

COOPERATIVE EDUCATION

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Present Staffing

The Office of Cooperative Education has 6.5 FTE positions for a total of five full-time and three part-time employees. These are: Director (1); Coordinator (1); Assistant Coordinator (1); Student Coordinator (1/2 time); Administrative Intern (1/2 time student, currently vacant); Secretary IV (1); Clerk-typist II (1); and Clerk-Typist II (1/2 time). Staffing is adequate to accomplish the program's major objectives, but allows little flexibility or "down time" for planning staff training or such ancillary student services as workshops and orientation sessions. In addition, short-staffing has precluded full development of the Community Service Volunteer program, which, if developed to its full potential, would complement the credit-bearing Internship and Career Learning Programs.

Supplemental Funding

Co-op's per student staffing ratio has been much improved by funding of the Title IV-D Federal grant for strengthening and expansion of the program. Two of the positions identified above (one Coordinator and one Clerk--typist II) are presently being funded directly by this grant, which is providing a \$26,000 supplement to the state's \$58,000 investment in the program for the current year. The Federal funding is renewable at HEW's option through 1976, at which time the College will be expected to maintain the program in its entirety.

Funding of the Title IV-D grant has also made it possible for the Office to concentrate more of its resources on development and expansion of the Career Learning program, a program designed to integrate many of Co-op's basic functions with those of the Counseling and Placement Offices to provide students with better guidance, direction and assistance in career preparation. Students wishing to take advantage of the resources offered by this program will receive special Career counseling and testing services through the Counseling office, participate in skills building workshops offered by the Placement coordinator, and have the opportunity to participate in carefully structured Career Learning placements arranged by the Co-op office. Students will also receive special assistance from faculty and Co-op staff in planning and organizing an academic program designed to help prepare them in the career field of their choice.

Program Objectives

Broadly speaking, Cooperative Education is charged with organizing, developing, fostering, maintaining and administering several comprehensive programs of experiential learning. These programs -- the credit-bearing

Internship Program, the Community Service Volunteer Program, the newly established Career Learning Program and certain special programs designed to utilize community resources and satisfy community needs -- are intended to support and enhance the on-campus curriculum and provide students with a variety of learning resources otherwise unavailable to them. To meet this charge, the Co-op staff has identified a number of objectives common to all three programs:

1. The development of clearly defined policies and procedures for insuring order, continuity and academic quality among off-campus learning programs.
2. Development of off-campus learning resources, including, but not necessarily limited to: credit-bearing internship positions, non-credit volunteer activities and community based group learning activities.
3. Development of special programs utilizing community resources.
4. Development and refinement of a responsive service delivery system and a range of supportive services and materials to assist faculty and students in locating, identifying and utilizing experiential learning resources.
5. A positive emphasis on the development of off-campus resources and special programs designed to benefit women and minorities.
6. Development of a close working relationship with faculty in all aspects of the program, particularly in those activities which involve credit-bearing work.
7. Strong support and encouragement of academic quality in all credit bearing work done off-campus.
8. Development of a comprehensive system of program evaluation.
9. A positive emphasis on personal growth and professional development for all members of the Co-op staff.

Meeting the Objectives

1. Development of Policies and Procedures: One of the most critical responsibilities faced by the Co-op office after its inception in July 1971, was the need for developing a set of clearly defined policies and procedures to serve as a basis for organizing the program during its initial year and insuring its integrity during the period of rapid growth anticipated for succeeding years. Although the concept of on-the-job experiential learning had been given a high priority in the College's statement of goals, very little discussion or planning for a coordinated program had occurred during the years prior to the College's opening. As a consequence, the open-

ing year was marked by confusion, ambiguity, and a proliferation of internship activities, too many of which were poorly planned and of questionable relevance to the students' academic programs.

Detailed policy and procedural guidelines for credit bearing field experience through cooperative education programs (internships, Career Learning placements, etc.) now appear in the Faculty Handbook, the College Catalog and the Catalog Supplement. Development of these guidelines began during opening year (1971) with the Co-op Director's submission of a preliminary planning report to the Vice President and Provost. On the basis of needs identified in that report, a Cooperative Education policy planning DTF composed of faculty, staff and students was convened in April 1972. The DTF's recommendations, approved by the Vice President and Provost and implemented by the Office of Cooperative Education, served as the basis for current policies and procedures. It should be noted, however, that like most policies at Evergreen, policies governing Cooperative Education are dynamic and generative and are subject to continuing review, reassessment and revision as necessary. Thus far, policy changes have been achieved through administrative agreements. Any major changes would require consideration by a DTF.

2. Development of Off-Campus Resources: Resource development is one of Co-op's most critical activities and one in which we have thus far been highly successful. The office currently has a working relationship with some 350 business, industrial, governmental and community service organizations. These organizations provide the College with over 500 credit-bearing internship positions and a wide range of non-credit volunteer opportunities; these serve as an excellent source for development of the carefully structured professional-level positions required for the new Career Learning program. A measure of the support and confidence these organizations have invested in the Co-op program can be seen in the results of the Spring quarter, 1973, Field Supervisor Evaluation Survey:

Among those working on a daily basis with Evergreen interns in the field:

- a. 96% felt their interns were an asset to them and to their organization.
- b. 49% reported that the intern was given special company or organization sponsored training beyond the normal supervision provided by the field supervisor.
- c. 96% reported that they would favorably consider accepting another intern.
- d. 94% felt that the internship was a real learning experience worthy of academic credit.
- e. 79% reported that if the intern were graduating soon, and if a position were available, they would consider hiring the intern on a permanent basis.
- f. 89% felt that the Cooperative Education intern program is a viable and positive approach to education and should be expanded as the College grows.

These responses closely parallel those of the preceding Winter quarter, when the survey was initiated.

The Co-op office employs a variety of methods for developing new agency relationships, including, but not necessarily limited to: mass mailing; selective mailing; personal contact; student and faculty referrals; and, increasingly, established reputation. All of these have proved extremely effective in creating community awareness of the program and opening up new learning opportunities for Evergreen students. Conversely, our development efforts have made it possible to identify critical areas in which the resources of the College can be brought to bear on community problems.

Although we see a continuing, ongoing need for general development activities to satisfy demands created by the internship and community service volunteer programs, much of our efforts over the coming year will be concentrated on the development of positions for the Career Learning program. There are two reasons for this: 1) Although there is still a shortage of placement opportunities in a few selected internship fields, our internship and volunteer resources are, by and large, more than adequate; and 2) the success of the Career Learning program depends upon the development of carefully structured, high-level professional positions, positions involving students in activities that will warrant both a salary and academic credit, positions that will, in our judgment, be difficult to develop.

3. Development of Special Programs: Because of its unique dual role as representative of both the community and the academic area of the College, the Co-op office is in an excellent position to organize, foster and encourage programs designed to meet special needs in the community. Despite limitations on budget and manpower resources, the office has met with reasonable success in this area. The office was instrumental in 1972 in securing Federal seed grant money for development of the Squaxin Island/Nisqually Indian project designed to bring the College's educational resources to bear directly on the social and economic problems of the reservation. As a direct result of this project, 17 Nisqually Indian adults ultimately enrolled as full-time Evergreen students in a special program designed to meet their needs. The office has also worked closely with the Washington National Guard, Program IMPACT (for which the Director of Cooperative Education serves as campus liaison officer) and other community agencies to identify both needs and funding sources and to coordinate appropriate campus responses. Often such responses take the form of initiating group learning contracts based on utilization of community resources. The Co-op office was instrumental in initiating or assisting in the development of two such contracts in 1972 -- the Legislative Group Contract and the Citizens' Action Network -- and is currently assisting in the development of a Public Information Contract which will enable students to gain experience in slide-tape production while providing critically needed support to community agencies.

Nevertheless, we feel that Co-op can and should be contributing more toward academic program development, particularly since our experience over

the past two years has shown that the possibilities for matching community need and community resources to student need and student talents are almost limitless. We have taken several steps to achieve a more active role in this area, including assignment of coordinators to attend deans' group meetings.

4. Service Delivery System: Among the more difficult tasks faced by the Co-op office immediately after its inception was that of developing a viable, centralized service delivery system to insure continuity and administrative support for the off-campus program and to provide counseling, guidance, information, referral and problem solving assistance for faculty and students planning off-campus work. It was recognized that such a system would have to consider the special needs of Evergreen's unique interdisciplinary, non-departmentalized program; that it would have to accommodate large numbers of students, that it would have to handle enormous quantities of information (i.e., community contacts, placements available, internship and volunteer requests, placement monitoring, evaluation and follow-up, etc.); and, most importantly and perhaps most difficult of achievement, that it would have to be highly responsive to student needs. It was also recognized that the task of developing a really effective system would be rendered even more difficult by the complex nature of the relationship between the Co-op office and the faculty, students and community members utilizing the Office's services.

Beginning with these premises, Co-op has organized along broad career or occupational lines. Coordinators are assigned "areas of activity" (one or more broad, occupational or career fields such as social work, counseling, mental health, education, etc.) and are held responsible for those co-op functions falling within the purview of their area. These activities normally include: faculty liaison; agency contact and development; and student counseling, referral and follow-up in all the programs for which Co-op is responsible. In cases where agency contact or faculty liaison does not devolve logically out of area assignments, coordinators are given special contact or follow-up assignments. Coordinators are also given the special responsibility of coordinating their activities with other members of the Co-op staff and with the Director to insure adequate information flow and a smooth and efficient functioning of the program as a whole.

Whenever feasible, the Office attempts to negotiate continuing, often exclusive arrangements with intern and Career Learning employers. These arrangements usually have the advantage of allowing both the College and the agency to plan more effectively for a mutually rewarding experience. Usually, such arrangements take the form of a written contract setting forth the expectations of both parties to the arrangement and outlining the procedures to be followed in the selection, placement and supervisory process. Agencies willing and able to provide a salary for interns or Career Learning students may either pay the salary directly or, if they wish, take advantage of a grant and transferred to the College and disbursed to students through a special Cooperative Education account.

The Office has developed an array of supportive materials to facilitate placement, evaluation, record keeping and information flow. Briefly summarized, these are:

- a. The "Co-op Memo," a bi-weekly newsletter providing information about new placements available, Co-op activities and other items of interest to interns, employers and faculty. The "Memo" is widely distributed on campus and mailed to off-campus students and agencies.
- b. The Co-op Catalog of Internships. Published annually, the Catalog provides a comprehensive listing of placements available as well as suggestions for potential placements.
- c. "Securing an Internship," a brief summary of "do's and don'ts" for students seeking an internship as well as a comprehensive checklist to help students avoid administrative problems when leaving campus.
- d. "Student's Individual Internship Request" to provide coordinators with background and follow-up information.
- e. "Student's Individual Internship Agreement." Required of all students interning for academic credit, the "I.A." outlines the terms and conditions for the individual student's placement. It must be signed by the student, the faculty sponsor, the field supervisor and the Co-op coordinator.
- f. "Employer's Survey" (Position Description) to provide coordinators with summary data on positions available within their area of activity. Surveys are kept in ring binders for ready reference by the coordinators.
- g. "Cooperative Agreement" Models to facilitate the writing of interagency contracts. Developed in cooperation with the Vice President for Business and approved by the Office of the Attorney General, these master contract models make it possible for the Director of Cooperative Education to negotiate and sign basic interagency contracts without review by the Attorney General.

The office has also developed a number of brochures, form letters and other materials designed to publicize the program and expedite development and placement.

The system is working extremely well considering the number of students, faculty and agencies with whom the office must work on a close and continuing basis. During 1972-73, for example, the office received 1,119

requests from students seeking placement. During that period, 532 students filed Internship Agreements with the office. Although a certain number of students (estimated to be approximately 20%) initiated their own placements, these figures nevertheless represent a heavy workload for last year's two staff coordinators and the director since each request generates from one to three or more individual counseling sessions and each Internship Agreement filed requires follow-up by telephone or site visitation. This workload was further increased by the need for follow-up with some 341 active agencies and the need for maintaining new development momentum. Despite this heavy workload, the office received no formal complaints from students or faculty during the 1972-73 year and attitudes toward the program have remained positive. Moreover, as has been indicated in an earlier section of this report, community attitudes toward the program have been overwhelmingly supportive.

Nevertheless, heavy workloads and short staffing have created certain problems and aggravated others. Coordinators have never been completely successful in meeting quarterly follow-up goals, either with students in the field or with agency representatives. As a consequence, problems have developed which might otherwise have been avoided, and community resources which might have provided invaluable learning experiences have been lost. In addition, certain critical tasks have either gone undone or are lagging behind schedule -- for example, development of a Faculty/Field Supervisors' Handbook and a Coordinators' Handbook, both of which would go far to forestall misunderstandings among interns, faculty, field supervisors and coordinators.

The recently awarded Federal grant for strengthening and expansion of the program has helped to alleviate some of these problems since it has permitted a redistribution of the workload among coordinators and has, by funding an additional coordinator and one additional secretary, enabled Co-op staff to concentrate more time and resources on students needing careful guidance and direction in career planning without adding to individual coordinators' workloads. Moreover, expansion of the Career Learning program, which the award is primarily intended to fund, will enable Co-op to take better advantage of the cooperative resources available through Counseling Services and the Placement office. And finally, it is anticipated that development of the continuing, rotating positions needed for the Career Learning Program will have a positive long-term effect on development by cutting down progressively on the amount of time required for new position development over the years ahead.

5. Minorities and Women: Almost everything Co-op does can be said to be at least indirectly supportive of affirmative action for women and minorities. Co-op provides opportunities for students to explore potential career fields, gain practical experience and exposure to professionals in the field and, in many cases, earn salaries or stipends to offset the costs of education. All of these have particular relevance for women and minorities who, as a group, often find that traditional barriers to employment after graduation can be more readily overcome through co-

operative education experience. However, the Office is committed to going beyond these routine benefits to a program of outreach and development for minorities and women.

Although the College has a relatively low minority student enrollment, the Office has met with reasonable success in this area. The Squaxin Island/Nisqually Indian program described earlier resulted from direct efforts to secure funding and initiate a program for Native American students. The Career Learning program, while designed to serve both white and non-white students of both sexes, was conceived as being particularly relevant to non-whites and women. The Office maintains ties with a number of organizations both on and off-campus (the Non-White Coalition, UJAMAA, Washington State Women's Council and others) whose principle objectives include human rights and affirmative action. The Office also maintains close ties with non-white faculty and has lobbied extensively (although not always successfully) for the planning and development of academic programs to support non-white students in cooperative education experiences. The Office has actively encouraged non-white and female participation in existing Co-op programs and has, in fact, served a significant percentage of those enrolled in the College. We are convinced, however, that if Co-op is to achieve any real success in serving significant numbers of non-white students, stronger efforts must be made to recruit them into the College and to provide academic programs compatible with their educational and career objectives. We believe that ultimately the Career Learning program can be an effective instrument in helping to achieve these objectives.

6. Faculty Relationships: Because most of Co-op's activities involve students in credit-bearing work, and because Co-op staff cannot award academic credit, close and cooperative working relationships with faculty are essential. Normally, Co-op makes it a practice not to refer students seeking credit-bearing experiences unless they have at least tentatively discussed their plans with a faculty sponsor. If they need advice or counsel in locating a prospective sponsor, their Co-op coordinator provides it. Once they have discussed their plans with a faculty member, the Co-op coordinator can refer them to prospective employers, but the coordinator tries to insure that the student's faculty sponsor has participated in the negotiations before arrangements are completed.

Once the student has been placed, the coordinator is expected to make periodic follow-up calls or visits to insure that all parties to the agreement (including the faculty sponsor) are fulfilling their responsibilities. If problems have developed, it is the coordinator's role to try to bring about resolution. In certain cases, the coordinator may recommend termination of the arrangement. In a few cases, coordinators have recommended withholding of credit from students who have been unwilling or unable to meet their responsibilities. In a large majority of cases, however, coordinators have been able to resolve problems to the satisfaction of all parties.

In an earlier section of this report it was noted that the relationship between Cooperative Education and the teaching faculty is complex and

difficult to define. Part of this difficulty stems from the fact that although Cooperative Education has no real control over the awarding of credit, the Office is responsible for the overall success or failure of the off-campus program and, in varying degrees, the success or failure of individual placements. Viewed from a traditional perspective, this puts the Office in what might be considered an impossible position. It should be apparent, however, that this also frees Cooperative Education for an advocacy role by eliminating any conflicts of interest that might arise from the authority to control the awarding of credit. Co-op has in fact adopted such an advocacy role for experiential education on the assumption that teaching faculty will provide a counter-balancing position in support of classroom education. Far from conflicting, these opposing roles tend to be complementary and serve to support and sustain Cooperative Education as a viable, useful, high quality educational option at Evergreen.

Co-op has actively sought faculty support for the program and has taken several steps to insure that a climate of mutual respect and understanding is developed and maintained. As a matter of office policy, coordinators seek out faculty for advice, consultation and approval on all matters affecting them. Coordinators are assigned to deans' groups for purposes of planning and program discussion and to coordinated studies programs and group contracts for coordinating internships. These assignments have helped to cement the good relations Co-op has enjoyed with faculty from the beginning.

7. Academic Quality: Co-op has worked actively to promote high standards of academic quality for work done off-campus. Many of the mechanisms employed in pursuit of this goal have already been mentioned or described -- the counseling process, for example, and development of the Internship Agreement form which, in addition to serving as a record-keeping and coordinating instrument, provides for a clear delineation of student and faculty responsibilities, a declaration of student goals and objectives and a description of the student's academic activities while interning off-campus. Other positive steps have included:

- a. Funding of faculty travel for site visitations.
- b. Sponsorship of biennial Faculty/Field Supervisors' workshops to promote discussion of such common problems as evaluation, field learning methodology and communications.
- c. Outreach programs for prospective employers and field supervisors to acquaint them with the College's expectations.

Although we feel that significant gains have been made in upgrading academic quality since the College opened in 1971, we are also convinced that much remains to be done. Co-op coordinators are still spread too

thinly to provide adequate follow-up, faculty are still unable or unwilling in too many cases to provide the full measure of support called for under Co-op guidelines and there are still too many off-campus students unaccounted for in spite of the academic deans' newly instituted requirement that all such students file Internship Agreements. We believe that these problems can best be overcome through continued and intensified efforts to reinforce existing policies and procedures.

8. Program Evaluation: The office is on schedule in development of a system of program evaluation. In early 1972, the office developed and pretested a standard form questionnaire to be mailed to the field supervisors of all off-campus interns. The questionnaire was designed to measure the program's effectiveness in preparing students for productive work in the community as well as employers' reactions to the concept of experiential education. Responses to the first two general mailings (Winter and Spring quarters, 1973) were deemed statistically reliable, and use of the questionnaire as a program monitoring instrument will be continued indefinitely. A revised version will be developed for monitoring the Career Learning program.

A variety of questionnaires has been used for polling students and faculty on questions relating to internships and other campus activities, but these questionnaires have generally been designed to obtain planning, staffing and development information and have been only marginally useful for evaluating purposes. Current plans call for development of student and faculty evaluation questionnaires by Winter quarter, 1975.

9. Staff Development: The recent institutional reorganization, which impacted heavily on the Co-op office, has retarded efforts to organize an advanced internal staff development program. As of Fall 1973, the office had three continuing employees, three new employees and one position vacant. Previous plans for implementing a weekly advanced training session were abandoned to enable the director and the single continuing coordinator to assume the added workload created by the assimilation of new staff and to provide time for orientation and basic training of these new staff. The office now plans to implement the advanced training sessions beginning with Fall quarter 1974.

Space

Cooperative Education occupies a cluster of six offices and a conference room arranged around the front lobby area in the office wing of the Laboratory Building. Although adequate for present staffing, these facilities leave no room for future expansion.

Coordination With Other Offices

Co-op has had strong cooperative ties with other offices on campus, particularly the Offices of Financial Aid and Placement, Counseling, Housing and the Academic Deans. These ties have been critical to the success of the program since, in the absence of coordination, decision-making in

each of these offices can have a direct impact on Co-op functions. To facilitate coordination, the Co-op office has worked out a number of procedures for releasing students from College Housing contracts whenever necessary to facilitate internships or Career Learning experiences. The Co-op office has also made arrangements with the Office of Financial Aid and Placement for the routine exchange of needed information and has invited the placement counselor to attend weekly Co-op staff meetings to facilitate further coordination. On the whole, our experience has shown that although careful coordination is often required, few serious conflicts and almost no duplication exists between Co-op's activities and those of other service oriented offices on campus.

Future Projections

Looking ahead ten years, and assuming a growth rate of 250 students annually for a total College enrollment of 4,000 - 5,000, Co-op might anticipate receiving approximately 1,800 internship and Career Learning requests and placing approximately 900 students a year in credit bearing positions. These projections are predicated on several assumptions:

1. That the off-campus program will continue to be a popular and highly effective means for enhancing and supplementing students' classroom education.
2. That the Co-op organization will maintain its present momentum and continue to be responsive to both student and employer needs.
3. That the Career Learning program will have matured as an effective option for students seeking career guidance and career preparation and will account for 300 -400 placements annually.
4. That community support for the program will remain strong and that employers will be willing to make available to Evergreen students some 1,200 internship and Career Learning positions.

To work effectively with that number of students will require 12.5 FTE positions for a total of 10 full-time and 5 half-time staff members assigned as follows: Director, (1); Assistant Director, (1); Coordinators, (3); Assistant Coordinators, (2); Student Coordinators, (2 half-time student interns); Volunteer Programs Assistant, (1 half-time student intern); Secretary IV, (1); Secretary I, (1); Clerk-typist II, (1); Clerks (2 half-time students).

INTERNSHIP REPORT FOR '72-'73 ACADEMIC YEAR
(Through October 1, 1973)

	<u>Summer Quarter</u>	<u>Total</u>
I.A.'s on File	67	572 (532)*
<u>FTE INFORMATION</u>		
Number Full-Time (30 + hrs/wk)	52	315
Number Part-Time (less than 30 hrs/wk)	15	257
Average Weekly Hrs/Intern	34	28
Average Number of Weeks Each Internship	18	14
Total Internship Hrs/Wk	2,285	16,293
FTE Interns (hrs ÷ 30 hrs/wk)	20	543
<u>FACULTY INFORMATION</u>		
Number of Faculty Sponsors	22	72
Number of Faculty Sponsored Internships	63	526
Number of Staff Sponsors	4	19
Number of Staff Sponsored Internships	4	46
<u>STIPEND INFORMATION</u>		
Number of Paid Interns	29	140
Total Monthly Income	\$12,865	\$ 44,960
Average Monthly Stipend for Paid Interns	\$ 444	\$ 321
Average Monthly Stipended for All Interns	\$ 192	\$ 79
TOTAL INCOME IF ALL INTERN CONTRACTS COMPLETED FOR '72-'73 ACADEMIC YEAR		<u>Cumulative</u> \$190,408
<u>INTERNSHIP REQUEST INFORMATION</u>		
Individual request forms on file for '72-'73 Academic Year		869
Estimated requests (including group requests) in addition to individual request forms		250
TOTAL REQUESTS		1,119
Request Load per coordinator (2 coordinators)		560
<u>TOTAL PLACEMENTS AVAILABLE</u>		Est. 700
Number of Agencies committed to program		341
Agencies with development in process		86
Agencies per coordinator (2 coordinators)		214

* Adjusted for error caused by inclusion of 40 Summer 1972 interns.