

REPORT ON DEVELOPMENTS IN THE DIVISION OF
COOPERATIVE EDUCATION, 1979-1984

PREPARED FOR THE PERIODIC REVIEW REPORT TO THE
MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

AND

THE STATE EDUCATION DEPARTMENT EVALUATION

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Cooperative Education

I OVERVIEW OF COOPERATIVE EDUCATION AT LAGUARDIA

INTRODUCTION

LaGuardia Community College is a cooperative education institution. It has as its major premise the notion that learning takes place in many different settings -- both in and outside the classroom. Through its Cooperative Education Program, the college seeks to provide off-campus, non-classroom learning experiences. Cooperative education at LaGuardia is designed to help students determine their individual goals, and specifically to assist them in: 1) exploring various career options or confirming career plans; 2) applying classroom learning to real work situations; and 3) practicing or strengthening interpersonal or work-related technical skills.

The "co-op" experience is a 9 credit degree requirement for full-time day students. It is optional for evening students. In general, students take three 3-month internships -- field experiences. They combine these with internship seminars -- classes that relate academic skills and concepts to their work settings. The college tailors its idea of co-op, or "experiential" education, to its wide range of students and programs.

Most LaGuardia students, especially those who are full-time day students, normally spend their first two or three quarters studying on campus and then begin to alternate off-campus internship quarters with on-campus study quarters. They select internships from those developed by the cooperative education

staff. In the course of the basic two-year program, a student will go out on three internships. The co-op sequences are determined for each student individually depending on several criteria, including the availability of appropriate internships during any given quarter.

In three internship quarters, students accumulate nine months of valuable experience. Students are evaluated and receive a grade for their performance on each of their internships. For each successfully completed internship, students receive 3 credits, or a total of 9 credits toward the Associate Degree.

AN INDIVIDUALIZED PROGRAM OF PREPARATION AND PLACEMENT

Each student works closely with a co-op coordinator throughout his/her stay at the college. The co-op coordinator prepares the student for the program, advises him/her in the selection of each of the three internships, and helps him/her set objectives and assess what has been learned through the internship program.

Prior to the first internship, each student attends a preparatory course taught by a co-op coordinator. This "Co-op Prep" course helps students: 1) clarify the basic objectives, procedures, and requirements of the Co-op program; 2) identify life accomplishments and the personal skills one has developed; 3) identify the needs/values one seeks to satisfy through work and outside of work; 4) clarify ideas about careers they are considering or are currently in; 5) identify the basic components of a resume and prepare a resume summarizing accomplishments and qualifications; 6) formulate personal objectives for the first

internship, and make preliminary selections of those internships which will help achieve those objectives; 7) develop skills and techniques for successful employment interviewing; and 8) develop an understanding of the T.A.R. approach (see below) to learning.

When students are ready for their internships, they work closely with their co-op coordinators to select internships that meet their career, personal, and educational objectives. Once placed on internships, students are supervised by the employer and visited by the internship coordinator. Coordinators are available during the internship, should problems arise.

THE INTERNSHIP AS AN EDUCATIONAL EXPERIENCE

LaGuardia views the co-op internship as a central feature of its entire educational program. The internship offers the opportunity for meeting the college's objectives of personal growth and career development. The internship is also the vehicle for examining, practicing, or applying skills and knowledge learned initially in the classroom. Through its T.A.R. (Teaching, Application, Reinforcement) curricular strategy, the classroom is linked directly with the work experience, and thus makes both more meaningful to the student. The T.A.R. approach is integral to all curricula. Specifically, introductory courses teach certain concepts appropriate to their particular field; workbooks help the students apply these concepts during the course of their first internship; the concepts are discussed and reinforced in the internship seminar.

A distinctive educational component of LaGuardia's Cooperative Education Program is the internship seminar. This class, taken during the evening, concurrently with the field work experience, is designed to provide the educational bridge between the off-campus and on-campus experiences. It also permits students to discuss and compare their internship experiences with other students.

Specifically, the goals of the seminar are to: 1) maximize students' ability to learn from their internships; 2) aid students in relating the field experience to their career exploration and development; 3) help students relate the internship to previous classroom learning; and 4) provide the foundation and motivation for learning in subsequent courses.

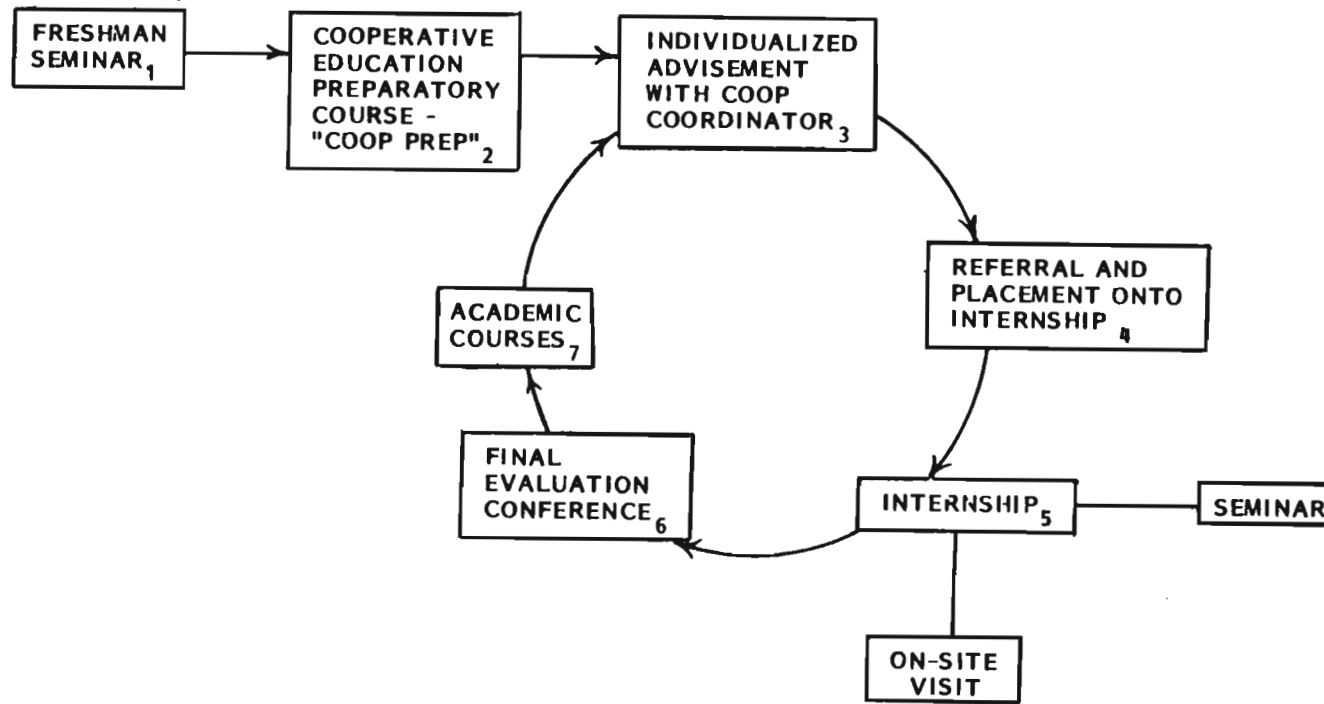
A sequence of seminars is offered to permit different perspectives on work experience. The first internship seminar specifically focuses on the T.A.R. approach, helping students to relate their internships to the concepts learned in the introductory courses in their programs of study. The first seminar also emphasizes helping students to clarify their personal values in the context of the internship and to examine the organizational structure and dynamics of the workplace. The second internship seminar is concerned with career opportunities within the different curricular areas and the realities of various career choices. The third seminar is an opportunity at an advanced level for examination of the application of classroom learning to specific practical situations.

A STATISTICAL PROFILE

LaGuardia students choose their internships from over 350 cooperating organizations. The internships are in the world of business and industry as well as in the public, nonprofit, and service areas.

The Division serves approximately 1300 students during any academic quarter. Of those some 300 are taking Coop Prep, approximately 500 students are placed onto internships and attend seminars, and 500 more are involved in the evaluation of their previous internship and/or preparation for their future internships. Approximately 95% of the students placed onto internships earn a salary, generating a gross income of \$4 - 4.5 million annually.

A breakdown of our internship placements indicates that approximately 90% of our Day Student internships are college developed and 10% are self-developed by students. The Extended Day profile is quite different indicating some 75% to be self-developed by the college. The Extended Day placement population makes up 10% of the total divisional placement population; this fact should be taken into account when analyzing the above percentages.



- 1 - This course orients students to LaGuardia's policies, procedures and programs. Taught by counseling Faculty.
- 2 - This course prepares students for their Cooperative Education experience. Sections are organized by academic area and taught by Coop Coordinators. Coordinator becomes Coop Advisor for all students in his/her Prep.
- 3 - Internship experience is planned around students personal and professional goals. This includes "getting to know" the student, timing of internships, objective setting, choosing of internships, establishing expectations and grading procedure for internship.
- 4 - Students are referred for interviews and placed upon successful completion of interviewing process.
- 5 - While on internships students are considered regular employees. They attend weekly evening seminars. The Coop Coordinator who placed the student visits the job site during the internship quarter.
- 6 - Student meets with coordinator to assess achievement of internship objectives, to review employer evaluations and seminar grade, and based on these receive a final grade.
- 7 - Generally students alternate study quarters with internship quarters.

The cycle of step 3 - 7 repeats for each of three internships.

II DEVELOPMENTS SINCE 1979-80

A. OVERVIEW OF DEVELOPMENTS

During the past five years the Division of Cooperative Education has continued to refine and further develop its model of career education. We have sought to improve the delivery of our program by further integrating the academic component into our experiential model, and through the standardization of our program components across all academic areas. Furthermore we have improved the methods by which we evaluate learning outcomes and program effectiveness. This has been accomplished through use of Management Information Systems and the development of specific evaluative instruments, criteria and procedures.

The Division has also sought to expand its relationships with the diverse populations it serves and with which it interacts. Employers, alternative student populations and academic faculty from other departments have been brought into a more active role in the division.

Throughout this period of continued development, we have not lost sight of our original philosophy and goal which remains paramount to the success of our program. We consider the cooperative education experience to be an extension of and compliment to the classroom experience, an opportunity to put into practice the technical skills and academic knowledge developed in the classroom, and a vehicle for the observation and reality testing of the extent to which academic concepts apply to the work environment.

B. CURRICULAR

Cooperative Education Preparatory Course ("Coop Prep")

The Coop Prep course is a prerequisite to the first internship experience. It is a course which assists students in researching career information, making career choices, planning internships, self assessment, resume writing, interviewing and understanding the world of work.

In the past the Coop Prep course was taught by numerous instructors utilizing a general outline and using a variety of their own curricular materials. As our resources grew and the other components of our program became more sophisticated, it became clear that a standardized text/curriculum would improve the educational impact of the course. A curriculum was developed incorporating session-by-session guidelines, and instructional and performance objectives. Texts were written for instructors and students; Instructors Guidelines, and Student Workbook. The materials are standardized across all academic areas.

In addition, through a Research Grant received from the Ford Foundation (see p. 233) certain chapters were revised to assist students in better utilizing career information resources and in planning their careers.

During these 5 years the Prep has undergone three revisions based on our systematic evaluation of student and instructor feedback.

Liberal Arts - Science Coop Prep

In order to address the special needs of the Liberal Arts A.S. degree students, a Liberal Arts - Science Coop Prep is now offered. The coordinator who teaches this course has become the official coordinator advisor for A.S. Liberal Arts students.

Mixed Major and Extended Day Coop Preps

In order to accommodate students who could not schedule Coop Prep during regular hours, weekend and evening preps were initiated. This arrangement especially meets the needs of extended day students.

T.A.R. Courses

The T.A.R. model - Teach, Apply, and Reinforce has been the pedagogical model by which coop has integrated the academic and cooperative education experiences. Students take T.A.R. seminars while on their internships, where they are asked to assess the applicability of select academic concepts to the workplace. These concepts are drawn from the introductory courses in each of the academic areas, applied/observed on the internship and reinforced in the internship seminar taken concurrently.

In the past five years the series of academic courses and related T.A.R. Coop Seminars have seen a complete revamping based on quarterly evaluations. Introductory T.A.R. Internship Seminars have been rewritten and revised and Advanced Seminars have been created in all academic areas. The following materials were developed through a coordinated effort between academic and cooperative education faculty.

a) Liberal Arts - Social Science Internship Seminar 1 - Self and Social Observation in the Workplace
In this seminar concepts from the social science areas of Anthropology, Sociology, Economics, Political Science, History and Psychology are reviewed and applied to the workplace. Students are introduced to these concepts in the T.A.R. course, Introduction to Social Science (see p. 197).

Liberal Arts - Social Science Advanced Seminar 3 - Application of Advanced Coursework to Reality

In this seminar the works of major philosophical theorists are reviewed and applied to the world of work. These works are first introduced to students in the Liberal Arts T.A.R. course - Humanism and Technology (see p. 198). Based on student and instructor feedback the course and seminar are currently being revised.

b) Accounting - Introductory Seminar 1 - Accounting Information Systems

In this seminar Accounting concepts such as documentation of transactions, recording and summarizing of transactions; interim accounting information; creation of an audited annual report, are applied to the internship worksite. This information is introduced to students in Principles of Accounting I and II (see p. 82-83).

Accounting - Advanced Seminar 3

In this course students analyze the Accounting Information System of the organization where they work as interns. (see p. 83)

c) Business Management - Introductory Seminar 1 Management Principles: Theory and Application

This seminar asks students to apply the concepts learned in the Principles of Management course to their internship organization. This includes concepts such as decision making, effective organization, informal groups, human motivation and leadership (see p. 81)

Business Management - Advanced Seminar 3 What do Managers Do - An Advanced Approach

In this seminar students take the same concepts used in Seminar 1 but analyze them in a more complex manner. (see p. 82)

d) Data Processing - Introductory Seminar 1 Application of D.P. Concepts in the Workplace.

This seminar focuses on a variety of general data processing related concepts and issues. It is currently in the revision process. Though the current materials are not related to an Introductory course the revised version is attempting to make this link.

Data Processing - Advanced Seminar 3: Data Processing

This seminar asks students to focus a systems analysis approach to the data information system in their internship organization. (see p. 97-98)

e) Secretarial Science - Introductory Seminar 1 - The Secretary in the Workplace

In this seminar students apply concepts such as human

motivation, organizational structure, ethics, communication, problem solving, and skills to their internship sites. Students are introduced to these concepts in the Office Techniques and Trends II course. (see p. 109)

Secretarial Science - Advanced Seminar 3 - Beyond the Typewriter

In this seminar students are asked to apply new concepts drawn from their advanced courses to their internships. (see p. 111)

f) Bilingual Education - Introductory Seminar 1

In this seminar students are asked to closely examine their roles in their internship organization, models of bilingual education, methods of eliciting support of bilingual programs, the theories of Piaget and B.F. Skinner and lesson planning. The concepts and issues here are introduced to students in Introduction to Bilingualism.

Internship Seminar #2 - Career Research

In the past, the second internship seminar asked students to explore career opportunities in their major area of study. Each syllabus was designed by the individual instructor. Recently through a Ford Foundation grant (see p. 233) the second seminar was revised. The new course entitled Career Research, is intended to provide students with the opportunity to systematically research their career field and understand the interplay of factors that affect their careers. The results of this research can assist students in planning their occupational

patterns and further their educational plans. A text was written to be used by instructors and students in all majors.

C. Policy Changes

Registration

1. Registration for the Coop Prep course now appears on students' transcripts. It utilizes a grading system of S-Satisfactory or U-Unsatisfactory.

2. Internships and accompanying seminars are now processed through the Registrar. Previously, only internships were registered this way; registration for seminars was handled within the Division. The new procedure uses a registration form which is completed by coordinators and brought to registration by students. This procedure allows the Registrar to generate rosters which are returned to the coordinators. This has been useful in that coordinators and administrators now have more accurate records of student enrollment. Also, registration for this course is now uniform with registration for other college courses.

3. The college's new computerized registration system has incorporated a message which informs registering students with 12-15 credits that they must take their Coop Prep course. This ensures that students begin their Coop sequence at appropriate times.

Update of Forms

1. A new internship registration form, Permission to Register, was developed to facilitate registration of students going out on internships and attending seminars. (See above.)

2. The Final Evaluation Grading Form was developed to replace the Credit and Planning Form. This Form is used as a contract between students and their coordinators specifying the objectives for their internship, the purpose of their seminars,

and the weight that each component of the grading process will carry. It is then used as a grading form during the Final Evaluation Conference at the end of the internship.

3. The External Referral Form was revised to be more useful to students and staff in referring students for internship interviews. This form was designed for use in a computer-based Management Information System.

4. The Employer Evaluation Form. This form has been revised to more accurately reflect career generic skill proficiencies as well as field related technical skills. The new form is also more useful as a planning tool than the previous one. This form was revised after a committee study of the evaluation process.

5. Staff Evaluation Forms were significantly changed. They have been modeled after the SIR forms used by the rest of the college. Three forms were developed to evaluate the Coop Advisor:

- a. Evaluation of Coop Prep
- b. Evaluation of Placement Process
- c. Evaluation of Final Evaluation Conference

The information from these forms is entered into a computer-based Management Information System.

6. Internship Development Activity Report. This new form is used for coordinators to report their weekly internship development activity. This allows the Division to:

- a. Monitor staff activity
- b. Avoid overlap of coordinators' internship development
- c. Better project the number of available internships for the following quarter.

Grading Policy

Through the use of the new Final Evaluation Form, the procedure for assigning internship grades has been improved. The new form is broken down into three grading categories:

- a. Seminar Objectives - 50%
- b. Employment Objectives]
- c. Personal Objectives] 50%

The overall Coop internship grade is assigned according to the above weights. Though the grading categories have not changed, the weighting and the form are new.

Exemption Credit (previously called Advanced Standing)

A new application procedure for Exemption Credit has been developed wherein students are required to examine their previous employment in terms of the TAR model. This involves a set of questions, specific to each academic area, which are drawn from the respective Introductory TAR Seminars. Two subsequent outcomes of this change are: (1) students must apply for Exemption Credit during the Coop Prep quarter, and (2) evaluation of the application is done by a single coordinator. These changes result from the fact that Exemption Credit is now viewed as replacing the TAR 1 experience and providing students with a "TAR in retrospect." This Exemption Credit procedure also applies to Extended Day students. The new procedure is effective for students taking Coop Prep as of Fall 1983. It is currently being piloted and will be reevaluated.

D. Interdepartmental/Divisional Articulation

Department Liaisons

During the past five years, liaison roles have been utilized to strengthen ties between the Coop Division and other departments in the College. A coordinator is assigned as liaison to each department. Specific outcomes have been:

1. Increased faculty involvement in internship development.
2. Participation of faculty in on-site internship visits.
3. Presentations by Coop faculty at academic department meetings.
4. Increased participation of faculty in simulated interviews.
5. Increased involvement of Coop faculty in academic curricular developments.
6. Visits by groups of faculty to selected internship companies for the purpose of updating faculty awareness of current trends in the marketplace.

Further information specific to each department can be found in the departmental sections of this book.

Involvement in Program Development

Coop has been increasingly involved in the development of new academic programs and curricula. Examples of this involvement are as follows:

1. Liberal Arts Program - With the development of the Liberal Arts Program, the role of the Division of Cooperative Education has been intensified. All new career patterns/concentrations must be accompanied by Coop internships relative to careers in those areas. An official "sign-off" by the Division must accompany each proposal before it is incorporated into the program.

Another example of Coop's input into the Liberal Arts program is its participation on the A.A. and A.S. Steering Committees. These committees monitor changes and developments within the program and, as members, Coop faculty have direct input.

2. Animal Health Technology - The general format for programs of this type uses an AHT practitioner to supervise its Coop component. We have broken with this tradition in the assignment of a Coop Coordinator to act as Coop advisor to AHT students. Though this action was originally viewed as questionable, the accrediting board, subsequent to their visit to LaGuardia, gave high praise to the notion of having a Coop practitioner handling the internship component rather than an AHT practitioner.
3. Allied Health Programs - In the development of many of the new Allied Health programs, the Coop Division has been instrumental in developing seminars and acting as Coop Advisors for interns. This relationship was established despite the fact that these programs handle their own cooperative education component.
4. Credit Management Option - This option resulted from a joint effort by the Department of Accounting/Managerial Studies and the Division of Cooperative Education in cooperation with the NY Institute of Credit and the major factors and banks from the credit industry.
5. School Food Service Management - Though this program is under the auspices of the Science Department, the Coop Division is responsible for a large proportion of the Coop experience. This program was developed as a collaborative effort between the Board of Education, the Municipal Employees Union DC 37, and LaGuardia as a method for

school food service employees to further their education to qualify for promotions and improve their skills. These students use their jobs as internships. The Coop Division is responsible for registering students for their internships, advising them and developing learning objectives for their internships, visiting their work sites and meeting with their supervisors, running their seminars and conducting the Final Evaluation and Grading Conferences.

6. Feasibility Studies - The Division conducts feasibility studies to determine the job outlooks for any new programs of study being proposed at the College.

The Division of Cooperative Education remains active in supporting new program developments by the continued creation and monitoring of internships relative to new areas.

E. Administrative Advances

1. Management Information Systems (MIS)

During the past five years, the Division has entered a phase of computerization. The purchase and subsequent updating of hardware systems has allowed the Division to improve and increase its administrative capacities. For example:

- a. Records of student placements, coordinator's student workloads, internship development, internship cataloguing and other pertinent administrative data are now maintained on computer discs.
- b. Regular reports are generated for administrators and coordinators. These reports provide information on staff, students, and internships.
- c. Clerical services such as address lists, mailing labels, letter composition, etc. are now facilitated through the word processing capabilities of the MIS.
- d. The data from the Employer Evaluation Form is tabulated and grouped by categories such as academic majors and job performance. This allows the Division to evaluate the success of students' performance in specific areas.

2. Internship Opportunities Catalog

A new system for cataloguing, classifying and cross-referencing internships was developed utilizing the capacities of a word processor. To begin with, categories for organizing internships were redefined to better reflect academic and career areas as opposed to the previous system which was based on career/business categories. This enabled students to more easily locate internships relevant to their field of study. The new system incorporated cross-referencing of categories which could be printed as lists for referral. It also allowed for the printing of an alphabetized Employer Index. Students, coordinators, faculty, and employers all benefit from these improvements which enabled the catalog to be used with a greater degree of ease and

efficiency. (Also see p. 199.)

3. Coordinator "Team" Structure

In the past, coordinators were assigned to one of two administratively supervised teams based on the group of students they advised. There were the Technical (Accounting, Secretarial Science and Data Processing) and Liberal Arts/Business Management (Liberal Arts, Business Management, Bilingual Education) Teams. The new team structure contains five teams: Accounting, Business Management, Liberal Arts, Data Processing, and Secretarial Science.

The impetus for this change resulted from a reorganization of the higher administrative structure of the Division. (See No. 5 below.) This change is two years old and its results are being evaluated presently.

4. Committee Structure

Divisional Committees are constantly being restructured to address changing needs and directions in the Division.

5. Upper Administrative Restructuring

In the past, the Division was divided into two teams of Coordinators. (See No. 3 above.) Each team was headed by a team leader. When the "Technical" Team Leader was advanced to a Dean's position, the team structure changed.

The leader of the Liberal Arts/Business Management Team assumed the position of Administrative Director, responsible for all coordinators. The new Dean's position oversees Professional Development and Employer Relations.

F. Attempts to Reach Increased/New Student Populations

The Division of Cooperative Education has continually sought to reach a variety of student populations. Several of these attempts have been funded by grants (see Part II, Section I), e.g., Grant for Disabled Students and the Displaced Homemaker Grant. The needs of bilingual students have been addressed by the addition of a full-time bilingual coordinator who teaches a combined Liberal Arts-Bilingual Prep. Our attempts to reach adult and Extended Day students have resulted in the creation of weekend and evening Coop Prep sections, the assignment of Extended Day students to all coordinators by academic area rather than having them all assigned to one advisor (this increases the likelihood of successful placement of Extended Day students on internships), and the provision for Extended Day Exemption Credit for previous work experiences.

Special attempts are made to recruit Extended Day students in the Coop program. For example, a member of the Coop faculty now attends Extended Day freshman orientation to inform students about Coop. A brochure was developed on Coop and the Extended Day student, which is distributed to new and potential students, and a slide presentation on Extended Day students and Coop was developed.

The Division has also worked with a variety of academic departments to provide specialized seminars and workshops for particular groups, e.g., Food Service students, and Greek Bilingual Data Processing.

G. Special Projects (Grant-funded projects covered separately)

Employer Reception - As part of LaGuardia's Tenth Anniversary celebration, the Division hosted a reception and awards presentation for internship employers who have demonstrated a long term commitment to the College. 150 employers participated and 50 awards were presented.

Cooperative Times - This is an informational bulletin in newspaper format which is circulated to faculty and employers, and used for public relations purposes. The range of topics is broad, including such items as special interest articles, listing of students who found permanent positions with their internship employers,

information about employers, professional staff profiles, and updates of activities within the Division.

International Exchange Program - The Division of Cooperative Education sponsors an International Exchange Program to provide students with the opportunity to understand on a first-hand basis other countries' economic and business systems, their societies and cultures. We are presently working with the University of Paris (France) Fachhochschule Fur Wirtschaft (West Germany) and National Institute of Higher Education (Ireland). This "sister relationship" is established with educational institutions that also have incorporated the philosophy of cooperative education and internships into their curricula. Exchanged students not only work at internships developed by the host institution, but have the option of taking courses at the exchanged school. Students are assisted in finding low-cost housing, thereby living amidst and enjoying the numerous social and cultural opportunities available. Open to all CUNY students including LaGuardia, in all majors, selection is based upon foreign language ability, grades and personal objectives.

Since 1981, LaGuardia has hosted 22 students (15 German, 5 French, and 2 Irish). As of January 1984, one student has been sent to study in Germany. Additional students are presently being recruited.

LaGuardia as an International/National Model of Coop Ed.

During the past five years, LaGuardia has hosted a wide variety of visitors from other states and countries who came to observe our model of Coop Ed. Many of these were sponsored by the U.S. State Department. Additionally, our administrative staff and faculty have provided services to other institutions nationally and abroad in incorporating our Coop model into their educational system. For example, one result of this outreach has been a request by the higher education administration of Thailand for our participation in the development of a Coop model for nationwide institutionalization.

Employer Awards

Each year at graduation one of our internship companies is singled out as an exemplary model of the partnership between the business community and LaGuardia. An award is presented to a representative of the company. We believe this recognition reinforces our commitment to this partnership.

H. Faculty Enrichment

Professional Development Workshops - The Division devotes a special share of its attention to the professional development of its faculty. This is accomplished through regularly scheduled workshops addressing topics of current interest to coordinators. A wide variety of interests are addressed ranging from Improving Internship Development Skills to Working with the Disabled Student to Utilizing Library Resources. The workshops are run by Coop faculty, faculty from other areas and outside speakers and are open to Coop personnel from other units of CUNY.

Conferences - Locally and nationally LaGuardia continues to be recognized as a leader and innovator in the field of cooperative education. Our continued participation in conferences on the local, regional, national, and international levels evidences the continued commitment of our faculty to professional growth and participation in the advancement of Cooperative Education. Our faculty have presented papers and workshops in various areas including MIS, TAR, Professional Ethics, the Future of Cooperative Education, and Internship Development. Coop faculty routinely attend organizational conferences such as the Cooperative Education Association, the New York State Cooperative Education Association, Cooperative Association of Experiential Learning and National Society for Internships and Experiential Education.

Publications - The Coop faculty continues to publish articles in a variety of professional journals.

Within the College, the Coop faculty continues to participate on college-wide committees, recruitment activities, open houses, student orientations, seminars, and workshops. Specific changes include Coop's inclusion in the ISR project.

I GRANTS

The Coop Division has been particularly successful in generating federal and state grant income to develop, test and adapt innovative programmatic elements to its existing programmatic base. Many of these have been discussed in earlier sections. A major theme of many of these grants, reflecting the division's major emphasis, is to enhance its programmatic integration across other areas of the college. Grant funds have been instrumental in our efforts to continue making LaGuardia a "coop college" rather than a college which has a coop program, the further development of T.A.R., outreach to new populations, programmatic improvements such as the restructuring of Coop Prep. In many of these cases the college has undertaken the continued funding of such projects.

The following is a list of all grants developed and implemented by the Coop Division during these 5 years.

1979 - 1980

1. Upward Mobility of Low Income Adults + U.S. Dept. of Education
\$109,641
2. Strengthening Coop Education - U.S. Dept. of Education
\$110,203
3. Expanding Coop Education for the Handicapped - N.Y. State
Dept. of Education \$32,250

Total for 1979-1980 = \$252,094

1980 - 1981

1. Supplemental Coop Education - U.S. Dept. of Education (Title 8)
\$88,728

2. Strengthening Coop Education - N.Y. State Dept. of Education
\$41,828

Total for 1980-1981 = \$130,556

1981 - 1982

1. Supplemental Coop Education - U.S. Dept. of Education (Title 8)
\$128,451
2. Displaced Homemaker - N.Y. State Dept. of Education
\$91,516
3. Strengthening Coop for the Handicapped - N.Y. State Dept. of
Education \$86,107

Total for 1981-1982 = \$306,074

1982 - 1983

1. Supplemental Coop Education - U.S. Dept. of Education
\$46,742
2. Displaced Homemaker - N.Y. State Dept. of Education
\$51,150
3. Strengthening Coop for the Handicapped - N.Y. State Dept. of
Education \$42,104

Total for 1982-1983 = \$139,996

1983 - 1984

1. Strengthening Coop for the Handicapped - N.Y. State Dept. of
Education \$41,442
2. Supplemental Coop Education - U.S. Dept. of Education
\$17,965

Total for 1983-1984 = \$59,407

111. EVIDENCE OF SELF-STUDY

Many of the developments during the past five years are the result of continuing self-study and self-evaluation within the Division. For example, self-study led us to revise the Coop Prep Course, the TAR Seminars, and the variety of forms mentioned in Part 11. The following are evidences of self-study, most of which have not been previously mentioned.

Faculty Evaluation Forms

As stated in Part 11 Section C, there are three new forms used to evaluate faculty in different aspects of their work with students. These changes were put into effect in order to obtain a system more parallel to the SIR instructor evaluation taking place throughout the rest of the college.

Divisional Committee on Program Effectiveness

This committee was established to provide ongoing self-study in an effort to continually review and improve the entire functioning of the Division. An example of the committee's work was the creation of the Final Evaluation Form mentioned in Part 11. Although this committee is charged with the general evaluation of the Coop program, all divisional committees tend to perform similar self-evaluative measures.

Professional Development Workshop Evaluations

At the conclusion of each divisional workshop, evaluation forms are circulated. The information obtained from these forms is used to plan future workshops.

Seminar Evaluations

At the completion of each seminar, forms are distributed to students to evaluate the quality of instruction and of the seminar.

Survey of Communication Skills

A survey was conducted to determine deficiencies in students' communication skills which might adversely affect their performance on internships. The survey was conducted among all coordinators.

Secretarial Science Study

This was a joint study undertaken by the Coop Division and the Secretarial Science Department concerning the interrelationships among employers' and Coop coordinators' perceptions of secretarial science internship skill requirements, and the skills demonstrated by secretarial science interns. For further information, see P. 116.

Self-Study through MIS

The use of our Management Information System (see Part II) has enabled us to more effectively apply and organize the data which is constantly being received regarding:

- a. Internship development activities.
- b. Evaluations of student's performance, faculty effectiveness and course content.
- c. Student placement.
- d. Staff workload.

The system's ability to process information has allowed us to significantly improve the quality of self-study efforts.

Liberal Arts Coop Questionnaire

An internship questionnaire was administered to Liberal Arts students between Fall '81 and Spring '83 in an effort to obtain feedback on the nature of the Coop experience. (See P. 205.)

Annual Goal Setting

Each year the Division evaluates its progress and establishes direction for the forthcoming year. Administrative Core meets to discuss developments during the previous year and uses this information to compile an extensive list of goals for the following year. Each goal is assigned to a particular staff member(s) and appropriate administrator.

Evaluation of Procedures Involving Extended Day Students

In an attempt to improve the Coop experience for Extended Day students, we have reviewed and evaluated our original Extended Day Coop model and instituted a series of improvements. Continuing reevaluation and self-study brought about a series of changes spanning the years. A discussion of these changes can be found in Part IV.

IV. RESPONSES TO 1979-80 SELF-STUDY

Recommendation: Measurement of "meaningful" Coop experiences should be sharpened.

Response: Two evaluative instruments have been revised and refined. They are the Final Evaluation Form and the Employer Evaluation Form.

The Final Evaluation Form is a significant improvement over the previous Credit and Planning Form (see Part II Section C). The major improvements are in the clarity of the form itself, the specificity of seminar objectives, the suitability of the form for setting specific learning objectives for each internship, and the alteration of the weighting of grading components (i.e., seminar grade, employer evaluation, objective achievement) to more accurately reflect the TAR philosophy.

The Employer Evaluation Form was improved in that categories of evaluation were sharpened to allow more accurate and useful employer responses.

Recommendation: There should be more bilingual coordinators.

Response: At the time of the previous self-study, the Division had a part-time bilingual coordinator. At this point, we have one full-time coordinator who specifically handles bilingual students and teaches a combined Liberal Arts-Bilingual Prep. The number of bilingual students entering the Coop process is being monitored with an eye toward the need for any subsequent changes.

Recommendation: Set up procedures for dealing with "emergencies" in the Coop Experience.

Response: The Coop Coordinator handling each internship placement is responsible for monitoring students' activities, progress, and problems while on internships. In the event of emergency, the coordinator is required to deal with the problem.

This usually requires telephone contacts and/or on site visits. Because internship sites are routinely visited during the quarter, the lines of communication are kept open, which help avoid most "emergencies."

Recommendation: Should the Coop model be extended to the Extended Day student?

Response: This recommendation is discussed on P. 260 as part of the report of the Extended Day Division. In addition to this response, the following have been implemented:

1. The Exemption Credit procedure (see Part II Section C) has been extended to the Extended Day student.
2. Extended Day students are assigned to all coordinators by academic area rather than assigning them all to one advisor (see Part II Section F). This procedure was arrived at after a variety of methods were tried to best address the needs of Extended Day students. First Extended Day adjunct faculty were hired to act as Coop Advisors. After evaluation of this approach seemed less than adequate, we placed one coordinator in charge of all Extended Day students. Though this was an improvement, it did not allow students the benefit of working with a coordinator who concentrated in their major field. Our next approach was to distribute students to all coordinators by area of study. This not only has had the effect of allowing Extended Day students to work with someone in their major area, but it has also allowed the entire Coop staff to develop a greater sensitivity to the needs of the Extended Day student.
3. In the past, Extended Day students were not able to reap the benefits of the Coop Prep Course and TAR Seminars. In order to address this, we attempted to establish Mini-Preps and a Seminar entitled Career Development for Adults. Though these were helpful, upon reevaluation we felt that it would be more beneficial

to mainstream Extended Day students. Toward this goal we developed the weekend and evening Coop Preps and integrated Extended Day students into the Seminars. (See Part II Section B.)

4. Coop Prep is now required of all Extended Day students who choose to go out on an internship(s). Extended Day students are encouraged to participate in the internship experience by having Coop faculty recruiters present at evening registration.

5. Most of our Extended Day students have full-time jobs. Because of this, it was difficult to place them on internships that might require them to leave their jobs. We developed a number of strategies for dealing with this. First, if students' jobs are related to their field they may be used as internships. Concurrently they take TAR Seminars to help them observe their workplace through the educational model we have developed. The Final Evaluation Grading form's objective setting process has been useful in helping Extended Day students convert their jobs into learning experiences. A second method for placement of Extended Day students is using part-time evening or weekend internships in their career field without requiring them to leave their jobs. Third, when deemed appropriate, we have met with a student's full-time employer and made arrangements to have the student transferred to another department related to their career field, on a part-time basis. Finally, Extended Day students always have the option of leaving their current jobs for an internship related to their field. In this case we do extensive counseling of students so they are clear about the steps they are taking and the possible outcomes. We never force a student to leave a present job.

6. Unlike the past, Employer Evaluation Forms are now sent to companies employing Extended Day interns.

7. Toward the goal of further sensitizing faculty to Extended Day students, workshops have been held for Coop faculty.

This variety of systems developed has significantly improved the integration of Extended Day students in the Coop Model.

Recommendation: Adjuncts should be "sensitized" to the meaningfulness of Coop in education at LaGuardia.

Response: This recommendation is discussed on P. 260 as part of the report of the Extended Day Division.

Additionally, a college-wide ad hoc committee was formed to develop a program to orient new adjuncts to the various components of LaGuardia. Coop is one of the components dealt with; adjuncts are thus introduced and sensitized to Coop and its philosophy.

(The following are responses to our own recommendations.)

Recommendation: Refine placement procedure for better match between position and student skills.

Response:

1. The improvements in the objective setting process on the Final Evaluation Form reflect improvements in the process of matching students with internships. The process now requires more specificity in the statements of expected learning outcomes. This process also allows coordinators to focus more precisely on a student's objectives and therefore facilitates a better placement match.

2. A collaborative effort between Coop and Secretarial Science faculty has produced a Teacher Evaluation Sheet for Student Performance. This form is completed by instructors of courses generally taken by Secretarial Science students before they go out on internships. It provides evaluative information of students' skills which assists Coop coordinators in better matching of students with internships.

3. In order to improve student placement through improved internship development, a series of Professional Development Workshops were conducted. These dealt with techniques for developing internships that meet the skill levels of our students, and the qualities most often sought by employers.

4. The Divisional Internship Development Committee was established with an Assistant Dean as chairperson. This committee reviewed a number of approaches to the problem of developing internships commensurate with the knowledge and skills of our students. It was apparent from the onset that a number of significant changes in the workplace increased the demand for people who were trained to meet the increased skill demands of employers. Consequently, the committee has been addressing the two-fold problem of meeting the increased skill demands of employers and preparing students for these new opportunities.

5. The use of the revised Internship Opportunities Catalog (see Part II Section entitled Administrative Advances) assists in better matching of students with internships. The new categories and cross-referencing feature enables students to readily find internships appropriate to their area of study. Additionally, coordinators can more easily locate internships that correspond to students' interests and objectives.

6. Additionally, brochures to recruit new employers have been redesigned and new ones developed to better inform employers of the criteria necessary to establish a high quality internship program in their firms.

7. The Division has launched an effort to expand the availability of internships within companies already offering quality internships.

All of the above-mentioned developments have allowed the Division to improve the quality of matching and placing of students through refined placement procedures and improved internship development techniques.

Recommendation: Refine and integrate TAR, develop advanced TAR.

Response: The complete revision and update of the TAR sequence is covered in Part II Section B.

Recommendation: Set specific standards for first, second, and third internships.

Response: Improvements in the Final Evaluation Form (see Part II Section C) have allowed us to better specify the standards which will be used to evaluate the success of the internship experience. In setting standards, the primary factors considered remain the same regardless of whether it is a first, second, or third internship. These factors are determined by the individual student's needs.

Recommendation: Expansion of optional Coop Ed model for adult students.

Response: The response to this is largely contained within the Response to Self-Study, "Should the Coop model be extended to the Extended Day student?"

Recommendation: Establishment of closer working relationship with Liberal Arts faculty.

Response: This need has been met in many ways including departmental liaisons to Liberal Arts departments, participation in Liberal Arts Steering Committees, and a variety of ways mentioned in earlier sections. (See Part II Section D and see Liberal Arts report, pp. 197-199, 204, 206.)

Recommendation: Strengthening of Middle College Cooperative Education Program.

Response: The Division has contributed to the strengthening of the Middle College Coop Program in the following ways:

1. placing Middle College students on college-level internships and seminars
2. providing exemption credit in Coop for Middle College graduates who attend LaGuardia

3. having the Middle College career education coordinator as a member of LaGuardia's Coop Division
4. assisting Middle College through our Placement Office to find part-time and summer employment
5. having our faculty speak at career education classes given by Middle College.

Recommendation: Develop ability to project placement numbers.

Response: All coordinators maintain Project Lists which list all of their students and the quarter in which the students plan on going out on internships. Each quarter, coordinators compile the names of students who are projected to do internships the following quarter. The number of such students is used to estimate the following quarter's workload, internship needs, and expected seminar registration. The Division is currently investigating methods for using the MIS to facilitate this process.

V. GOALS

The overall goal for the Division of Cooperative Education is to continue the development, expansion, and improvement of our present system. Within this general framework, the following list represents specific goals for the next five years.

1. Continued revision of the second internship seminar. - At the time of this report an initial version of the new internship seminar and text was completed. The new materials are currently being piloted and the evaluation and revision process is underway.
2. A college-wide empirical study of the use of TAR materials - We intent to investigate the use of these materials by other departments and divisions throughout the college.
3. Coop Student Handbook - We intend to create a handbook which outlines the program and its components, and gives information that would be useful to students.
4. Evaluate self-developed internships - Our intention is to develop criteria for determining the adequacy and quality of self-developed internships.
5. Incorporate the use of video equipment - We intend to investigate the possible uses of video equipment in areas such as internship development, classroom instruction, conducting of seminars, and for professional development.
6. LaGuardia as an international coop role model - We intend to continue and further develop our role as a model for developing countries and to make ourselves available as a host to foreign visitors and students.
7. Sharpening the use of MIS - We intend to further investigate the potential uses of the Management Information System and improve and consolidate present advances in the system.

8. Continued reevaluation of Coop Extended Day program - Over the past few years there has been a great deal of time and energy expended in the investigation of the applicability of the program to the Extended Day student. We intend to continue and refine developments related to this population.

9. Development of new Employer Evaluation Form - Since the development of the revised form several years ago, a need has been felt for a form(s) which will better evaluate the variety of internships on which we place our students. The present form is more suitable for certain types of internships (i.e. Business) than others (i.e. Science). We intend to develop a new form(s) which will address this concern across career areas.

REFERENCE DATA

Coop Prep Texts: "Instructor's Guidelines for Cooperative Education Preparation" and "Student Workbook for Cooperative Education Preparation"

TAR Manuals: Liberal Arts- Social Science (Introductory)
Liberal Arts- Social Science (Advanced)
Accounting (Introductory)
Accounting (Advanced)
Business Management (Introductory)
Business Management (Advanced)
Data Processing (Introductory)
Data Processing (Advanced)
Secretarial Science (Introductory)
Secretarial Science (Advanced)
Bilingual Education (Introductory)

Seminar #2 Text: Career Research Workbook

Forms:

Permission to Register Form
Final Evaluation Grading Form
External Referral Form
Staff Evaluation Forms (3)
Projection List
Employer Evaluation Form
Advanced Standing Forms (each academic area)
Internship Development Activity Report
Seminar Evaluation Forms (course, instructor)
Professional Development Workshop Evaluation Form
Teacher Evaluation Sheet for Student Performance (Sec. Sci.)

Internship Opportunities Catalogue

Report of Survey of Communication Skills

Secretarial Science Study

Listings of Divisional Goals (Annual)

Letter from Higher Education Administration of Thailand.

Copies of Cooperative Times

STATE ED REPORT

Response to Regulation 52.2 (c) (3)

The following is a statement taken from An Evaluation of LaGuardia Community College's Career Educational Approach To The Integration Of Its Various Program Components. This report was developed as part of the Self-Study of 1979-80. It provides historical perspective on the philosophy underlying the awarding of credit for Coop experience.

Since its inception in 1971, LaGuardia has continually provided career educational programmatic activities to its student body. During LaGuardia's early years (1971-1973) these activities were disjointed and limited to a few, albeit important, career educational objectives; namely, skills development, through its career curricula, and on-the-job work experience, through its Cooperative Education program.

It is worth tracing briefly the evolution of LaGuardia's Cooperative Education program as its conceptual redefinition generated the college's conceptual definition of career education as its approach to the integration of its various programmatic components.

During its first year of operations, LaGuardia was primarily concerned with developing jobs for its student body, as the college mandated that all students were required to participate in three credit bearing work internships as a requirement for graduation. The coop ed program was beholden, at the outset, to have jobs developed and available for students when they were ready to be placed on their internships. Thus the operational definition of coop ed during that first year was jobs; i.e., the type of job, the match between the student's major and skills and the job requirements, etc. In short, coop was then a "jobs program", with "on-the-job-training" as its career educational objective.

The second phase of the coop ed program's evolution was marked by the realization that its almost exclusive focus on job tasks, and the technical skills required for their performance, was too narrow an educational perspective. Conceptually, the program shifted to a framework of "experiential education", wherein the internship was perceived in an arena wherein the student could attain a variety of meaningful objectives through first-hand experience with the outside world; e.g., "personal growth and development." Internships were no longer limited to work experiences, but other "rich experience would qualify for cooperative education credits.

The Third phase of the coop ed program's evolution was marked by the realization that while the "jobs" focus was too narrow, the "experiential education" focus was too broad, i.e., too vague in its operational definition. It was difficult to pre-specify broad learning objectives to the point where students could "see them" nor could standardized methods be specified for assessing the extent to which these types of learning objectives were met.

Moreover, while it was well recognized that learning does take place through significant experiences, per se, the attainment of such objectives was contingent upon too many uncontrollable factors (e.g., the student's level, the ability of the work supervisor to teach, etc.) to warrant coop credits being precommitted to unstructured experiential activities, irrespective of their apparent "richness." Further, from an educationally philosophic point of view, an issue of great concern was whether LaGuardia should rely upon "the outside world" to teach various concepts and skills to students for which the college was awarding academic credit; to what extent would such reliance represent a deferral of the college's responsibility to "adjunct trainers?"

Two conceptual breakthroughs took place during the third phase. First, the work environment, per se, was perceived as a rich learning arena in which the concepts of almost every academic discipline were manifest. That is, irrespective of job tasks, the intern was exposed to a "slice of life" where the "laws" of sociology, psychology, economics, business, etc., operated as in other contextual situations of the real world. In other words, the work internship, itself, could provide a rich experience, such not being the exclusive domain of alternate (to-work) types of internships. In short, the internship was now perceived to provide the student the opportunity to attain career educational objectives over and beyond applying the technical skills of his discipline to his job tasks; e.g., the identification and clarification of work values; the exploration and/or confirmation of career choices and the applicability of course concepts to the work place.

Secondly, experiential education was redefined at LaGuardia as the experiential application of concepts and skills previously learned through college programs (rather than as the initial learning of meaningful concepts and skills through experience). The work site was now perceived as an application laboratory for the coop ed intern. The obvious corollary was that the locus of (initial) learning had to be at the college if the student was to be able to apply that learning on his internship. The distinction between traditional (classroom) and experiential (coop ed) modes of learning would no longer be functionally useful at LaGuardia. Students' work experiences were to be utilized as laboratories in which students would apply their classroom-generated knowledge. Or, in another way, the coop internships would be the vehicle for students to reality-test the applicability of career educational skills and concepts; i.e., serving as personal laboratories for the interns. In short, no longer would there be an over-reliance on the work experience alone, to instill these career educational inputs.

Thus, as cooperative education conceptually evolved at LaGuardia, so did career education. Career education at LaGuardia may be defined operationally in terms of three major goals; 1. the exploration of appropriate career choices; 2. the learning of career educational concepts and skills; and 3. the reality-testing of 1 and 2. The specific objectives subsumed by each goal are implemented by the program components of the three major divisions of the college, each of which assumes primary responsibility for the attainment of one goal. The Student Services Division focuses their activities on the first goal, the Instructional Division on the second and Cooperative Education Division on the third; cooperative education is now defined as the experiential vehicle for reality-testing career explorations, concepts and skills first introduced to students through LaGuardia's various program components. Career education thus serves as LaGuardia's conceptual

approach to the programmatic integration of many of the program components provided through its three major divisions.

Cooperative Education has been structured to reflect the traditional academic process. Its various components incorporate specific objectives, evaluation criteria, instructional guidelines in a regular classroom setting.

Coop Prep is a regularly scheduled class with a work text which includes regular readings and homework assignments. Though credit is not given for this course, it is considered a requirement for completion of the total Coop experience for which the student receives 9 credits. There are specific performance requirements for which a student receives a grade. A final grade of (S) - Satisfactory is given when a student has satisfactorily completed the course. A student receiving a grade of (U) -- Unsatisfactory must repeat the course, as is the case in all academic courses.

Upon completion of the Coop Prep students meet with their coordinators to begin planning their internships.

The internship is more than just a field placement. It includes many components which parallel the academic model. Prior to each internship specific learning and performance objectives are set and the basis for assigning a final grade is clarified. The Final Evaluation form specifies the grading procedure which involves a weighted average of components similar to grading procedures in regular academic classes. There are many forms that are used for grading, assessment and evaluation; the process is highly controlled. (See Middle States Report - Cooperative Education Part II, Section C) The entire internship experience receives a grade based on the grade received in the seminar, the employer's evaluation and the extent to which learning objectives have been achieved.

While on internships students attend weekly evening seminars. The seminars are structured classes, complete with lesson plans, homework assignments and specific syllabi. Assignments are graded and a final letter grade is given.

Throughout this process the coop coordinator acts in the capacity of instructor. Each coordinator is responsible for teaching Coop Prep, advising and placing students on internships, setting objectives, monitoring internships, evaluating students' performance and assigning final grades.

A thorough review of the details of the Coop process may be found in the Middle States Report - Cooperative Education, Overview of Cooperative Education at LaGuardia, and throughout other sections.