

California Community Colleges
Cooperative Work Experience Education
Frequently Asked Questions for CWEE Administrators and Instructors
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How is a full-time load calculated for CWEE faculty?

CA Code of Regulations – Title V, § 58051- Method for Computing Full-Time Equivalent Student (FTES):
(b) For the purpose of work-experience education programs meeting the standards of the Carl D. Perkins Career Technical Education Act of 2006 California State Plan (or any successor agreement related to career technical education), "immediate supervision" of off-campus work training stations means student participation in on-the-job training as outlined under a training agreement, coordinated by the community college district under a state-approved plan, wherein the employer and academic school personnel share the responsibility for on-the-job supervision. The student/instructor ratio in the work-experience education program shall not exceed **125 students** per full-time equivalent academic coordinator. [ref: Title 5. Education; Division 6. California Community Colleges; Chapter 9. Fiscal Support; Subchapter 1. Attendance ; Article 5. Attendance Accounting Standards]

Do colleges receive the same apportionment for CWEE students as for students enrolled in classroom-based academic courses?

The answer to this question is found in the **CCCCO Student Attendance Accounting Manual**. The Student Attendance Accounting Manual is a set of statutory and regulatory guidelines related to California Community College student workload measurements for apportionment purposes and residency issues. It can be found at <http://www.cccco.edu/SystemOffice/Divisions/FinanceFacilities/FiscalServices/AllocationsSection/StudentAttendanceAccountingManual/tabid/833/Default.aspx>. The pertinent section is CHAPTER 3: FULL-TIME EQUIVALENT STUDENT (FTES) ATTENDANCE ACCOUNTING; specifically, the "Application of Attendance Procedures" section, as follows:

6. Courses of Independent Study and Work Experience Education (includes credit or noncredit Distance Education courses)
 - a. Credit Courses: For courses of independent study and work experience education (IS/WEE), one student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census date or day. Reference: ECS 84501, T5 58003.1(f)(1), T5 55250, T5 58782
 - b. Student contact hours (units) of enrollment for IS/WEE credit courses scheduled coterminously with the primary term are counted as of the census week and date as prescribed by T5 58003.1(b), and T5 58782 (weekly census procedures). The term length multiplier is the same as for all other primary term weekly census credit courses. (See computations for Weekly Student Contact Hour Procedure, pages 11 and 12.)
 - c. Student contact hours (units) of enrollment for short-term or intersession IS/WEE credit courses are counted as of the census day determined as prescribed by T5 58003.1(c) and T5 58782 (daily census procedure). (See computations for Daily Student Contact Hour Procedure, page 12.) Student contact hours (units) of enrollment for short-term or intersession IS/WEE courses counted as of the census day may be multiplied by the same course length multiplier (or TLM) that produces the same total WSCH for the same student effort as would be generated in such courses conducted in the primary terms. Reference: T5 58003.1(f)(1)

What information do faculty negotiators need in order to determine “fair” or equitable compensation for CWEE instructors?

Each District provides compensation based on a formula or rationale approved as part of a collective bargaining agreement between the Faculty and the District. If part-time faculty are organized separately from the full-time faculty, the p/t rate may be different from the full-time overload rate.

Below are several compensation formulas that may be of interest to you and your bargaining unit. The first 3 formulas were developed by Dan Jenkins of Mendocino College:

Compensation Formula 1: Based on Annualized Lecture Units

1 FTEF (Annual)	CWEE Student Load	Students/unit	Annual Salary	Compensation per Unit
30	250	8.33	\$89,000.00	\$2,966.67
<i>Compensation per Student per semester:</i>				\$178.00

Compensation Formula 2: Based on Annualized Instructional Days

Duty Days	Professional Development Days	Instructional Days	CWEE Student Load	Students/Day	Annual Salary	Compensation per day
175	9	166	250	1.51	\$89,000.00	\$536.14
<i>Compensation per student per semester:</i>						\$178.00

Compensation Formula 3: Hours of compensation per CWEE Student per Semester

Instructional Days	Instruction Hours/Day	Annual Instruction Hours	CWEE Student Load
166	6	996	250
<i>Number of hours/student/semester for compensation:</i>			3.98

College of the Canyons Compensation formula (courtesy Stan Wright):

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

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

Therefore:

- 125 students is equal to a full-time classroom instruction load of 15 units
- 125 students divided by 15 units = 8.33 students
- 8 students = 1 Teaching Load Unit (TLU)
- One classroom TLU = 17 hours

How many Learning Objectives should students have for the CWEE units in which they are enrolled?

Cooperative Work Experience Education (CWEE) is an applied academic program in which students receive college credit for what they learn while working. The focus is on the learning and not the work, per se. “Learning” may involve the acquisition of new knowledge or skills, or the achievement of personal, professional or functional improvements as they relate to the student’s job.¹ As in traditional classroom courses, student learning outcomes are measured based on the achievement of faculty-approved course objectives² that involve the rigor of a college-level learning experience.³

College-level learning is defined, in its most basic sense, as a learning experience that requires the development and use of critical thinking and problem-solving skills. Additionally, concepts, skills and vocabulary of a nature typically taught at the post-secondary level help define “college-level”.^{4 5,6, 7} To earn credit in CWEE students may learn new college-level skills or concepts on-the-job and then demonstrate the attainment of the learning objective in such a way as to be effectively measured or

¹ Title 5, section 55254: Student Qualifications. In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.

² Title 5, section 55256. Records. (a) The district shall maintain records which shall include at least the following:
(4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.

³ Title V, section 55256.5 (Work Experience Credit) The quality of the learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

⁴ In CWEE, the development and use of critical thinking and problem-solving skills may require a student do the following for any given job function: deconstruct the process by which the function is performed; review each step with a supervisor to identify inefficiencies; observe others in the completion of the function to identify alternative processes; research “best practices” in the completion of similar functions; review alternative methods or strategies with a supervisor and identify ones most likely to reduce time and errors; implement new approaches; record and review the outcomes with a supervisor; continue to practice until the desired outcomes have been achieved.

⁵ Title V section 55002 (a) (2) (F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

⁶ Title V section 55002 (a) (2) (G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

⁷ State Academic Guidelines (Title 5--Curriculum and Matriculation Regulations, Chapter 2)

evaluated. The process of evaluating the achievement of CWEE learning objectives complies with Title V section 55002 (Standards and Criteria for Courses).⁸

Title V section 55256.5 requires that, for each unit attempted, a student must document 75 hours (if paid) or 60 hours (if a volunteer) worked over the course of the semester. Those hours are time spent on the job, but not exclusively devoted to fulfilling a specific CWEE learning objective. However, and in addition to rigor, each unit of CWEE is expected to require a commitment of time on the part of the student that would justify earning transferable college credit. Even though a student may learn, at work, a particular skill or set of concepts in a relatively short period of time, it may take weeks of practice, feedback and critical thinking to develop the proficiency required to fulfill the objective.

Occupational Work Experience students may earn up to 8 units of academic credit in a given semester. The rationale for awarding students units in CWEE, therefore, is based on the students' achievement of specific, measureable objectives that involve the rigor of college-level learning and a time commitment appropriate for the number of units awarded.⁹ Each district has the responsibility to determine the quantity, types and nature of students' learning objectives that would qualify for a specific number of units.¹⁰ Some districts, for example, may require that students have one learning objective for each unit attempted (and that the learning objective have the rigor and time commitment commensurate with one unit of college credit); others may allow a specific learning objective to be worth more than one unit, again depending on the rigor and time involvement of the objective. In any case, the number of units awarded a student should be justified by the attainment of suitable learning objectives, which should be quantitatively and/or qualitatively more or less challenging and time involved than learning objectives that earn more or less units, respectively.

To what degree are faculty members responsible for CWEE students' safety in the workplace?

What is the justification for awarding students with transferable college credit for completing CWEE courses?

⁸ Title V section 55002 (a) (2) (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade... The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of... problem solving exercises or skills demonstrations by students.

⁹ Title V, section 55256.5 (Work Experience Credit) The quality of the learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

¹⁰ 55252. Types of Cooperative Work Experience Education (a) Cooperative Work Experience Education is a district initiated and district controlled program of education...