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Source: IPR
Cycle: Instructional Program Review 2016-17
User Name: Lead Faculty, HTP & CWA
Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

Program Overview:
The College for Working Adults (CWA) is a transfer pathway program designed for evening and weekend students. The CWA pathway allows students to complete up to three Associate Degrees and transfer within three years. We offer the following degrees: AA-T in Psychology, AA in Economics, AA in Interdisciplinary Studies: Social and Behavioral Sciences, and AA in Interdisciplinary Studies: Arts and Humanities.

Core components of the CWA program:
Transfer Pathway: The CWA offers a clearly defined pathway to degree completion for all students. Our pathway is a comprehensive package of courses that fulfill GE, major, and transfer requirements.
Convenient Block Scheduling: CWA courses are offered on Tuesday and Thursday evenings, select Saturdays, and online. By offering most of our courses in web-assisted format, we can reduce classroom time and provide a convenient and consistent schedule.
Cohort Learning Communities: Students enter the program in a cohort and take most of their classes together. The cohort model provides a welcoming and supportive environment for nontraditional students, many of whom are returning to school after long absences.
Wraparound Support Services: Our designated counselor meets with students every semester to review and update educational plans. Program faculty and staff hold monthly meetings and collaborate to monitor student progress. The CWA Instructional Aide provides students with access to evening tutoring and academic support.

Strengths and Achievements:
District Innovation Fund Award: In Spring 2016 the CWA was awarded the District Innovation Grant. Out of 16 proposals, CWA was one of two Cañada programs to receive the funding award for 2016-2017.
Enrollment Growth: The CWA has experienced sustained growth and enrollment in the program remains strong. Our program currently serves more than 300 students. In the 2015-2016 academic year, 129 new students enrolled in the program.
Successful Outcomes: CWA students' retention and success rates exceed the college's overall rates. For 2015-2016, the success rate for CWA students was 76%, compared to 71% college-wide. For 2015-2016, the retention rate for CWA students was 87%, compared to 84% college-wide. The CWA program has a successful record of degree completion. Thus far, we have the following program completion data:
 Spring/Summer 2014 graduates: 11 students
Spring/Summer 2015 graduates: 25 students
Spring/Summer 2016 graduates: 43 students
New "Brown Bag Dinner" Programming: With funding from the Vending Commission, we were able to launch a new weekly event open to ALL students. Every Thursday evening from 7:00 – 8:00 PM we hosted "Brown Bag Dinners," offering students a space to relax and eat dinner between classes; we provided snacks and drinks. We partnered with ASCC to bring student life activities to evening students, as well as the opportunity to get student ID cards (not normally available to evening students). According to 23 anonymous feedback forms received during Spring 2016, about 40% of the participants were not CWA students (CWA=13, Non=10). The following student comments illustrate the success of Brown Bag Dinners:
"Amazing to get to know others from CWA"
"Love this… helps me get through class not on an empty stomach"
"This time is perfect to help re-energize and prepare for the last class of the night"
"Excellent idea to have the CWA students network and have a place to enjoy socializing and sharing"
On May 11, 2016 CWA staff presented a report to the SMCCD Board of Trustees. They were accompanied by three CWA graduates (Siosiua Vea, Sandra Pethan and Linda Barghi) who shared their personal stories and testified to the transformative power of the program. After the presentation, Trustee Mohr reflected that "the [CWA] program is a model for how the values of the District are being fulfilled."
CWA Coordinator Kristen Parks and CWA Counselor Chris Rico represented Cañada College at the RP Group's Strengthening Student Success Conference in Garden Grove, California (October 6, 2016). Their presentation, entitled "Building an Effective Transfer Pathway for Nontraditional Students," highlighted the successes of the CWA program.

Challenges:
As our program grows, we have struggled to maintain updated student records that are accessible to program staff in different roles--faculty, staff and counseling. We are looking for a case management tool that will allow CWA staff members to access and update student files in real time. Ideally, we will be able to replace paper files with electronic records.
Success rates in CWA Math and English courses are significantly lower than success rates in other CWA courses. Math and English skills are essential for transfer-level coursework. Many CWA students completed the equivalent of ENGL 100 many years ago and are not eligible to repeat the course. For this reason, a significant number of our students feel underprepared when entering ENGL 110.
Although we now have a part-time instructional aide for English and Social Sciences, we have been unable to find an instructional aide for Math and Science. Finding Statistics tutors with evening availability has been a perennial challenge. We have requested embedded peer tutors from the EPIC program for the past couple years with no success. We are exploring the possibility of partnering with the Learning Center to hire a Math instructional aide to support CWA students.
We struggle to engage our instructors, many of whom are adjuncts. Reviewing the minutes of CWA faculty meetings for 2015-2016, we found that one-third of our instructors never attended a meeting and that none of the meetings were attended by more than half of our instructors. Without faculty involvement the CWA cannot provide early intervention for at-risk students. It is imperative that we rethink faculty engagement beyond meetings.

?Action Plan:
Our planning builds on the successful work of the CWA program over the past five years. We focus on four goals for the CWA program: to improve student outcomes, increase faculty engagement, improve record keeping, and strengthen community partnerships.

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Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

2	**Program Context**
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail
No Response Information to Display
Narrative

The CWA program supports the mission of Cañada College by providing the only program on the Peninsula designed for working adults to earn a transfer degree while working full-time.
Mission statement:
The College for Working Adults (CWA) is a transfer pathway program designed for evening and weekend students. We provide wraparound support services and a clearly defined pathway that allows students to earn up to three Associate degrees in three years. Our program awards the following degrees: AA-T in Psychology, AA in Economics, AA in Interdisciplinary Studies: Social and Behavioral Sciences, and AA in Interdisciplinary Studies: Arts and Humanities.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

2	Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail
No Response Information to Display
Narrative
No known changes

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3	Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group?s recommendations for your program.

Search Standards By User

Response Detail
No Response Information to Display

Narrative

With full employment in the greater San Francisco Bay Area, the need for an evening degree program has increased. The CWA has built strong partnerships with more than a dozen state and local government agencies, nonprofit organizations, and private sector employers to help provide educational opportunities for their employees. These county and city agencies include our program on their benefits/employee development internal websites and invite our Project Director to present CWA Information Forums at their locations. Every agency we work with provides tuition reimbursement programs that make our program more attractive to their employees. In addition to various city/county agencies, we are working hard to begin building similar partnerships with private sector employers in the Bay Area.

CWA Partner Organizations
City of Belmont   Samtrans
City of Brisbane   City of San Bruno
City of Pacifica   County of San Mateo
City of East Palo Alto   City of South San Francisco
City of San Mateo   Town of Woodside
City of Daly City   County of Santa Clara
City of Foster City   Stanford Hospital and Clinics
City of Hillsborough   City and County of San Francisco
City of Half Moon Bay   San Mateo County Community Ed
City of Redwood City

Many of the employment development managers at these agencies have specific goals they are asked to reach as they try to provide affordable educational opportunities for their employees. As they work to find qualified employees, the HR departments in many of these city/county agencies are willing to employ candidates who may not have all of the job qualifications if the employee agrees to continue their education after they are hired. Our program helps the employment development managers reach their goals and help educate and strengthen their workforce. In addition, the majors we offer lend themselves to employees working in the public sector.

CWA Information Sessions, 2015-2016
FALL 2015
- Santa Clara County Training Facility - Tuesday, April 21
- Cañada College - April 23rd, June 18th, May 23rd, July 25th
SPRING 2016
- Santa Clara County Training Facility - December 8th
- Cañada College - Oct. 22nd, Dec. 17th, Nov 17th, Jan 9th

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3	Looking Back
4	Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Narrative

Our curriculum development is guided by a commitment to offer a realistic pathway for students to complete three degrees in three years.

After a few years of tweaking our curriculum, we now offer a consistent set of courses each semester. All CWA courses are now offered in both Fall and Spring semesters, with the exception of CRER 110 which is offered in Fall only. The following courses were offered during the 2015-2016 academic year:

ENGL 847	Non-transferable Courses
MATH 190	
ENGL 100	Recommended Semester 1
HIST 201	
PLSC 210	
ENGL 110	Recommended Semester 2
MUS 240	
PLSC 310	
BIO 130	

BIO 132

COMM 110

CRER 110

DRAM 140

ECON 100

ECON 102

FITN 304.1

FITN 304.2

HIST 101

LIT 441

MATH 200

OCEN 100

PSYC 100

PSYC 200

PSYC 205

SOC 100

Streamlined Curriculum: In 2015-2016 we dramatically simplified our curriculum plan. Our previous six-semester curriculum plan was built around a complex sequencing of courses that assumed all students would enroll in 10 units per semester (though many students transitioning back into school are more successful when they take fewer). The new strategy accommodates students bringing in a variety of transfer units and allows them to mix and match courses to meet their individual educational plan needs. Our simplified plan is organized as a complete package of courses offered, with recommended courses for new students in their first and second semesters. The curriculum plan retains an emphasis early completion of English and Math requirements (shown to improve transfer rates).

New Basic Skills "Onramp": The CWA curriculum was originally designed for students who placed into ENGL 100 or ENGL 110 and plan to transfer to 4-year institutions. However, there was always demand to join the program from students who were not yet ready for ENGL 100. In the past, these students were "provisionally" admitted to the CWA program while completing prerequisite courses outside of the CWA program (often at other colleges). Now, the CWA program has created a CWA "onramp" for basic skills students. Beginning in Spring 2016, we offered an evening ENGL 847 course for the first time and have run the course every semester since then.

Scheduled Dinner Breaks: The biggest change to our scheduling was the introduction of a dinner break. In Spring 2016 we received funding from the Vending Commission to create a program called Brown Bag Dinners. Brown Bag Dinner is a weekly event that provides students with a safe, community space to rest and eat between their evening classes. Brown Bag Dinner is open to all evening students, not just CWA students. The idea is that a break between classes and a space for food and community will improve success in evening courses.

Search Standards By User

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.A.   Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail
No Response Information to Display
Narrative

Our prior feedback was very limited, perhaps because it was the first time the CWA program participated in the program review process. However, we incorporated as much of the feedback as possible into this year's review. We included a list of partner agencies as requested and attempted to provide additional data and analysis.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.B.   Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

2014-2015 Action Plan Progress to Date
Hire a full-time CWA counselor   COMPLETE: Our FT non-tenure track counselor came on board in Fall 2015, funded by SSSP.

Assess the impact of temporary, part-time retention specialist position   COMPLETE: We employed a temporary PT retention specialist in Spring 2015. This position was intended to provide support to the PT CWA counselor. Yet without a FT counselor in place, there was not adequate staff time to train and manage the retention specialist. We realigned our priorities to focus on getting FT counseling in place.
Obtain editing permission for the CWA Project Director to enter and remove the program's cohort code in Banner COMPLETE: We are now able to update our records in Banner every semester to add cohort codes for new students and remove them for inactive students.
Hold CWA Orientations for new students in Fall and Spring   COMPLETE: The FT counselor was able to conduct a 1-hour orientation and counseling session (generating comprehensive SEPs) for each of the 129 new students during 2015-2016.
Review PLOs and develop assessment plan   COMPLETE, with more work to be done to improve the data collection process.

Review curriculum and degree offerings   COMPLETE: See section 4 for recent curriculum changes. As curriculum review is an ongoing task for the faculty coordinator, it should not be listed generally in the action plan. At this time, we do not have immediate plans to add any new degree offerings to the CWA. However, we remain committed to expanding options for our students in the future.
Implement and assess CWA peer mentoring program   INCOMPLETE: Our peer mentoring program was piloted in 2013-2014 under the leadership of an adjunct faculty member. We put the program on hold and eventually discontinued it in 2014-2015 due to lack of student interest and difficulty in recruiting participants. We held on to the purpose of the mentoring program--to provide a successful transition to college for new CWA students--but changed our strategy. We shifted our focus to academic support through tutoring. We also plan to offer CRER 401 taught by the CWA counselor for new students entering our program.

Develop student and faculty handbooks with clear policies and procedures   PARTIALLY COMPLETE: The CWA Faculty handbook was completed and distributed for the 2016-2017 academic year. The student handbook was not completed; although some progress was made in drafting CWA program policies and procedures for students.
Conduct CWA student survey and/or focus groups to gather information about student needs   INCOMPLETE
Monitor and increase CWA student participation in HTP; get more CWA courses approved for dual-CRN honors   ONGOING: In Spring 2016 we began offering MUS 240 as dual-CRN honors. We are working with the HTP coordinator each semester to identify CWA students completing honors work and encouraging them to apply for membership in HTP. In Fall 2015, 2 CWA students completed 3 honors contracts and 6 CWA students were members of HTP. In Spring 2016, 1 honors contract was completed and 9 students were identified as members of PTK, with an additional 9 eligible to join.
Get more CWA courses approved by the Curriculum Committee to be offered in a hybrid or online format   COMPLETE: All transferable courses offered in the CWA are now approved for DE and offered in web-assisted or online modalities. The two accelerated non-transferable courses, English 847 and Math 190, are not DE approved

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.A.   Impact of Resource Applications

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Response Detail
No Response Information to Display
Narrative
Not applicable

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

6.B.   Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail
No Response Information to Display

Narrative

 Increased Access to Counseling: Fall 2015 was the first semester the CWA program had a full-time designated counselor available to students. Compared to 18 hours per week with a part-time counselor, the full-time position provided nearly twice as many counseling hours to CWA students. This greatly reduced the CWA program's reliance on general counseling to provide additional hours. For the first time, we were able to follow through on our commitment to provide every CWA student with at least one counseling appointment per semester. Each continuing CWA student is required to meet with the CWA counselor each semester to review and update their educational plan. Additional appointments and drop-ins are provided as needed for academic follow-up, transfer planning, and personal counseling. Between April 1, 2015 and January 31, 2016 the CWA counselor completed 433 student appointments. The counselor had 186 appointments with 179 unique students in Fall and 247 appointments with 213 unique students in Spring 2016. New CWA students received one-hour orientations and comprehensive educational plans during their initial appointments. Increased counselor capacity also meant the counselor was able to participate in weekly staff meetings and contribute to program planning and curriculum development. The counselor also attends Brown Bag Dinner every week for informal conversation with students and to answer quick questions (signing students up for appointments if needed).

Strengthened Faculty Leadership: In Spring 2016 the CWA increased faculty coordination time from 4 units to 6 units. Additional capacity allowed the Coordinator to complete new projects in addition to the regular responsibilities of revising the program curriculum, creating course schedules, and leading faculty meetings. Accomplishments include crafting a successful funding proposal for the District Innovation Fund, the creation of a CWA faculty handbook, presenting the CWA as a model program at the Strengthening Student Success conference, hiring and training a part-time Instructional Aide, and preparing for the CWA program's transition to Canvas.

Improved Access to Academic Tutoring: In Spring 2016 the CWA hired a part-time Instructional Aide to provide tutoring and academic support for English and Social Sciences. The Instructional Aide held evening office hours and supported instructors during in-class peer review sessions. Addition of this position has been particularly appreciated by our instructors who are able to refer their students for individual tutoring. Due to the inconsistent availability of peer tutors (especially at night and on weekends), we believe the supplemental instruction model better meets the needs of our students.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

4	**Current State of the Program**
7	Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail
No Response Information to Display

Narrative

 The CWA currently serves more than 300 students who are on a pathway to degree completion. A total of 213 students were enrolled during the 2015-2016 academic year.

Search Standards By User

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-A.   Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail
No Response Information to Display

Narrative

We looked at data for CWA students who were enrolled in the program during the 2015-2016 academic year. Students were identified using a list of G numbers. Data described below is for all CWA students—thus we include results from courses taken outside the CWA curriculum and exclude results from non-CWA students who enrolled in CWA courses.

CWA retention and success rates exceed the college's overall rates. For 2015-2016, the success rate for CWA students was 76%, compared to 71% college-wide. For 2015-2016, the retention rate for CWA students was 87%, compared to 84% college-wide.

When we disaggregated enrollment and success data by gender and ethnicity, we identified equity gaps within our program. Groups highlighted below have an equity gap of 3 percentage points or more. Equity gap is not calculated for groups with fewer than 10 students.

Access:

The CWA has historically enrolled more female students than male students. In 2015-2016, approximately 78% of our students were female. As shown in the associated equity workbook (data from the Data Dashboard), male students experienced a -16% gap in access to the CWA program compared to Cañada College. For Hispanic male students, the equity gap in access rates was -5%.

Should the CWA program do more to recruit male students? As our program has grown, we have slightly increased the proportion of male students enrolling in the CWA. However, there is more that we can do to improve access for male students. Possible strategies to increase enrollment among men include highlighting the stories of current male students and graduates in our marketing materials and inviting male faculty and staff to participate in outreach activities (Information sessions). The good news is that male students within our program do not experience a disproportionate impact when it comes to course completion.

Success:

For the 2015-2016 academic year, CWA students from disproportionately impacted groups at the college level tended to perform well in our program. As shown in the associated equity workbook (data from the Data Dashboard), we report an equity gap in course success rates for multi-racial female students of approximately -4% and for white, non-Hispanic female students of approximately -3.5%.

It's not clear whether these relatively small equity gaps in success are meaningful. We will have to wait to see if they persist across more than one academic year. It is significant to note that no single gender or ethnic group is disproportionately impacted in course success rates. However, we will continue to monitor the performance of the two intersectional groups identified above.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-B.   Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Search Standards By User

Response Detail

No Response Information to Display

Narrative

We looked at course-level data for CWA courses offered during the 2015-2016 academic year (data from the Data Dashboard). Results described below are for CWA courses—thus we include results from some non-CWA students who may have enrolled in CWA courses. However, we excluded sections that we knew to have a majority of non-CWA students enrolled (ECON 100, ECON 102, ENGL 847, and CRER 110) because they were not cohort-restricted.

In 2015-2016, the CWA offered more hybrid courses than online or face-to-face. The modality offered least frequently was fully online. As anticipated, the student outcomes for our hybrid (technically, "web-assisted" as <50% of instruction is online) courses are stronger than those for face-to-face and online sections. Our online success rate of approximately 67% exceeds the college wide DE success rate of approximately 62% for 2015-2016.

Course Modality	# of Sections	Retention Rate	Pass Rate
Hybrid	15	86.79%	75.14%
Online	8	79.08%	66.85%
F2F	12	78.53%	70.26%

Our experience in the CWA has led us to believe that hybrid courses offer the best of both worlds--they leverage the benefits of instructional technology and distance education without sacrificing the opportunity to interact face-to-face with faculty and other students. This is why the CWA program was designed around hybrid courses. We also know from student feedback that our students choose to enter our program specifically because they want to be in the classroom. We respect their needs and try to maintain a reduced number of online course offerings so that we can best serve all of our students.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

9.A.   SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

SLOs for CWA courses are assessed in the departments offering the courses. The CWA does not assess SLOs.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative
n/a

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

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10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

Program Learning Outcomes:
Upon graduation from the College for Working Adults, students will have:
Earned one, two, or three Associate degrees
Graduated within four years of entering the program
Completed at least one application for transfer and/or scholarship
These PLOs were assessed using student data collected by the CWA counselor and include data for 43 students who graduated from the program in 2015-2016.

PLO Results for 2015-2016
 1. 100% of students earned at least one Associate degree upon completing the program
 2. 100% of students who graduated had completed their degrees within four years of entering the program*
 3. 88% of students who graduated had applied for transfer

*In the future we would like to evaluate PLO 2 in a more robust manner by looking at all CWA students and not just graduates

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	