Career related ("47" series) or general work experience (Co as the language should be done when registering for other classes. Provision will be made for late registration at the start of each semester until the last day on which any other class can be added.

# OF JOS SHALL A JOB HOW DO I GET ONE?

You may some to Cooperative Education and or Student Placement for help in securing a job. Should you get one in this or any other way before registration closes, you then become eligible for possible registration in Cooperative Education. .

# CAN SEAG UY OWN WORK STATION?

You was may bring your own job to the Cooperative Education Department for evaluation. If it is judged to the bearing values, you will be enrolled in the program, provided your employer agrees to cooperate with the college in supervising and evaluating your work performance.

## AMAL IN IS AND GRADE DO LGET?

Student, with a dareer oriented work station (the "47" series) are eligible to earn 1-4 units of Co-op. Ed. per armenter up to a total of 16 units. Students with general work experience jobs (Co-op. 1 and 2) are eligible the many 13 miles per semester up to a total of 6 units. Grading is Credit or No Credit, a system in which grade pants are not involved. Units are calculated as 1 unit of credit for each 5 hours worked per week the out the at the perceptor

## AMAZ PRODUCTO EARN UNITS?

Constructed and awarded for what is learned on the job, not for just having a job. At the start of the semester tearning objectives for that semester are developed by the student in collaboration with the employor and tracted coordinator. Attaining these objectives is the basis for the employer's evaluation of your work from the cordinator assigns the grade earned on the basis of a favorable employer rating(evaluation in well in a satisfactory written report relating to the work station and the learning objectives.

# COMMAT OF FOUGATION UNITS TRANSFERABLE?

suppose that it is to 47" series, are accepted (up to a total of 12) by each of the member schools of the state of smety potent and by some private schools.

#### TO THE CONTROL OF THE RIVERIONS

The transport supervisor and by a CSM teacher coordinator. Each student is assigned to a coordinator when were a war transmission and his employer to help you, the student, have a valuable learning experience are the property of groups

#### According to Albert Albert Albert Burn Albert Alber

the constraint part of type for aroung how to work, with others in real life situations and can relate your ex control of the control of case or you take them. The work experience also will help you decide just at it is also as a life want to pursue before you have completed requirements for a specific major And, To exist a contract of a rectionary to help your provide your anadomor, grade,



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EMPLOYER, STUDENT, COORDINATOR QUESTIONNAIRE
Summary of Responses from Cooperative Education at College of San Mateo
Information provided by Dr. Lois Callahan, Program Director

Dear Cooperative Education Employer:

Please place in the blank space before each statement the number that most nearly expresses your view. (Your answers should be based on the period between September 1, 1973 and February 1, 1974)

Agree or	•	•		Disagree	Don't
ilighest	•	Average		or Lowest	Know
5	4	3	2	1	×

- 1. The Cooperative Education concept is an excellent method of teaching students.
- 2.7 2. Cooperative Education is important in the development of our company.
- 3. Company top management is aware of Cooperative Education.
- 3.2 4. Cooperative Education work stations require no additional budget consideration.
- 2.7 5. Cooperative Education students require less supervisory time than other employees.
- 6. Cooperative Education students are more highly motivated than other employees.
- 7. Cooperative Education students have a fundamental understanding of the job processes and technology necessary to become productive more quickly than other employees.
- 1.3 In most cases when a work problem occurred with a cooperative education student, you contacted the coordinator.
  - 7. The CSM coordinator's visits with you were:
- A. Timely
- 3. Congenial
- 3.7 C. Conveniently scheduled.
- D. Constructive
- 10. The coordinator solicited suggestions for improving the student's competence.
- 11. The coordinator served as a catalyst to increase productivity by the student.
- The coordinator was knowledgeable about your company and its basic operation.

Please circle or fill in the appropriate answer for each of the following questions. (Again, your answers should be based on the period between 9/1/73 and 2/1/74.

14. Are you familiar with performance or learning objectives?

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Full Text Provided by ERIC

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Nin.

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			arai ari utuliubir
<u>Yes</u>	<u>No</u> 8 .	15.	bid you evaluate the co-op student's learning objectives?
581	41%	to.	Did the coordinator visit you at least twice during the semester?
27	ó7	17.	Has the coordinator attempted to secure additional work stations for co-op students?
	n }	18.	At the end of the semester, did the coordinator suggest new and expanded responsibilities for the co-op student?
	7.	19.	Have you used the job placement service at CSM?
4	351	20.	Was the coordinator instrumental initially in helping the co-op student to get the job with your company?

21. Has the coordinator ever invited you to visit the CSM campus?

#### Dear Student:

\*\*\*\*

Mateo. Since you were involved in the program during the Fall 1973 semester, you can help us by completing this questionnaire and returning it promptly in the enclosed self-addressed, postage-paid envelope. Thank you.

Place in the blank space before each statement the number that most nearly expresses your view. (Your answers should be based on the Fall 1973 semester.)

Agree of Highest		Disagree  Average or !.owest  1 2 1 2
-1.9	1.	A regularly scheduled coordinating class would have helped improve the work program,
	' <b>•</b>	A letter grade for the co-op course would be preferable to the CR/NCR.
	3.	Your final grade, in part, was based on the items listed below. Please rate the importance of these items.
3.5		A. Learning objectives B. The term project C. Total number of hours worked D. Attendance at class meetings and seminars.
	٠.	Considering the above items, the coordinator was fair in assigning your final grade.
3.0	•	The coordinator was helpful to you in developing your learning objectives

 $\frac{-1\cdot t_0}{t_0}$  . The coordinator helped you to improve and learn on the job.

the temester.

Please rate your coordinator's mastery of cooperative education coordinator's mastery of cooperative education coordinator's

The co-op course requirements were made clear to you at the beginning of



- 3.2 9. How would you rate your coordinator's knowledge of your work station?
- 1.6 10. In comparison to all other teachers you have had at this college, how would you rate your coordinator?

Please circle or fill in the appropriate answer for each of the following questions.

- 11. How many employers did you wor for this semester?
  1: 109: 2 9: 3 6: more than 3: 1
- $\frac{\text{Yes}}{6.7}$   $\frac{\text{No}}{26}$  12. The term project was a useful learning device to you in this co-op class.
  - 13. Please indicate the number of times your coordinator met with you in:
    - A. Individual conferences: 0 0.8%; 1 21.3%; 2 33.6%; 3 29.5%; 4 14.0%; more: .8%

----

- 3. Seminars: 0 61.3; 1 20.2%; 2 8.1%; 3 3.1%; 4 9%; more: 0%; N/A 7.3%
- C. Informal groups: 0 64.5%; 1 12.9%; 2 8.1%; 3 0%; 4 1.6%; more: 1.6%, N/A 11.3%
- ? 14. The coordinator helped you to get your job.
- 71 28 15. The company you worked for gave you an opportunity to gain experience in more than one department or area.
- 39 it in the supervisor at work.
- 3e 15 17. Your coordinator encouraged you to seek his help when necessary.
- 36 14 18. You were able to see the coordinator during his regular (posted) office hours.
- 7 Your coordinator visited your place of work at least twice during the semester.
- 70. The coordinator communicated to you the results of the employer visits and interviews.
- The coordinator had actual work experience in the same type of work that you were doing.

#### Gear Cordinator:

We are attempting to improve the Cooperative Education program at the Mollege of Jan Mateo. Since you were involved in the program during the Fall 1971 semester, you can help us by completing this questionnaire.

Please place in the blank space before each statement the number that most nearly expresses your view.

Disagree

Disagree

Disagree

Or lowest Don't know

Disagree

Or lowest Don't know

Disagree

i. Final eredit for the co-op course was based on learning and objectives a term project, the number of hours worked, and coordinator meetings.



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Please rate the importance of these items.

- ·4. } Learning objectives A.
  - Term Project В.

**5** A...

- U. Number of hours worked
- 1.0 Đ. Meetings with coordinator
  - A regularly scheduled coordination class would improve Cooperative Education for the student. This class should:
- Meet one per week
  - Meet twice per month 3.
  - include all of your co-op students C.
- 1.3 Be with small groups according to occupation or work classification **D.** 
  - Include the employer ł. .
    - ŕ. Other
- 2.0 3. students sought your help especially when they were having problems.
- . . 1 You were available to your co-op students during your regular posted office hours.
- i . n A letter grade for the co-op course would be preferable to the CR/NCR.
- 3.0 The coordinator helps the students to integrate theory and practice via the work experience.
- ٠. 5 . The coordinator helped the student to add to the quality of the
- 3. 1 3. Coordination activities helped the coordinator to learn about current useful information, especially from the employers.
- 3.. 4. You assisted your students in thinking about their career choices.
- 10. The studentload per section was too high.
- 3.1 !1. Geographic location of work stations adversely affected coordination.
- 3. 12. During regular employer calls you tried to locate additional work stations.
- . . ' The coordinator helped to improve the employer-college-employee relationship.
- • ) It would be beneficial to coordination activities if the coordinator had some actual work experience in those areas where most of his students were employed.
- ١. . A coordinator should maintain functional departmental and personal records and reports.
- A coordinator has a responsibility to promote Cooperative Education to administration, faculty, students, employers, high schools, and the community.
- 3. a coordinator you participated actively in at least one community organization.
  - -coperative Education course requirements are equivalent to other overses at 0.0%,



3.8 19. A promotional type brochure on cooperative education would assist in making employer calls.

Please circle the appropriate answer.

- Yes No '0. Did you disseminate occupational information in order to assist students in making wise choices, plans, and adjustments relative to career planning?
- 21. Did you serve as a referral agent in cases where there were special counseling problems?
- 22. Were you instrumental initially in securing any of the jobs for your co-op students?
- of your students?
- of the employers during the semester.
- 33. The coordinator's handbook was a helpful guideline.

Please fill in the appropriate answer for the following questions.

- 26. Please indicate the number of students who changed jobs during the semester.
  - 0 3; 1 1; 2 6; 3 4; 4 0; 5 1
- 17. How many of the following types of meetings did you have?

No reliable

- A. Individual conferences
- answer

particons Survey Survey

**3**4....

- 3. Seminars
  6. Informal groups
- No reliable answer
- 13. How many of your co-op students had an opportunity for a variety of experiences and/or worked in more than one department at each company?
- 13. How many of your students had poor or unpleasant work experiences?
  - 30. Please list any suggestions which would make cooperative education or the coordinator's job more effective.



## PROGRESS INDICATOR 8

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DISTRIBUTION OF STUDENTS BY AGE, MALE-FEMALE, DAY-EVENING, GENERAL, AND VOCATIONAL SKYLINE COLLEGE, COOPERATIVE EDUCATION, Spring Semester, 1974

TOTAL STUDENTS	Male Female General Vocational	576/851 - 68% 275/851 - 32% 203/851 - 24% 648/851 - 76%
DAY STUDENTS	Male Female General Vocational	308/528 - 58% 220/528 - 42% 203/528 - 38% 325/528 - 62%
DAY STUDENTS OVER AGE 21	Male Female General Vocational	143/528 - 27%, 62/528 - 12%, 51/528 - 10%, 154/528 - 29%
DAY STUDENTS UNDER AGE 21	Male Female General Vocational	165/528 - 31% 158/528 - 30% 152/528 - 29% 171/528 - 32%
EVENING STUDENTS, TOTAL	Male Female General Vocational	268/323 - 837 55/323 - 177 0/323 - 07 323/323 - 1007
EVENING STUDENTS OVER AGE 21	Male Female General Vocational	259/323 - 80° 38/323 - 12° 0/323 - 0° 297/323 - 92°
FVENING TUDENTS UNDER AGE 21	Male Female General Vocational	9/323 - 3 17/323 - 5 0/323 - 0 26/323 - 8

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# ITO BE PILLED OUT BY STUDENT) STUDENT REPORT

INSTRUCTIONS. The student should complete this portion of the report form and leave it with the employer for his evaluation. The employer should mail this form to the College in the accompanying self-addressed envelope.

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# EMPLOYER'S EVALUATION (TO BE FILLED OUT BY EMPLOYER)

the employer will please express his candid upinion of this student as a worker in his employ Cothosans and comments are earnestly solicited thus information will be oted by the to orderator for the guidance of the student

ATTITUDE -- APPLICATION TO WORK

RELATIONS WITH OTHERS

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# Cooperative Education

# **Employer Evaluation of Student On-The-Job Performance**

(N = 650 student evaluations)

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Measured on a 5.00 Judgment Scale

	Measured on a 5.(	o Juagm	ent Scal	le
RELATIONS WITH OTHERS	Exceptionally well accepted Works well with others Gets along satisfactorily Difficulty working with others Works very poorly with others	4.22	34% 56% 9% 1%	
JUDGMENT	Exceptionally mature Above average in making decisions Usually makes the right decision Often uses poor judgment Consistently uses bad judgment	3.79	21% 37% 41% 1%	'
ABILITY TO LEARN	Learns very quickly Learns rapidly Average in learning Rather slow to learn Very slow to learn	4.24	41% 42% 16% 1%	
ATTITUDE APPLICATION TO WORK	Outstanding in enthusiasm Very interested and industrious Average in diligence and interest Somewhat indifferent Definitely not interested	4.00	23% 57% 17% 2% 1%	
DEPENDABILITY	Completely dependable Above average in dependability Usually dependable Sometimes neglectful or careless Unreliable	4.18	43% 33% 21% 2%	
QUALITY OF WORK	Excellent Very good Average Below average Very poor	4.21	35% 51% 14%	
OVERALL RATING	Excellent Very good Average Marginal Poor	4.10	34 % 53% 11% 1%	
ATTENDANCE	Regular Irregular		97% 3%	//
PUNCTUALITY	Rogular - (3- Irregular		97% 3%	



# PROGRESS INDICATOR 10

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# NEW CAREERS FOR WOMEN THROUGH COOPERATIVE EDUCATION

Community colleges can provide leadership in opening the doors to new employ-

ment opportunities for women. Through cooperative education it is evident that careers for women can be improved.

Mrs. Tannisse Rost of the Evening Division of Cañada College provides the following report on the need and opportunity for new development.

bearing patterns of American women have undergone drastic changes in recent decades. In turn those changes have had a massive impact not only on the women but on the individuals and institutions around them--their husbands, children, employers, helping agencies and educational institutions. It comes as a shock to realize that women themselves and the society around them are largely unaware of the impact of these changing life patterns and how to plan wisely to deal with them."

Women today live substantially longer than their counterparts half a century ago. The life expectancy of a woman in 1900 was 48 years -2.8 years longer than her husband. Today that life expectancy is 75 years and still climbing!

About half of today's young women are married by age 20; they will have had their last child by about age 30; and by the time the youngest child is in school, the mother will have close to 40 YEARS OF LIFE AHEAD TO PLAN FOR.

In 1920 the average woman worker in the nation was single and the vears old. In 1968 the median age was 40 and the average woman worker was married.

More than half of today's young women will work full time for the vears or more.

The percentage increase of California women workers in the last nine years has been nearly 50%. (48.3)

The overwhelming majority of California women workers are members of the work force from economic necessity and women workers tend to be concentrated in low-paying jobs.

The number of comen-headed families on welfare in California has nearly doubled in the last two years. In 1968 the number of such families was 183,000. In 1970 the number had increased to 296,000.



At the turn of the century, women workers in California accounted for 13% of the work force. In 1970 3,000,000 California women worked outside the home and comprised over 37% of the total work force. The trend is not a temporary phenomenon. Between 1960 and 1970 their numbers increased by 55.5%.

The number of divorces granted in California during the last decade has increased by 148%. From 1960 through 1970, 678,000 final decrees of divorce were granted, and 60% of the families involved had children under 18.

More than 1 in 10 families in the nation are headed by a woman, and women-headed families have increased by 24% during the last decade. 36%--numbering 1.8 million women-headed families--had incomes below the poverty level in 1970.

More than a million children in California need child care because their parents work, and the total capacity of licensed or supervised childcare facilities, whether public or private, profit or non-profit, will accommodate only 125,000 children.

42% of California's teenage girls doubt their ability to be successful in chosen fields of work, and most do not see themselves as achievers.

Teenage girls lack understanding of the need for retraining or education as they grow older.

In one California Status of Women Commission study, teenage girls were asked for their view of their futures. Only 31% planned on college; a scant 3% saw a need for education or training at age 30, and only 2% at age 40.

"The cause-and-effect relationship of these facts and conditions is clear. Girls who do not see themselves as achievers don't get education or training for work with much economic potential. If they are divorced and have small children, lack of child care at a cost they can afford often places them in poverty or welfare.

"Because a working mother must care for home and children in the evening, added education for a higher-paying career is difficult if not impossible. Cooperative Education in community colleges is one effective solution to this problem for women."

#### BROCHURES, COOPERATIVE EDUCATION



# Put\_it All logether with Cooperative Education

Cañada College

Mr. Ted Gilman, Assistant Dean

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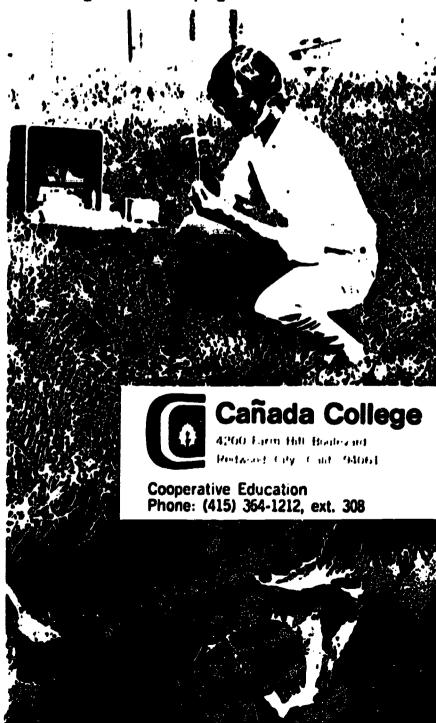
#### WHAT IS COOP ED?

Cañada College's Cooperative Education (Coop Ed) Plan answers the desire of college students to obtain practical job experience and to make a successful transition between school and work.

The long range aim of Cooperative Education is to provide current community and business work experience that give meaning and direction to the student's total educational experiences.

Career related on-the-job work experience strengthens the educational process through practical application of classroom theory. The interrelating of work and study increases student motivation. As students see connections between the jobs they hold and the things they are learning on campus, greater interest in academic work develops.

All approved Cooperative Education work assignments are a regular part of the Cañada College educational program.



# **HOW IT WORKS**

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Students in the Coop Ediplan may earn one to four units of Coop credit in a semester. Credit is based on one unit for each five hours of work per week with a maximum of four units that can be earned per semester. A student may earn four units of Coop Edicredit for every 12 units, completed from the general college, ourse offerings.

Except in the case of the Alternate Semester Plan, students earning Coep Ed credit are required to be enrolled in no less than eight units involutions coup Ed.

The possible variations of participating in the Coop Ed Plan are

Parallel Plan: Students had partitime, afternoon and evening, or swing shift jobs with appropriate college class loads.

Evening College New Careers: Special arrangements are made for studies related to full-time employment and new career goals.

Alternate Semester: Two students moderner functime work station on a year-round basis. During each semester, one student is in subscribed while the other works full time. This plan usually requires at least an extra semester to complete A.A. degree requirements.



# **COOP ED BENEFITS**

Gaining knowledge by doing Learning good work habits and attitudes while in career preparation Receiving on the job counsel and guidance Having a chance to stay in college when in financial need

#### **DEGREE PROGRAMS**

Coop Educats satisfy a portion of the requirements for the A.A. degree and are transferable to most of the state colleges.

# COOP ED PROGRAMS AT CAÑADA

Programs at Cañada College which tie in with the Coop Ed Plan include:

Administration of Justice
(Police & Corrections)
Business Administration
Business Management
Clerk Typist
Commercial Art
Credit & Forunce Management
Environmental Technology
Food Technology & Management
General Clerical
Home Economics

Home Furnishing Merchandising Industrial Management Mental Health Assistant Merchandising Management Nursery School Assistant Public Administration Management Recreation Education Research & Development Assistant Secretarial Small Business Munagement Social Service Community Worker Special Education Supermarket Management Teacher Assistant X-Ray Technology



#### **CAREER-JOB PLACEMENT**

Coop Ed at Cañada College offers students the opportunity through joint classroom and on-the-job training to better prepare for careers in all phases of business and community occupations.

When the Coop Ed program is completed, students have available to them a job placement office on campus to help place them in appropriate jobs.

#### **COOP ED INFORMATION**

For additional information, contact your college counselor or the college Coop Ed Office in the administration building, 364-1212, ext. 308



# Cooperative Education Job Placement Program

SKYLINE COLLEGE 3300 College Drive San Bruno, CA 94066

Mr. Floyd Elkins, Assistant Dean Mrs. Maggie McBride, Director, Co-op Ed.

# WHAT IS COOPERATIVE EDUCATION?

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Cooperative Education recognizes the value of work experience to a student's academic endeavors and provides insight into many careers. Each year over one thousand Skyline students earn academic credit for their part or full time jobs through this program. Using their jobs as learning situations, the students join with their employers and the college in establishing learning objectives to be accomplished during the semester.

# ADVANTAGES OF COOPERATIVE EDUCATION

The student gains in many ways from the Cooperative Education program.

- Getting a permanent job after graduation will be easier for a student who can offer work experience in addition to college fraining to prospective employers. A Cooperative Education student will gain immediate recognition from the thousands of employers in this area participating in the program.
- Accomplishing learning objectives on a job requires that a student really gain worthwhile experiences on the job. Speceal recognition and promotion are often by-products of working more closely with employers.
- 3 Students are given the time and incentive to explore vocational apportunities. This gives them more information for selecting a pareer goal and related college instruction.
- 4 During the Cooperative Education experience students reeine operational quidance in private conferences with their college coordination and operal attention from their employers.
- 5. Many working students find this is the only way a full colego and Elad can be maintained. This makes graduating a more readily realizable goal.

# HOW MANY UNITS CAN YOU EARN?

The peritors Education is a regular college course applicable to the Autorate of Arts degree. One loadering out is granted for every 75 to us worked per emester. It idents who are employed in work college to their major at school or their career goal may make a maximum of 4 or to percementer. A total of 16 or to may be earlied to the two year A.A. degree program. General wirk experience is deems who are employed in positions don't red to their at deep may receive a maximum of 3 or to per emester to it a total of a by 6 C reperative Education mats towards their A.A. degree.

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General work experience students must attend a Related Instruction Class one hour weekly. This is required to aid students in gaining career information, determining their own interests and aptitudes, and learning about job rights, interview techniques and other useful information.

# HOW DO YOU REGISTER FOR COOPERATIVE EDUCATION?

Day students may register for Cooperative Education on regular school registration days. A table is set up on the registration line where class cards are picked up. Counselors will not add Cooperative Education to a student's schedule prior to this time because of the need to fill out a special application form and to be screened for eligibility.

Evening students may register from 6:00 p.m. to 9:30 p.m. during the first week of classes at the Cooperative Education Office in Building 1, Room 319. Because of the need for pre-screening, Evening College students may not register for this course through the mail as they do for other courses.

# DO YOU NEED A JOB TO ENROLL IN COOPERATIVE EDUCATION?

Yes! BUT if you do not have a job, the Job Placement Office is committed to providing ample opportunities for you to get a job which is suitable for Cooperative Education units.

Any job in which the student is regularly supervised and which offers a learning experience conducive to the establishment of learning objectives is suitable.

#### JOB PLACEMENT

# HOW DOES THE JOB PLACEMENT SERVICE WORK FOR YOU?

Over 3,000 new job openings are listed with the Skyline College Job Placement Office each school year. The Job Placement Office has a variety of jobs available, both part and full time in such fields as retailing, transportation, banking, insurance, food service and recreation leadership. Positions include sales, management training, secretarial, general clerical, warehousing, inventory control, professional assisting, and customer service.







#### WHO CAN GET IN THE PROGRAM?

DAY and EVENING students are eligible. There are three plans:

Parallel Plan:

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Regularly enrolled day students work after school on a part or full time basis.

Extended Day:

Evening College students hold regular day time jobs while taking an appropriate class load in Evening College.

Aiternate Semester.

Students work full time one semester without concurrently enrolling in other course work, provided that they have already earned an appropriate number of units and plan to return to regular plans work in the following semester.

There in three that rule governing aligibility for enrollments

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# WHO IS ELIGIBLE TO USE THE JOB PLACEMENT SERVICE?

All day and evening students currently enrolled at Skyline College may use this service whether or not they are enrolled in Cooperative Education. Graduates of Skyline as well as high school seniors who have committed themselves to coming to Skyline College are also welcome. Openings include part and full time, temporary and permanent employment. Students seeking employment should come to the Job Placement Office in Building 1, Room 223.

# WHAT SPECIAL SERVICES DOES JOB PLACEMENT OFFER?

Students who are interested in secretarial positions that require a stated speed for typing and/or shorthand may be tested by a faculty member on the Skyline College Business Division staff. The results of the tests are then sent to the employers via the students when they go to their interviews.

A predentialed counselor is available to give students career guidance or help them with special problems. Through arrangement with your counselor, interest and aptitude tests may be tiven by students who have not yet made career choices.

For further information write or call,

Corporative Education Office: 355-7000, Ect. 238 Joh Placement Office: 355-7000, Ect. 236





MORE THAN 500 EMPLOYERS
PARTICIPATE
IN COLLEGE OF SAN MATEO'S
"COOPERATIVE EDUCATION"
PROGRAM.



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# UNIVERSITY OF CALIF. LOS ANGELES

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# Cooperative Education Advantages For Employers

Organizations which employ "Co-op" students from College of San Mateo find that

- The program provides a ready and reliable source of trained full-time and part-time employees
- "Co-op" students are motivated to be outstanding employees
- Employing "Co-op" students gives employers an opportunity to screen them for possible permanent jobs in the future
- Contacts with college instructors as well as "Co-op" students enable employers to make a significant contribution to career education

# How Cooperative Education Works For Employers

Employers have the opportunity to employ College of San Mateo. Colopistudents through three Cooperative Education plans.

Paradel Plan Students work part time while concurrently enroding in a regular class load at the college.

Afternate Semester — Students spend one semester on a full time work of it or with a Cooperative Education employer. Two students a ternate on the twelve month, full time work station.

Mew Careen. Shiderer, bold a full time job and attend in titles part time at the college. This plans, highly feaching time College. However, both day and night time year arrands.

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# **How Cooperative Education Works** For Students

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# **CSM Cooperative Education Work Stations Encompass the Following Job Titles**

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