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PROGRAM REVIEW REPORT

on the

CO-OPERATIVE EDUCATION PROGRAM

SEPTEMBER, 1995

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SUMMARY

Since its inception six years ago, the UCC Co-operative Education Program has made substantial inroads into the fabric of the institution, establishing six Co-op options in that period. But Co-op's initial phase is now over, and it faces the twin challenges of expanding and increasing efficiency in the context of decreasing Federal grants and the exigencies of funding that beset the whole institution.

This review found that the Co-operative Education Department has much to be proud of: its annually rising student placement numbers; the excellent rapport that the program and its co-ordinators enjoy with employers throughout and beyond British Columbia; the high regard in which faculty in the participating programs—Computer Systems: Operations and Management, Electronics, and Natural Resource Science—hold the Co-op Program; and the impact that the introduction of Co-op options has had on application rates in those programs—testimony to the fact that Co-op is perceived by its clientele as a quality, "value-added" mode of education.

At the same time, this review identifies some structural and operational details that need to be addressed to allow for growth and improved productivity. Principal among these are a revision of the program's mission statement, creation of a vision of where the program will be in five years' time, and development of a strategic plan to realize that goal. Communication and collaboration with intersecting departments such as Public Relations, Counselling, and Financial Aid and Awards need to be maintained. Data recording priorities need to be revised, reporting procedures standardized, and departmental policies encoded in appropriate manuals. Budgetary controls need to be clarified and followed, and a full review of the whole Co-op Education Program, including the BNRS option which was excluded in this iteration, undertaken in five years' time.

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**CO-OPERATIVE EDUCATION
PROGRAM REVIEW**

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The Co-operative Education Program Review Report is largely the result of the deliberations of two program review committees: Computer Systems: Operations and Management, and Electronics. Members of these two committees are listed below:

CSOM PROGRAM REVIEW COMMITTEE:

COMMITTEE CHAIR

Dan O'Reilly,
Instructor, Philosophy

ASSISTANT CHAIR

Ted Wykes,
Instructor, Events & Conventions

EXTERNAL REPRESENTATIVES

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Manager, Information Systems, Weyerhaeuser

Kate Ross,
Executive Director,
Co-op Education, Camosun College

RESOURCE PERSONS

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Co-ordinator CSOM

Carole Hebden,
Manager, Co-operative Education

DIVISIONAL DEAN

Richard Oleson,
Dean, Business Computing & Mathematics

ELECTRONICS PROGRAM REVIEW COMMITTEE:

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John Bratton
Chairperson, Management and Marketing

ASSISTANT CHAIR

Dennis Morin
Instructor, Carpentry

EXTERNAL REPRESENTATIVES

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Manager,
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Pat Muldoon
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Larry Xiong
Research Analyst

DATA ENTRY

Liv Andrew
Institutional Research Clerk

CHRONOLOGY OF 1994-95 CO-OPERATIVE EDUCATION PROGRAM REVIEW

The Co-operative Education Program Review was started on August 26, 1994, with requests for historical and contextual data from Carole Hebden, then Manager, Co-operative Education. The review was initiated in conjunction with those of two other programs, Computer Systems: Operations and Management (CSOM) and Electronics, both of which have a Co-operative Education option, on the grounds that it would be desirable to draw comparisons between Co-op and Non-Co-op students and graduates, and that amalgamation of the data collection for Co-op Education and the other two instructional programs would be more efficient than doing each separately.

Meetings to discuss questionnaire design were held between Carole Hebden and Institutional Research on September 1, October 5, 13 and 21, and November 17 and 24. The questionnaire-design phase took longer than normal because it entailed constructing instruments that would elicit two sets of data--in this case, one on CSOM and the other on Co-op. A further complication was that data collection for the Electronics Program Review, which was supposed to run in lockstep with the CSOM/Co-op Review, was not completed until March 1995.

The CSOM/Co-op questionnaire surveys were completed in the period between October 17 and December 20, 1994. CSOM faculty were surveyed on October 17; Employers of CSOM Co-op work placement students on October 18, with second mailings on November 15 and telephone follow-up by December 15; CSOM Advisory Committee members on October 20, with second contact on November 17; CSOM former students on October 25, with further contact on November 14, and telephone follow-up between November 28 and December 15; and CSOM second year students on November 22. Co-operative Education co-ordinators and staff were surveyed on December 1 and focus-grouped on December 5.

The CSOM Program Evaluation Committee met on January 19 and 20, 1995, to review the data. Co-op Education was represented on this committee by Carole Hebden, then Manager, Co-op Education, and Kate Ross, Executive Director, Co-op Education, Camosun College, Victoria. In its report (March 21, 1995) the committee summarized questionnaire data on CSOM and its Co-op option, and made two sets of recommendations: one for CSOM itself, the other for Co-op Education. The intention was to validate the CSOM/Co-op findings against those of the Electronics Co-op program before finalizing the Co-op Education Recommendations.

Meanwhile, the Electronics/Co-op data collection, started on November 28, was completed on March 21. With minor modifications, the Electronics/Co-op instruments were the same as CSOM/Co-op's. Electronics second year students were surveyed on November 28, as were Electronics faculty. Electronics former students were surveyed on January 6, with a further mailing on January 27 and telephone contact between February 21 and 28; employers on January 16-18, with second contact on February 10, and telephone follow-up between February 21 and 28; and the remainder of the second year--the TCOM class that had just returned from its work term, and the first year CORE class--on January 23 and 24 respectively.

The Electronics Program Evaluation Committee met on April 26 and 27 to review Electronics data, and, as in the CSOM evaluation, Co-op Education interests were represented on the committee, this time by Kathie Bryenton, Co-op Education Co-ordinator for Electronics, and John Dobson, Manager, Electrical Plant, Newnes Machines, Salmon Arm, a Co-op placement employer. Three additional recommendations on Co-op Education emerged from this review, whose report appeared on May 30.

Institutional Research was tasked with synthesizing a draft report on Co-operative Education, drawing on the relevant data from the CSOM and Electronics programs' data collections and reports, and cross-checking Co-op related recommendations from both reports against each other. The draft then was sent to UCC Co-op Education personnel and to Kate Ross at Camosun College for review before being finalized.

LIMITATIONS OF THIS REPORT

The following limitations should be noted in this report:

1. This report does not purport to be a comprehensive review of the Co-operative Education operation. It focuses substantially on the Electronics and CSOM options, but excludes data on Natural Resource Science, because there will be no graduates from that program until 1996, and on Commercial Transport Mechanic, where the Co-op option was discontinued in 1992.
2. Much of the questionnaire data was collected co-incidentally with, or as subsets of, data gathered for the Electronics and CSOM program reviews. Though such data are valid, they are not as extensive as they might be on Co-op Education itself; rather, the focus is on Co-op Education as an adjunct to Electronics and CSOM.
3. The data on placement numbers were not on record, and had to be manually reconstructed, sometimes from arcane sources. They are as good a record as can be expected under the circumstances, but may not be 100% reliable.
4. Contrary to common program review practice, this report was produced without a fully dedicated autonomous evaluation committee. It is the product of input and analysis by the CSOM Program Evaluation Committee (in January, 1995) and the Electronics Program Evaluation Committee (in April, 1995). Considerable additional analysis and synthesis was done by the UCC Office of Institutional Research and Planning and by Jennifer Young, who became Chairperson of Co-operative Education in May, 1995. Kate Ross, Executive Director, Co-operative Education, Camosun College, scrutinized the final draft of this report. But in spite of these quality control measures, the review process leading to this report was not as cohesive and integrated as is normally the case.

BACKGROUND

Co-operative Education was established at UCC in August, 1989, with Carole Hebden as its founding member and manager. Initially placed with the Applied Industrial Technology Division, Co-op Education started reporting to the Vice-President, Instruction's office in 1993, and then was re-routed to the Director of Student Services in 1994.

The first programs in which the Co-op option was offered were Commercial Vehicle Mechanic (COMM) (1990), Computer Systems: Operations and Management (CSOM), Computer Automated Systems Technician (CAST), and Computer Systems Technician (CTEC) (1991). These, and later Co-op offerings, were supported initially by federal funding which diminished on a sliding scale as the institution gradually assumed responsibility for Co-op costs.

In 1990 another Co-op Co-ordinator was hired to develop work placements for the two Electronics programs, CAST and CTEC, and for its sibling, Telecommunications (TCOM), which made its debut as a Co-op program in 1992. In that year, the Commercial Vehicle Mechanic program withdrew from Co-op Education and an additional Co-ordinator was hired to create and supervise placements for the Bachelor of Natural Resource Science (BNRS) program. First placements in this program occurred the following year. Further Co-op opportunities have been explored with the English Department (Applied Writing), and with the Computer Aided Design and Drafting (CADD), Accounting Technician (ACCT) and Professional Cook Training (COOK) programs, but none has borne fruit.

Several other B.C. colleges offer Co-op options in computer science or computer information systems, but UCC's Electronics Co-op option is the only one offered at technician level in B.C.

FUNDING:

Co-op Education receives funding from three sources:

1. Federal funding from Human Resources Development Canada.

One grant is currently running: BNRS, which expires in August, 1997.

The federal grant for CSOM expired in August, 1994, and the CAST/CTEC grant in August, 1995.

No proposals for new programming have been submitted for 1995 or 1996.

2. Co-operative Education Fund of B.C.

All UCC Co-op programs have received full five-year access to this provincial funding. UCC's allocation is based on its placement record. UCC commits monies received from this source entirely to wage-subsidies for Co-op employers. Any surplus is carried forward at year end. Allocations have been as follows:

1980/90:	\$11,000	1993/94:	\$37,900
1990/91:	\$11,000	1994/95:	\$50,900
1991/92:	\$33,970	1995/96:	\$82,133
1992/93:	\$35,100		

3. Fees:

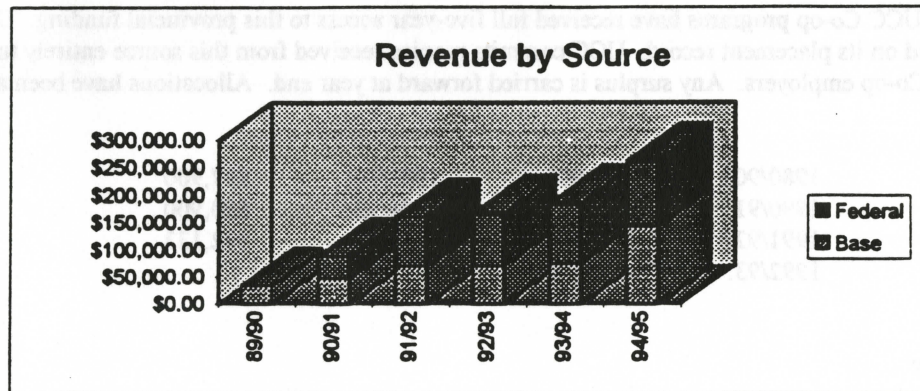
STUDENT CO-OP FEES

1990-91	32	X \$200 =	\$ 6,400.00
1991-92	62	X \$200 =	\$ 12,400.00
1992-93	61	X \$200 =	\$ 12,200.00
1993-94	130	X \$200 =	\$ 26,000.00
1994-95	180	X \$200 =	\$ 36,000.00

The operating budget for the last six years (1989-1994) is shown below. The rising proportion of the base budget contribution should be noted:

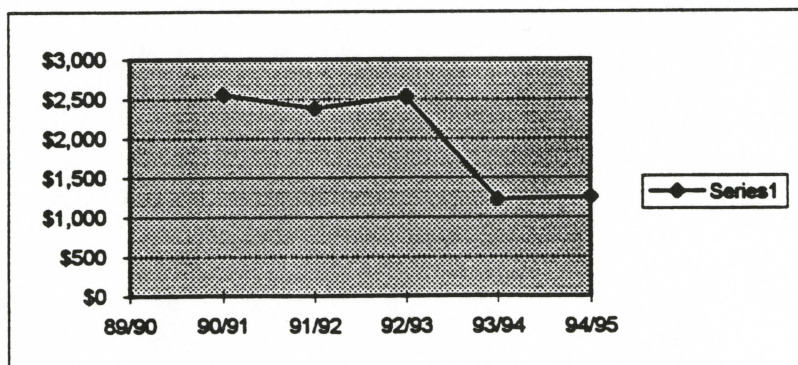
**UNIVERSITY COLLEGE OF THE CARIBOO
COOPERATIVE EDUCATION FINANCIAL SUMMARY
FOR FISCAL YEARS 1990-95**

	Revenue			Expenditure		
	Base	Federal	Total	Base	Federal	Total
89/90	\$34,399.00	\$0.00	\$34,399.00	\$34,399.00	\$0.00	\$34,399.00
90/91	\$48,475.03	\$39,666.66	\$88,141.69	\$48,475.03	\$39,666.66	\$88,141.69
91/92	\$69,782.00	\$90,405.67	\$160,187.67	\$69,782.00	\$90,405.67	\$160,187.67
92/93	\$71,812.00	\$94,855.00	\$166,667.00	\$71,812.00	\$94,855.00	\$166,667.00
93/94	\$76,092.00	\$108,977.00	\$185,069.00	\$76,092.00	\$108,977.00	\$185,069.00
94/95	\$142,899.49	\$118,433.46	\$261,332.95	\$142,899.49	\$118,433.46	\$261,332.95



The cost per student placement is graphed below. After an expensive start (1990-93), costs have dropped dramatically in the last two years to a level that is close to the Provincial norm.

	Total Expenditure	Coop Fees	Placements	Cost per Placement
89/90	\$34,399	\$0	0	
90/91	\$88,141	\$6,400	32	\$2,554
91/92	\$160,187	\$12,400	62	\$2,384
92/93	\$166,667	\$12,200	61	\$2,532
93/94	\$185,069	\$26,000	130	\$1,224
94/95	\$261,332	\$36,000	180	\$1,252



ENTRANCE REQUIREMENTS, PROGRAM DEMAND, PLACEMENT RATES, ETC.

Entrance Requirements

CSOM and Electronics students must obtain and maintain a B- average (2.67 GPA in CSOM). BNRS students must obtain and maintain a 2.5 GPA or C+ average in all courses throughout the five-year program. All interested students must participate in mandatory Co-op seminars and, since September 1994, pay a \$50.00 application processing fee. Students who ultimately obtain work term placement pay \$200.00 for each four-month work term after they begin their placement. Though this fee is scheduled to rise to \$250.00 per work term in January, 1996, it will remain relatively modest in comparison with those levied by other Co-op institutions.

Demand

Once enrolled in their instructional program of choice, more students apply for the Co-op Education program than are placed in work terms. There are several reasons for this:

1. Some students place limitations upon their availability for work term employment by stipulating Kamloops jobs only or salary expectations that Co-op employment cannot meet. Some Electronics students reject work term openings because they feel they are better qualified than the job-level on offer.
2. Some students apply for Co-op but do not apply for any posted jobs.
3. Some employers post their work term positions with several Co-op institutions, including UCC, but hire from elsewhere.

Placements

A placement is defined as one student placed in a four-month work term. Placement projections are made each year before instructional programs begin. UCC Co-op placement numbers for 1990-94 are as follows:

	Program	Placements
05/90-08/90	COMM	13
	Total	13
09/90-08/91	CSOM	9
	COMM	15
	CAST	8
	Total	32
09/91-08/92	CSOM	26
	COMM	14
	CAST	13
	CTEC	9
	Total	62
09/92-08/93	CSOM	25
	CAST	11
	CTEC	18
	BNRS	7
	Total	61

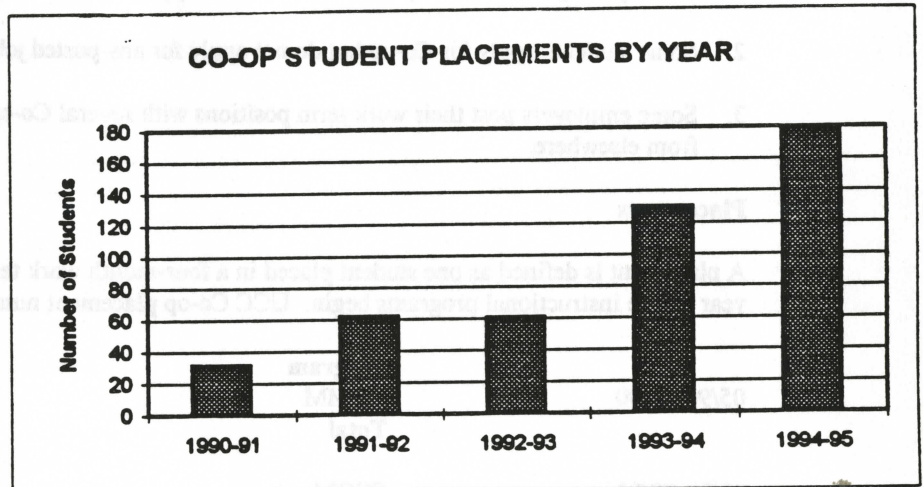
09/93-08/94	CSOM	37
	CAST	11
	CTEC	11
	BNRS	46
	TCOM	25
	Total	130

09/94-08/95	CSOM	41
	CAST	14
	CTEC	14
	BNRS	94
	TCOM	17
	Total	180

It is important to note that BNRS placements are exceeding expectations; they are a full year ahead of the projected schedule.

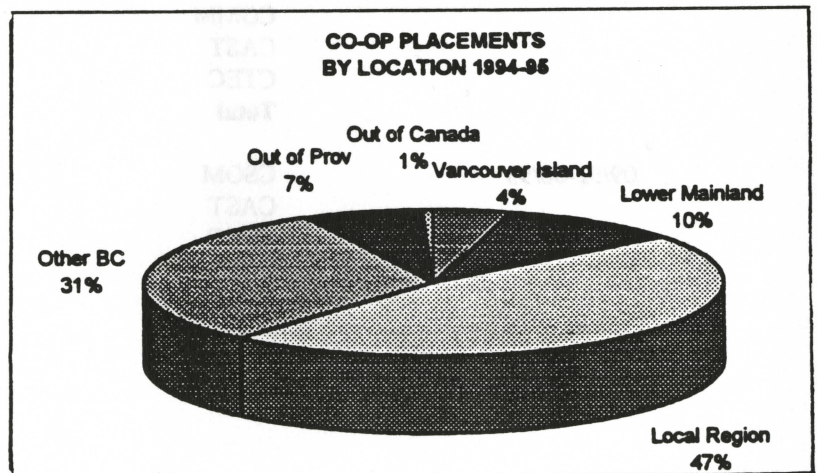
As can be seen in the following graph, placements have risen from 13 in 1989-90 to 180 in 1994/95.

STUDENT PLACEMENTS	
1990-91	32
1991-92	62
1992-93	61
1993-94	130
1994-95	180



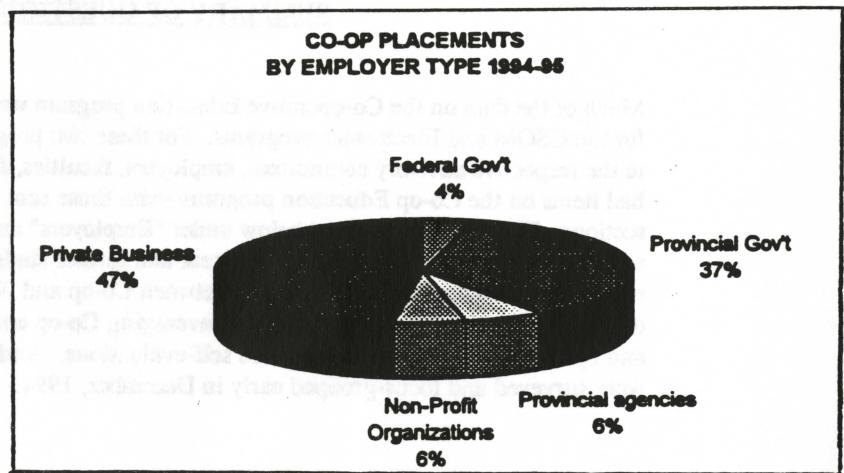
Co-op Employers locations are to be found all over Western Canada, with the majority in the UCC region (47%), followed by 31% in other parts of B.C. (excluding the Lower Mainland). In 1995, UCC had its first international work placement in Belize. 1994-95 distributions appear below:

Vancouver Island	8
Lower Mainland	18
Local Region	85
Other BC	56
Out of Prov	12
Out of Canada	1



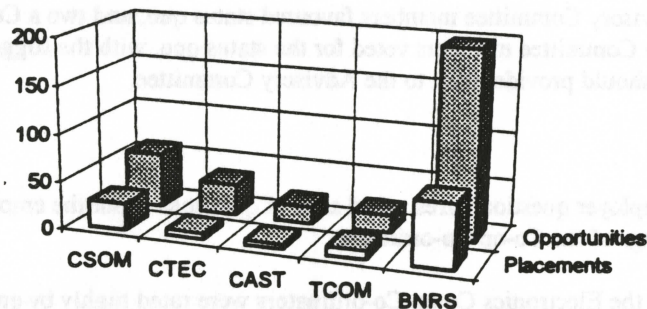
The distribution of placements by employer type appears below:

EMPLOYER TYPE 1994-95	
Federal Gov't	7
Provincial Gov't	66
Provincial agencies	11
Non-Profit Organizations	10
Private Business	86



The following graph indicates the relationship of postings (opportunities) to actual placements. As can be seen, the ratio of postings to placements is almost 3:1 (325 : 114). This is because many job listings are multi-institutional postings, and taken by students from other institutions, and because not every posting is suitable for UCC students (see reasons cited under "Demand" above). The national Co-op standard for Co-op posting to placement ratio is 3:1.

Co-op Placements & Opportunities May-Sept. 1995



Employment Equity

Considerable time is spent supporting and placing members of equity-designated groups. For example, Co-op Education has been represented on the Women Do Math Conference Planning Committee and the Women in Trades and Technology (WITT) Advisory Committee. The BNRS program has a separate First Nations Advisory Committee on which Co-op is represented.

Graduate Employment Prospects

The market for Co-op graduates is very good. CSOM graduates are in steady demand, many of them parleying work term placements into steady jobs upon graduation. In Electronics, TCOM graduates are the most sought-after, followed by CTEC. CAST graduate placements in training-related work tend to be slower because of the absence of heavy concentrations of automated process control operated industries in the B.C. Interior. Although no BNRS students have graduated, placement numbers indicate that they will be much in demand by government and environmental agencies. For further information on graduate employment rates, see the Computer Systems: Operations and Management Program Review Report (March 1995) and the Electronics Program Review Report (May 1995).

SUMMARY OF QUESTIONNAIRE RESPONSES

Much of the data on the Co-operative Education program was gathered from questionnaires primarily designed for the CSOM and Electronics programs. For these two programs, a total of ten questionnaires was administered to the respective advisory committees, employers, faculties, former students and current students. All of them had items on the Co-op Education program--with those sent to employers and faculty containing extensive sections. The data summarized below under "Employers" and "Faculty" are drawn from these sources. In addition, "Co-op" and "Non-Co-op" current and former student questionnaires allowed cross-tabulation of responses and comparisons to be made between Co-op and Non-Co-op student ratings of several items. Further data were obtained by summarizing and averaging Co-op employers' evaluations of Co-op placement students and by comparing them with student's self-evaluations. And finally, Co-op Co-ordinators and secretarial staff were surveyed and focus-grouped early in December, 1994.

1. Advisory Committees

Both Electronics and CSOM Advisory Committee members were asked whether Co-op Education should have:

- a) a separate advisory committee;
- b) sub-committees reporting to the plenary advisory committees in CSOM and Electronics;
- c) status quo, e.g. Co-op Education liaison with CSOM and Electronics Advisory Committees, as at present.

Four Electronics Advisory Committee members favoured status quo, and two a Co-op sub-committee; all five CSOM Advisory Committee members voted for the status quo, with the suggestion that the CSOM Co-op Co-ordinator should provide input to the Advisory Committee.

2. Employers

Section D of both employer questionnaires asked a set of questions about the employers' involvement in Co-op and their ratings of the Co-op Co-ordinator.

Both the CSOM and the Electronics Co-op Co-ordinators were rated highly by employers on accessibility, provision of information about Co-op, knowledge of job skills and requirements, and ability to match students to appropriate placements. All ratings were above 3.71 on a 5-point scale (where 5 equals "very satisfied" and 1 equals "very dissatisfied"), and the majority were above 4.00.

Site visitations and student evaluation procedures also received high ratings; only two items fell below 3.50 on the 5-point rating scale: employers' preference for UCC students over those from other institutions (CSOM, 3.29, Electronics, 3.30), and from Electronics employers, a rating of 3.44 for the level of preparation of students entering work term placements. Further probing of this item revealed an employers' perception that Electronics students entering their first work term straight out of the Electronics CORE program were not as well prepared as some employers wanted them to be.

Section B of the Employers' questionnaire yielded useful comparative employer ratings of Co-op and Non-Co-op graduates. Of 55 CSOM graduates reported in employment, 33 were identified as Co-op graduates and 22 as Non-Co-op. Of 46 Electronics graduates, 16 were Co-op and 30 Non-Co-op. Thus the ratios were approximately 3:2 Co-op in CSOM and 1:2 in Electronics.

In general, both sets of employers rated Co-op graduates slightly—but not statistically significantly—higher than Non-Co-op graduates on 17 behaviours and learning outcomes. Only in the areas of willingness to learn new concepts, judgement, and math and computational skills did CSOM conventional graduates out-score Co-op graduates, and then just minimally. In all other areas—interpersonal skills; oral communication skills; writing skills; theoretical knowledge; practical/technical skills; initiative; quantity and quality of work; willingness to assume responsibility; problem-solving skills; ability to take direction; work habits; diligence; and adaptability to change—both Co-op and Non-Co-op graduates were the same, or Co-op grads had the slight edge. In Electronics, Non-Co-op graduates were rated better than Co-op graduates in only four areas: willingness to learn new concepts; adaptability to change; and quantity and quality of work.

Overall, CSOM Co-op graduates were deemed better prepared to job-entry standard than Electronics Co-op graduates: of 25 CSOM employers responding to this item, 23 endorsed CSOM job-entry preparation and only two were negative, whereas of 21 Electronics employer respondents, 13 were affirmative and eight negative.

3. Faculty

Both Electronics and CSOM faculty were asked a series of questions about their respective Co-op Co-ordinator's accessibility; about knowledge of Co-op procedures, work term evaluation and job opportunities for students; and about work term sequence and the appropriate matching of work term placement skill levels. Both Co-ordinators were highly rated on accessibility and procedural and assessment knowledge, but the Electronics Co-ordinator scored less (3.14) than the CSOM Co-ordinator (4.50) on knowledge of the job opportunities. Electronics faculty also seemed less than satisfied with the work term sequence (3.14) and the match of job placements to student skills. This perception may correlate with the perceptions of some employers, who felt that Electronics students were not work-ready at the end of their first year.

Asked to rate the same 17 graduate behaviours and learning outcomes as employers had done, Electronics faculty were somewhat more critical. In three areas—oral communication skills (3.43), written communication skills (3.29) and math and computational skills (2.73), the ratings dropped below 3.50 on a 5-point scale (where 5 equals "very satisfied" and 1 equals "very dissatisfied"). On the whole, however, Electronics faculty rated Co-op graduates' behaviours and skills higher than those of Non-Co-op graduates.

CSOM faculty, faced with the same task, rated CSOM Co-op graduates on average 0.3 higher than Non-Co-op graduates over the 17 items (4.31 to 4.01). This is statistically insignificant; what is of note, however, is the high regard in which CSOM faculty hold the skill-levels of ALL their graduating students.

4. Former Students

Although the bulk of the questionnaires sent to the Electronics and CSOM former students (1989-1994) was concerned with on-campus instruction, both sets of students were asked to indicate whether they were Co-op graduates, and if they were not, why they had not taken that option.

Of a total of 53 responding former Electronics students, 21 were Co-op graduates, 24 Non-Co-op graduates, and eight failed to indicate either. The main reason for not taking Co-op was that it was not available when students were in the program, i.e. prior to May, 1991. The next two most common reasons were "salary too low" (4 mentions), followed by "family obligations" and "already had a job" (3 mentions each).

Among CSOM former students, the main reasons (apart from unavailability of the Co-op option at the time they took the program) were "placement job description" and "family obligations" (4 mentions each). Eighteen (42%) of the 43 respondents were Co-op graduates, while 25 (58%) were conventional students. There was little significant variance between Co-op and Non-Co-op former students' assessment of the 24 program attributes listed below.

CSOM Former Students Survey Results Assessment by Program Type

Item	Non-Coop		Co-op		Item Description
	Mean	Valid N	Mean	Valid N	
Q13	3.91	22	3.53		17 effectiveness of prgm orientation
Q14	3.16	25	3.17		18 overall workload
Q15	3.64	25	3.28		18 faculty provided info on job opps
Q16	4.12	25	3.78		18 effectiveness in developing postive atti
Q17	3.72	25	3.89		18 employment preparation
Q18	3.88	25	3.33		18 satisfaction w/ the instruction
Q19	4.08	25	3.61		18 promoting professional conduct
Q20	3.8	25	3.33		18 promoting verbal communication skills
Q21	3.68	25	3.44		18 promoting written communication skills
Q22	3.88	25	3.41		17 promoting interpersonal skills
Q23	3.8	25	3.83		18 promoting aplication-based skills
Q24	3.92	25	3.5		18 expectations clearly specified
Q25	4.04	25	3.88		17 adequacy of course outlines
Q26	4.04	25	3.78		18 variety of learning activities
Q27	3.68	25	3.0		18 quality of the texts & printed materials
Q28	3.84	25	3.44		18 use of A/V materials
Q29	4.2	25	3.39		18 availability of instructors outside clas
Q30	4.28	25	4.06		18 relevance of assignments
Q31	3.92	25	3.39		18 appropriateness of methods of evaluation
Q32	3.96	25	2.94		18 fairness & consistency of marking
Q33	3.96	25	3.61		18 sufficient opp to apply theory
Q34	4.44	25	4.11		18 this program challenged me
Q35	3.2	25	3.67		18 UCC facilities for instruction were adeq
Q36	2.88	25	3.44		18 UCC supplies and equipment were adequate

Electronics Former Students Survey Results **Assessment by Program Type**

Non-Co-op			Co-op		Item Description
Item	Mean	Valid N	Mean	Valid N	
Q13	4	19	3.75	20	effectiveness of prgm orientation
Q14	3.83	24	3.76	21	overall workload
Q15	2.78	23	3.14	21	faculty provided info on job opps
Q16	3.09	23	3.38	21	effectiveness in developing postive atti
Q17	3.83	24	4.29	21	employment preparation
Q18	3.79	24	4.14	21	satisfaction w/ the instruction
Q19	3.54	24	3.81	21	promoting professional conduct
Q20	3.29	24	3.29	21	promoting verbal communication skills
Q21	3.42	24	3.76	21	promoting written communication skills
Q22	3.58	24	3.86	21	promoting interpersonal skills
Q23	3.96	24	4.38	21	promoting aplication-based skills
Q24	4.17	24	3.71	21	expectations clearly specified
Q25	4.21	24	4.14	21	adequacy of course outlines
Q26	3.75	24	4.1	21	variety of learning activities
Q27	3.67	24	3.62	21	quality of the texts & printed materials
Q28	3.61	23	3.76	21	use of AV materials
Q29	3.83	23	3.71	21	availability of instructors outside clas
Q30	4.25	24	4.19	21	relevance of assignments
Q31	3.75	24	3.86	21	appropriateness of methods of evaluation
Q32	3.87	24	3.71	21	fairness & consistency of marking
Q33	4.12	24	4.29	21	sufficient opp to apply theory
Q34	4.12	24	4.57	21	this program challenged me
Q35	3.25	24	3.52	21	UCC facilities for instruction were adeq
Q36	3.04	24	3.57	21	UCC supplies and equipment were adequate

5. Current Students

Of a total of 78 current Electronics students at year 1 and year 2 level, 62 indicated that they already were in Co-op or intended to enrol. Among the 16 Non-Co-op students, the most common reasons for not being in Co-op were "salary too low" (6 mentions) and "job placement too distant" (4 mentions).

Only three students out of 17 in the second year CSOM class were Non-Co-op, and their reasons varied from being on a student visa (and believing she was thus ineligible) to failing to obtain a second work term placement.

6. Employers' Evaluations and Students' Self-Evaluations

Co-op Placement Employers' evaluations of Electronics and CSOM placement students between 1991 and 1994 were averaged and compared to averaged Co-op student self-evaluations to determine whether there was any significant variation. As the following tables show, there was no remarkable divergence, and the exercise as a whole was less than satisfactory because there was no consistency between the rating scale used on the Employer's Evaluation form and that used on the Student Self-Evaluation form. Both the CSOM and the Electronics Program Review Committees noted that this should be rectified.

(Note that in the CSOM table the scale is either 5 to 1, 4 to 1 or 3 to 1, with the higher numerals indicating excellence and the 1's indicating unacceptable performance, whereas in the Electronics table, the scale is reversed, with 1 being "excellent" and the higher numerals indicating progressively lower levels of performance.)

Average Ratings in CSOM Co-op Program Evaluations
Employer's Evaluation and Co-op Student Self-Evaluation

	Employer Mean Rating	Co-op Student Mean Rating	Rating Range
Attitude-at work	4.2	4.2	5 ... 1
Oral communication	2.5	2.5	3 ... 1
Written communication	2.6	2.5	3 ... 1
Initiative	4.5	N/A	5 ... 1
Sense of responsibility	3.3	3.2	4 ... 1
Technical proficiency	2.4	N/A	3 ... 1
Organization/Planning	2.5	N/A	3 ... 1
Judgement	3.7	3.0	5 ... 1
Ability to learn	4.4	4.2	5 ... 1
Relation with others	4.4	4.4	5 ... 1
Quantity of work	3.9	3.7	5 ... 1
Quality of work	4.1	4.1	5 ... 1
Attendance	2.0	N/A	2 ... 1
Safety procedures	2.0	N/A	2 ... 1
Punctuality	2.0	N/A	2 ... 1
Grooming	2.0	N/A	2 ... 1
Rate your wk term exp.	N/A	3.7	4 ... 1
Rate your supervisor	N/A	3.7	4 ... 1
Overall Evaluation by Employee	3.7	N/A	4 ... 1

The evaluations were conducted by the Co-Op Education Centre at the end of each work term.

**Average Ratings in Electronics Co-op Program Evaluations
Employer's Evaluations and Co-op Self-Evaluation**

	CAST		CTEC		TCOM		Rating Range*
	Employer	Student	Employer	Student	Employer	Student	
	Mean	Mean	Mean	Mean	Mean	Mean	
Attitude-at work	2.06	2.13	2.00	1.95	2.10	2.00	1 ... 5
Oral communication	1.53	1.47	1.58	1.61	1.62	1.66	1 ... 3
Written communication	1.59	1.47	1.89	1.68	1.64	1.68	1 ... 3
Initiative	2.06	1.93	2.00	1.70	1.59	1.69	1 ... 5
Sense of responsibility	2.00	1.80	1.93	1.57	1.90	1.76	1 ... 4
Technical Proficiency	1.79	n/a	1.90	n/a	1.71	n/a	1 ... 3
Organization/Planning	1.68	n/a	1.50	n/a	1.45	n/a	1 ... 3
Judgement	2.24	2.33	2.41	2.04	2.38	2.21	1 ... 5
Ability to learn	1.82	2.07	1.95	1.78	1.55	2.07	1 ... 5
Relation with others	1.79	1.73	1.78	1.57	1.79	1.66	1 ... 5
Quantity of work	2.30	2.73	2.38	2.30	2.21	2.31	1 ... 5
Quality of work	1.88	2.27	2.00	1.96	1.97	2.17	1 ... 5
Attendance	1.03	n/a	1.00	n/a	1.03	n/a	1 ... 2
Safety procedures	1.00	n/a	1.03	n/a	1.00	n/a	1 ... 2
Punctuality	1.00	n/a	1.00	n/a	1.07	n/a	1 ... 2
Grooming	1.00	n/a	1.00	n/a	1.03	n/a	1 ... 2
Rate your wk term exp.	n/a	1.60	n/a	1.39	n/a	1.59	1 ... 4
Rate your supervisor	n/a	1.73	n/a	1.39	n/a	1.48	1 ... 4
Overall Evaluation by Employer	1.56	n/a	1.54	n/a	1.41	n/a	1 ... 4

The evaluations were conducted by the Co-op Education Centre at the end of each work term.

***In the rating ranges, "1" is the highest rating.**

7. Co-op Education Co-ordinators and Staff

Although all five members of the Co-op Education Department (the Manager, the two co-ordinators and the two secretaries) were surveyed on December 1, 1994, the responses were unusable as never more than two of the five respondents actually rated items on the questionnaire, the other three professing "no experience" or insufficient knowledge. One conclusion that may be drawn is that the non-response rate is in itself significant, and that Co-op staff need to be better informed on the running of their operation.

Much more useful was the two-hour focus group held with Co-op Co-ordinators and staff on December 5, 1994. Essentially the same items as were on the questionnaire were explored in some detail; a summary of the discussion appears as APPENDIX B at the end of this report.

STRENGTHS OF THE PROGRAM

The following strengths can be identified in the Co-op Education Program:

1. Initial Progress

The UCC Co-operative Education Program has been in existence for only six years and has been offering placements for only five years. In this brief time it has made substantial inroads into the instructional fabric of the institution, establishing co-op options in six programs. While its initial momentum is over, Co-op Education now has the know-how and the personnel to move into its second, more difficult phase: increasing its placement rates and integrating the co-op option into further programs.

2. Placement Numbers

From their beginnings of 13 student placements for the Commercial Vehicle Mechanic program in 1990, Co-op placements have risen steeply to 180 in the September 1994-August 1995 year. A substantial portion of this increase is BNRS placements, which have exceeded expectations. The challenge will be to maintain these rates, and to aim at reaching the provincial benchmark of 80 placements per Co-ordinator, or 200 placements per year for the 2.5 FTE UCC Co-op Education Co-ordinators.

3. Employer Ratings

Co-op employer ratings of Co-op placement students are uniformly high (see pages 12-13), indicating generally high levels of satisfaction with the type of students they are getting, and with their preparation and their adaptability. As well as the placement process, the Co-op Coordinators for CSOM and Electronics receive satisfactory to excellent ratings from employers on their accessibility, knowledge of job skills requirements and ability to match students to appropriate placements (see p. 8).

4. Faculty Ratings

Faculty ratings of the Co-op Education Program and the competencies of its co-ordinators were high for CSOM (p. 9) and only marginally lower for Electronics (see p. 9). Although BNRS faculty were not surveyed, in an interview (June 8, 1995) the BNRS Chairperson indicated the highest regard for the BNRS Co-op Coordinator's competencies and the vital role that Co-op Education plays in his program.

5. Impact on Instructional Programs

CSOM Program faculty and the CSOM Co-ordinator testify to the resuscitating effect that the introduction of the co-op option in 1991 has had on CSOM program demand. CSOM application figures for 1992 (53 applicants for 30 places), 1993 (71) and 1994 (64) substantiate this claim: in pre-Co-op days, there were barely enough applicants to fill the program—for example, 32 in 1985, 26 in 1986 and 30 in 1987. Likewise, BNRS's integration of Co-op from its inception has substantially increased its application rates: for Fall, 1995, for example, there were 80 applicants for 32 first year places, and for Fall, 1993, 77 applications—yielding percentage ratios of 250% and 241% of applications to places for those respective years.

AREAS OF CO-OP EDUCATION PROGRAM WHICH CAN BE IMPROVED
(WITH RECOMMENDATIONS)

The data suggest that the following issues pertaining to the Co-operative Education Department should be addressed:

1. Organizational Location and Direction

The history of Co-op Education at UCC suggests a lack of vision and clarity on where the department should be positioned and what its mandate should be. Initially part of the Applied Industrial Technology division (since 1989), the department was moved to the Vice-President, Instruction's office in 1993, and thence to Student Services in 1994. This may be the appropriate place for it in the UCC organization; most other B.C. College Co-op Education departments report to Student Services.

The Co-op Mission Statement reads as follows:

"The mission of UCC's Co-operative Education Centre is to extend classroom learning into the workplace by providing students with relevant, paid co-op opportunities. Guiding principles in approving co-op programs at UCC include an emphasis on quality over quantity and on programs that define UCC's uniqueness in the post-secondary education system."

The 1994-95 UCC Calendar (p. 27) describes the functions of Co-op as follows:

"The Co-operative Education Centre serves as the link between students, employers, and the instructional department responsible for the program. Co-operative Education Co-ordinators seek out appropriate employment opportunities and work closely with faculty to ensure that the students' jobs are related as closely as possible to the program content."

"Co-op Co-ordinators assist co-op students in all aspects of their job search including writing resumes and letters of application, developing job search strategies and preparing for interviews. They arrange interviews, finalize work placements and carry out on-site visits providing an assessment of the job and students' work."

While these paragraphs do justice to the operational reality of Co-op Education, more work appears to be needed on mission and goals. In this regard, the following recommendations are offered:

1a Mission Statement

Since that Co-op Education has found a permanent home, it can re-address its Mission Statement; it should emphasize the instructional nature of its function, and the functions of collaborating and co-operating with faculty in the development of new co-op options for instructional programs.

ACTION: CHAIRPERSON, CO-OP EDUCATION

1b Vision and Strategic Plan

With this revised Mission Statement in mind, the Co-op Education Department should establish its vision and goals for the end of the century and construct a five-year strategic plan to achieve those goals.

ACTION: CHAIRPERSON, CO-OP EDUCATION

1c Student Preparation Instruction

The Co-op Education Department should create a 1 or 1-1/2 credit course that would teach resumé writing, job interview and job readiness skills, and setting learning objectives for each work term. This course should also be available to non-Co-op students.

ACTION: CHAIRPERSON, CO-OP EDUCATION

1d Work Term Sequence

The Co-op Education Department should review existing work term sequences with the CSOM and Electronics faculties: in CSOM, to acknowledge the preponderance of Co-op students in that program; in Electronics, in recognition of the complaint registered by some placement employers and faculty about the level of preparation of Electronics students entering their first placements.

ACTION: CHAIRPERSON, CO-OP EDUCATION

2. Relations with Service Departments

Public Relations

While it has money budgeted for brochures—a marketing tool—Co-op Education has no communications strategy for disbursing these funds. This deficiency hampers collaboration with the Public Relations Department, which would like to highlight Co-op Education more effectively, but which lacks direction on how to. Accordingly, it is recommended that:

- 2a i Co-op Education, in concert with the Public Relations Department, develop a communications strategy for highlighting its successes.**

**ACTION: CHAIRPERSON, CO-OP EDUCATION;
ASSOCIATE DIRECTOR, PUBLIC RELATIONS
& PUBLICATIONS**

One way to raise the profile of Co-op Education among employers, potential students, the UCC community and the public is through the program brochures produced by the Public Relations Department. But during the CSOM Program Review, attention was drawn to the fact that the CSOM Co-op brochures will need updating in light of recent course changes and the upcoming CSOM curriculum review; during the Electronics Program Review, it was noted that the employers might misinterpret information in the Electronics Co-op brochure on levels of preparedness of first year Electronics students. In response to these concerns, it is recommended that:

- 2a ii The Co-op Education and Public Relations Departments consider producing less expensive brochures that are easier to update and that target specific clientele groups, such as potential students and employers.**

**ACTION: ASSOCIATE DIRECTOR,
PUBLIC RELATIONS & PUBLICATIONS;
CHAIRPERSON, CO-OP EDUCATION**

- 2a iii The Co-op Education Department revise and update its CSOM and Electronics brochures in light of changes and problems noted above.**

ACTION: CHAIRPERSON, CO-OP EDUCATION

Admissions and Records, Financial Aid and Awards, Advising and Athletics

Interviews with representatives of the Registry and associated service departments (February 1994) revealed a lack of firm understanding of what Co-op Education is and does. For example, in the Admissions and Records Departments, Co-op timelines and deadlines are not synchronized with normal Admissions and records timelines. Likewise, Co-op work terms were not initially recognized by some of these service departments as instructional semesters, causing confusion over student eligibility for financial awards and athletic scholarships. To remedy these problems, it is recommended that:

- 2b i** The Co-operative Education Department investigate the possibility of bringing its annual operational schedule in line with the regular UCC operational schedule for student admission, registration, payment of fees, etc. The Executive Director, Co-op Education, Camosun College, has offered assistance in this investigation.

ACTION: CHAIRPERSON, CO-OP EDUCATION

- 2b ii** Co-op Education hold an information workshop annually with the Academic Advisors, Financial Aid and Awards, and Admissions and Records personnel to explain the anomalies that Co-op Education students will bring to the policies and procedures of those departments, and to prepare personnel to deal with Co-op students.

ACTION: CHAIRPERSON, CO-OP EDUCATION

3. Data Gathering, Record Keeping, Data Utilization

It was noted that while the Co-op Education Department monitors and receives feedback from its students and their employers, the focus is on the placement period alone. For example, no data are available on why students are attracted to Co-op Education; these might be useful in recruiting further students. Likewise, systematic tracking of students throughout the whole Co-op experience to pin-point "crucial junctures" and points of exit was not being done. And while data were available on the placement experience, no follow-up was being done to determine graduate placement rates. Accordingly, it is recommended that:

- 3a** The Co-op Education Department review all its data gathering strategies and their *raisons d'être*, with a view to rationalizing data collection and collecting only data that will be used in aggregate form to trace trends and monitor department performance. The Chairperson, Co-op Education might be assisted by CSOM students, who might undertake as a class project the task of developing a data capturing and storage mechanism.

**ACTION: CHAIRPERSON, CO-OP EDUCATION;
CSOM CO-ORDINATOR**

- 3b** The Co-op Education Department review its Employer, Student Evaluation and Work Term Evaluation questionnaires with a view to standardizing the response scales on them.

ACTION: CHAIRPERSON, CO-OP EDUCATION

4. Co-op Placements

While the number of Co-op Education job placements is steadily increasing, it can always be improved. UCC needs to secure more placement opportunities outside the university-college region, for the region alone cannot absorb all UCC Co-op students, and from within existing and new Co-op programs.

- 4a** The Co-op Education Department should set as a goal increasing the number of placement opportunities for UCC Co-op students, and aim at reaching the provincial benchmark of 80 placements per year per Co-op Co-ordinator.

ACTION: CHAIRPERSON, CO-OP EDUCATION

5. Reporting Procedures

The Natural Resource Science Co-op Co-ordinator participates in NRS Department meetings, while the Electronics and CSOM Co-op Co-ordinators do not. Relations with Advisory Committees vary as well. It is recommended that:

- 5a All Co-op Education Co-ordinators become ex-officio members of their respective Program Advisory Committees.**

**ACTION: CHAIRPERSONS BNRS,
ELECTRONICS AND CSOM PROGRAM
ADVISORY COMMITTEES**

- 5b Co-op Education establish formal mechanisms for exchanging information with faculty in the instructional programs they serve. These may be via regular attendance at departmental or program faculty meetings, or via written annual or semester reports to the department chairperson or program co-ordinator.**

**ACTION: CO-OP EDUCATION CO-
ORDINATORS; CHAIRPERSON, BNRS;
CHAIRPERSON, ELECTRONICS AND
ELECTRICAL; CSOM CO-ORDINATOR**

6. Documentation of Policies and Procedures

Scrutiny of the policy and procedures manuals for Co-op Education revealed that the Co-op Student Handbook and the Co-op Employers' Handbook are in need of revision. A Co-op Co-ordinators' Handbook will also become a priority if the Co-op Education Department entertains aspirations to expand its scale of operations. It is therefore recommended that:

- 6a The Co-op Student Handbook and the Co-op Employers' Handbook be kept current;**

ACTION: CHAIRPERSON, CO-OP EDUCATION

- 6b In addition, Co-op Education should place high priority on developing a Co-op Co-ordinators' Handbook and a Co-op Secretarial Procedures Manual.**

ACTION: CHAIRPERSON, CO-OP EDUCATION

7. Budget

Three issues were identified under this heading: access to budget information by members of the Co-op Education Department; the longer term issue of diminishing Federal grants and the prospect of financial stasis by 1997; and the need for tighter fiscal controls on Co-op budget expenditures.

On the issue of access to budgetary information, the December 5, 1994 focus group revealed that Co-op Education Co-ordinators and staff are not aware of the Co-op Education budget. The recommendation here is that:

- 7a Co-op Co-ordinators and staff be provided with updates on non-salary items in the Co-op Education budget.**

ACTION: CHAIRPERSON, CO-OP EDUCATION

A more serious issue is the potential "drying up" of external funds. CSOM and TCOM (Telecommunications) are already totally in the base budget; CAST (Computer Automated Systems) and CTEC (Computer Maintenance Technician) run out of Federal monies in September, 1995; and the Natural Resource Science program's Federal grant expires in 1997. If Co-op Education wishes to avoid stasis, it therefore becomes imperative that it explore additional sources of funding to supplement its base budget and evaluate operational procedures to rationalize expenditure. It is therefore strongly recommended that:

- 7b The Co-op Education Department continue to explore Co-op funding possibilities elsewhere, and investigate new models of conducting its business.**

ACTION: CHAIRPERSON, CO-OP EDUCATION

As part of the research for the two program reviews, a careful analysis of the Co-op budget management system was made. Over the past several years, the Co-op office has been allowed to operate using deficit financing whereby at each year end a "top-up" has been required to balance the Co-op accounts. In addition, the accounting structure that has been previously used to track the Co-op budget has not accurately reflected the true nature of the Co-op operation.

- 7c Recommendation: The Chairperson of the Co-operative Education work with the Finance Department to restructure the Co-op account tracking system to more accurately reflect the operating parameters of the Co-op office.**

**ACTION: CHAIRPERSON, CO-OP EDUCATION;
DIRECTOR, FINANCE; BUDGET OFFICER**

8. Facilities

Two facilities-related issues were dealt with here: the immediate one of the health-hazard presented by Co-op Education's current location, House 8; and the issue of permanent relocation of Co-op Education to reflect its function in the UCC organization.

Co-op Co-ordinators testified to their poor health since moving to House 8 and their belief that this may be linked to the proximity of the Horticulture Pesticide Storage Shed. Complaints were also made about the lack of temperature control in House 8: in 1994, staff had to move their operating hours from 7:00 am to 2:00 pm in summer to avoid the heat of the day, and in winter the furnace was inadequate to heat the upper floor. Although a new furnace and central air system were installed in spring 1995, thus addressing the temperature control issue, the question of pesticide contamination still needs to be explored. Accordingly,

- 8a the Co-op Education Department should request that the Manager, Health & Safety, undertake a study to determine if toxic levels in and around House 8 are hazardous to human health.**

**ACTION: CHAIRPERSON, CO-OP EDUCATION;
MANAGER, HEALTH & SAFETY; DIRECTOR,
FACILITIES**

If such a study were to confirm the feeling of Co-op Education staff that their health is endangered, it would merely precipitate the relocation of Co-op Education elsewhere. Evidence was presented on the physical and symbolic marginalization of the current Co-op Education Department location, and on the cramped and confined conditions of that location. It seems appropriate, therefore, to recommend that:

- 8b Plans be made to relocate the Co-op Education Department in the retrofitted Block C during 1997, in such a way that it can create linkages with the UCC Graduate Placement Centre, or if the Graduate Placement Centre is to operate as a separate unit, can avail itself of the services provided by that operation.**

**ACTION: VICE-PRESIDENT,
ADMINISTRATION & FINANCE;
DIRECTOR, STUDENT SERVICES;
CHAIRPERSON, CO-OP EDUCATION;
DIRECTOR, FACILITIES**

9. Complete Co-op Program Review

As this review touches on only two of the three Co-op options at UCC,

- 9a it is recommended that a full review of the Co-operative Education Program, including the BNRS option and any new Co-op options developed in that period, be undertaken within five years.**

**ACTION: ASSOCIATE DIRECTOR,
INSTITUTIONAL RESEARCH AND PLANNING**

APPENDIX A

METHODOLOGY

Data were collected in the following ways:

1. Descriptive information on the Co-operative Education Program's history, objectives, mode of operation, budget, etc. was obtained from Carole Hebden, then Manager, Co-operative Education, in January 1995. Jennifer Young, Chairperson, Co-operative Education as of May, 1995, provided additional information. Financial data were made available by Gail Ellison, Business Analyst, Finance Division, and Cary Miggins, UCC Budget Officer.
2. Much of the opinion data on Co-operative Education was elicited from the survey questionnaires administered during the CSOM and Electronics Program Reviews (August 1994--March 1995). Items on Co-op Education were included in the Advisory Committee, employer, faculty, former student and current student questionnaires in both reviews, and extracted, analyzed and collated by the Office of Institutional Research and Planning.
3. Employers' and students' satisfaction ratings were aggregated from data provided by the Co-operative Education Department, and graphs on placement rates, employer type and ratio of postings to placements were created from Co-op data by Donna Taylor and Bernie Mahoney, Secretaries, Co-operative Education.
4. A focus group was held with members of the Co-operative Education Department (co-ordinators and secretaries) on December 5, 1994. A summary of the discussion appears in Appendix B.
5. The following people were interviewed as part of the review process:

Gary Hunt, Chairperson, Natural Resource Science
Cindi Thompson, Secretary, Counselling
Gwen Schaffer, Clerk, Admissions
Gail Ellison, Business Analyst, Finance
Cary Miggins, UCC Budget Officer
Jennifer Young, Chairperson, Co-operative Education
Carole Hebden, Co-ordinator, Co-operative Education

APPENDIX B

SUMMARY OF CO-OPERATIVE EDUCATION STAFF FOCUS GROUP MONDAY, DECEMBER 5, 1994

Facilitator: A. Watt

Participants: Donna Taylor, Bernie Mahoney, Co-op Education Secretaries;
Kathie Bryenton, Jennifer Young, Co-op Education Co-ordinators

STUDENT-ORIENTED ISSUES:

1. Advertising and Recruitment

Several front-end problems of the Co-operative Education Program stem from the ambiguity of its roles and functions at UCC. For example, although it is an instructional program, whose co-ordinators belong to the Faculty Association and teach the Pre-employment Curriculum, Co-op Education is part of the Student Services Division, with its Manager reporting to the Director of Student Services. Previously, in 1993-94, Co-op Education reported to the Vice-President, Instruction, and prior to that (1989-93) was part of the Applied Industrial Technology Division. Clearly, there is some confusion at UCC as to what Co-op Education's mandate is and to what organizational placement and reporting structure might best serve that mandate.

This confusion percolates down into advertising, recruitment and admissions. Co-op Education has no advertising budget and is therefore not responsible for its own advertising; that function is performed by Public Relations and Publications. Lack of linkages between departments and the absence of an integrated approach, however, have resulted in the Admissions and Counselling/Advising Departments having no Co-op Education brochures available for prospective students. This is poor front-end management. As well, contact with Academic Advisors, who alert students to education career-paths, is at present non-existent (though this may improve as Co-op Education becomes an integral part of Student Services). It was agreed that measures need to be taken to integrate Co-op Education into Student Services (if that is where it is to be), that front-end interdepartmental linkages must be improved, and that serious senior level Executive thought should be given to the place and function of Co-op Education in the UCC organizational structure.

2. Admissions Requirements and Procedures

Co-op Education admissions requirements are viewed as sufficiently rigorous: maintenance of a 2.5 GPA or C+ in all Bachelor of Natural Resource Science courses throughout the five-year program; of a 2.67 GPA or B- average in first year CSOM; and of a B- average in first year Electronics.

3. Placements, Completions, Graduations:

Placements rates are seen as satisfactory; Co-op Education is sufficiently "elastic" to accommodate all co-op students requiring work terms.

Co-op staff have no sense of what Co-op completion and graduation rates are, nor how they relate to those of other programs. The National Co-op Survey was mentioned as a possible benchmark.

4. Employment Rates

Staff had no formal information on employment rates, only word-of-mouth feedback on individuals.

5. Satisfaction Levels of Students

Citing Student Self-Evaluations and Work Term Evaluations, staff felt that students were quite satisfied with the Co-op Education Program. There was a feeling, however, that more systematic aggregation of data on satisfaction levels, employment rates, graduations and work term completions would help provide "the big picture" and allow staff to monitor trends on an annual basis. A review of data collection targets and strategies, focusing on why the data are being collected and what use they will be put to, was suggested.

EMPLOYER-RELATED ISSUES:

6. Recruitment, Numbers

Employers are generally perceived as being as, if not more important than students in the Co-op Education Program as it is their needs that drive the number and frequency of student placements. Numbers of placements are satisfactory, although there is about 5%-7% attrition among placement employers: some don't pay their students, some don't employ the student satisfactorily, and some are just difficult to work with. Governmental agencies are the exception: most have budgets for Co-op student placements and policy on how students should be used during their work term.

7. Informedness

Co-op staff believe employers are well briefed on the Co-op program, on their responsibilities, and on work terms. Employers provide interim and summative evaluations on their student placements, which encourages them to keep on top of the student's performance.

8. Efficiencies

Staff were of the opinion that efficiencies exist in the recruitment and utilization of employers, but that there is sometimes an element of duplication among Co-op staff in contacting and liaising with the same employers (the phrase used was "parallel running"), which may be irritating to those employers. The problem arises, when it does, from insufficient intra-office integration and information-sharing among Co-op Co-ordinators.

INSTRUCTIONAL AND OTHER DEPARTMENTS:

9. Instructional Programs Offering Co-op Education

These programs are the Bachelor of Natural Resource Management, Electronics (Telecommunications, Computer Systems, and Computer Automated Systems Technician), and Computer Systems: Operations and Management. Co-op staff feel that relations between them and instructional staff on these programs are good.

Other Co-op options that have been or are still being explored are Computer Assisted Drafting and Design (CADD), and the Bachelor of Journalism. The Accounting Technician Program was at one point considering the Co-op option, but it is now attempting to implement a shorter work experience program.

10. Other Departments

a) Admissions and Records:

Co-op staff report elements of contention in communications, reporting structure, jurisdictional boundaries, personality, political and fiscal matters between them and Admissions and Records. The work term experience and the "in-out" pattern of Co-op students' education appear to pose problems for Admissions and Records staff.

b) Financial Aid and Awards:

Again, there are liaison and communication problems between Co-op Education and Financial Aid and Awards.

c) Student Services:

Two-way communication could be improved once again between Student Services, particularly the Academic Advisors, and Co-op Education. Co-op Education staff freely admitted that part of the problem lay with themselves, but did not miss the irony of having a lower profile with Student Services now that they are part of that division than they had when they were in Applied Industrial Technology.

Generally, the attitude of service departments to Co-op Education is perceived to be "bepuzzlement", and this lack of understanding is seen as detracting from the effectiveness of Co-op Education.

EXTERNAL:

11. Advisory Committees

The BNRS Advisory Committee is very dynamic, very active in curriculum review, and very receptive to input. The Chief Forester has apparently told UCC's President that this committee "works".

The Electronics Advisory Committee has been dormant for the last few years and was resurrected only in September 1994, with the appointment of a new slate. It is as yet an unknown quantity, and may not have the same quality of leadership as the BNRS committee does.

The idea of an umbrella Co-op Education Advisory Committee of eight or so members drawn on a proportional basis from participating programs (e.g. three Electronics reps., three from Natural Resources, and two from CSOM) (or two, two and one), with current Co-op student or recent Co-op grad representation, was mooted by Co-op Education staff.

INTERNAL:

12. Workload

Secretarial workload is determined by CUPE contract; the Co-op Co-ordinators put in about the same hours as a conscientious faculty member: 50 hours, rising to 70 at peak periods. Travel hours tend to drive up the workday average. Asked about their placement in the faculty bargaining unit, both Co-ordinators indicated that this was appropriate, given the instructional nature of Co-op.

13. Professional Development

The Manager, Co-op Education, is highly supportive of professional development for the secretaries. Because of their year-round responsibilities and contract stipulations, the Co-ordinators have only two weeks' (10 days') professional development. (The facilitator notes that Clause 11.3.2.1 of the 1994-96 Faculty Collective Agreement provides some guidance on how professional development activities are determined.)

14. Data Gathering, Record Keeping, Data Utilization

As mentioned in #5, there was a feeling that data-gathering targets and strategies need to be reviewed, that data have to be aggregated and used to monitor Co-op Education performance, and that the *raison d'être* for much of the current record keeping needs to be examined.

15. Instructional Duplication

Co-op staff allowed that some duplication of effort takes place in resumé writing and employment preparation among Co-op Education (pre-employment sessions), counselling (Jim Collingridge's resumé writing workshops) and the instructional departments (particularly CSOM, in which David Ranson teaches an extensive job search and resumé writing component in English 167; BNRS and Electronics do not cover such topics). Two suggestions were made: that Co-op Co-ordinators standardize their pre-employment session offerings; and that Co-ordinators discuss standardization with Jim Collingridge and David Ranson with a view to minimizing duplication and moving to standardization. It was also noted that such instruction might be centralized in a Graduate Placement Office, if UCC ever establishes one.

16. Policy and Procedural Documentation

There was animated agreement that the whole area of policy and procedure is urgently in need of attention. The Student Handbook is described as "obsolete" and "pathetic"; Kathie Bryenton and Jennifer Young have spent some professional development time rewriting parts of it, but it is still "under review" and in need of a full-scale rewrite. Also in need of development are an Employer Handbook and a Co-ordinator Handbook, especially if Co-op Education aspires to expansion.

17. Facilities

This item also elicited animation. The current location of Co-op Education, House 8, is uncomfortably hot in summer (staff had to start work at 7:00 am and finish at 2:00 pm to avoid the heat of the day) and cold in winter; student traffic is on occasion far too heavy for such a small area; and most important, House 8 is perceived as being not only physically but symbolically marginalized from the hub of the campus—much more than the AIT office ever was.

Suggested solutions to this predicament were:

- a) relocation of Co-op Education in the Main Building—this would also serve as a platform for the integration it so badly needs with other departments (see #1);
- b) relocation to shared quarters with the proposed Graduate Placement Office, when it materializes;
- c) bite the bullet and opt for total decentralization of the Co-op Education function after the Extension Programs model: i.e. attach a Co-ordinator to each of the divisions offering Co-op Education—one in Sciences, one in Applied Industrial Technology and one in Business, Computing and Mathematics; as long as a common data base was maintained, this would not be as radical an option as it might first seem.

18. Budget

Co-op staff had no idea what the Co-op Education budget is.

As a result of the study, there was a feeling that the study was not as thorough as it should have been. The study was not as thorough as it should have been. The study was not as thorough as it should have been.

Recommendations

The study found that the study was not as thorough as it should have been. The study was not as thorough as it should have been. The study was not as thorough as it should have been.

Conclusion

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References

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Appendix

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