



Cañada College

**COMPREHENSIVE
PROGRAM REVIEW
REPORT**

College for Working Adults (CWA)

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

1. Mission: 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. CWA provides wraparound support services and a clearly defined pathway that allows students to earn up to three Associate degrees in three years. The CWA program awards the following degrees: AA-T in Sociology, AA-T in Psychology, AA in Economics, AST in Business Management, AA in Interdisciplinary Studies: Social and Behavioral Sciences, and AA in Interdisciplinary Studies: Arts and Humanities. CWA is also an open resource for all evening students to receive wrap around services.

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."

No known changes

3. Community & 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.

As the necessity for full-time employment continues in the greater San Francisco Bay Area, the demand for evening degree and certificate programs has continued to grow. The College for Working Adults program has established strong partnerships with over a dozen state and local government agencies, nonprofit organizations, and private sector employers to offer educational opportunities to their employees. These agencies promote our program through their internal benefits and employee development websites, and they regularly invite our Project Director to host CWA Information Forums at their locations. Additionally, every agency we collaborate with offers tuition reimbursement programs, which enhance the appeal of our program for their employees. Beyond these public sector partnerships, we are also focused on expanding relationships with private employers throughout the Bay Area. Lastly the College for Working Adults model has grown interest in the college to expand to serve all students in the evening. With this in mind we are in the works to create degree and certificate offerings that reflect employment opportunities in the Bay Area. We are also working to support our ESL community at the college as they represent a large segment of our evening students. It is important for our program to meet their needs by offering degrees and certificates that match their educational goals.

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Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

Our curriculum development is guided by a commitment to offer a realistic pathway for students to complete three degrees in three years. After 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 and in different modalities. The following courses are offered every academic year.

ENGL 100
ENGL 105
HIST 201
PLSC 210
ENGL 110
MUS 240
PLSC 310
BIO 110
COMM 110
CRER 110
DRAM 140
ECON 100
ECON 102
FITN 304.1
FITN 304.2
HIST 201/202
LIT 441
MATH 200
OCEN 100
PSYC 100
PSYC 200
PSYC 300
PSYC 205
SOC 100
BUS 100
BUS 103
BUS 201
ACTG 121
ACTG 131
ETHN 108

These classes are then constructed into 3 year degree template plans for CWA students to follow. 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). Our new approach is to include Summer semesters to reduce the amount of units taken during the Fall and Spring to better support our students in degree completion.

We regularly monitor registration and student completion semester by semester in order to forecast enrollment accurately. Due to the decline of the past few years off College enrollment, all of CWA courses are now cross-listed which in turn supports the program in creating more oppurtunities in offering courses in different modalities. The flexibilty this creates with the CWA curriculum has initiated the conversations of expanding the program to serve all course offerings in the evening. With this in mind being able to use the CWA 3 year model with evening degree and certificates will expand curriculum offerings in the near future.

Program Review

5A. Progress Report - IPC Feedback

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

We greatly appreciated and valued the feedback provided. In response, we have implemented updates to most of the recommendations based on the insights from our previous program review

5B. Progress Report - Prior Program Goals

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

Increase open hours of CWA office and increase counseling services: CWA office open on at least one Friday per month and counseling services provided on at least one Saturday per month,
COMPLETED- The CWA Office is currently opened every Friday and as of Fall 2024 we offer in-person counseling on Saturdays,

Improve data collection and program assessment

COMPLETED- We receive weekly reports of CWA co-hort along with weekly reports of Saturday and evening student enrollment. With our increase in data collection we are in the process of making programmatic changes to better serve our students enrolled in evening courses

Identify new outreach partnerships with private sector companies

IN PROGRESS- We have partnered with Part-time promise to support outreach efforts and have since worked with Job Train and Maple Street Correctional Facilities for our Outreach partnerships. We are still in the works in connecting with private sector companies and with the help from the Marketing Department we can establish relationships with companies we already work with.

Expand CWA evening course offerings

COMPLETE- As of Fall 2024 we have expanded our Degree offerings to 32 degrees and 17 certificates. Starting Spring 2025 we will be support all evening instruction and student services.

Create a more defined action plan for early intervention

COMPLETE- Our full-time retention specialist has developed an early intervention plan to support CWA students both in and outside the classroom. Since our last program review we have a more defined early alert system, direct canvas resources and scheduled one on one appointments with the CWA Retention Specialist.

Increase Retention Specialist hours from 48% to 100%.

COMPLETE- With the help of the college we were able to increase our part-time Retention Specialist to full-time. This has been a great change in delivering student support, creating program events and creating action plans for early interventions.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

Fall 2021 Increasing Retention Specialist from 48% to 100% was granted and approved. This resource request has shown great impact for our program in many ways. Having a full-time retention specialist for the program creates more opportunities to support students in navigating college. Whether it is helping with financial aid, registration, transfer applications, referring students to support services, the extra hours have been made our wrap around services more available.

Aside from time for student support, our retention specialist has been able to create program event and workshops throughout the semester, creating marketing flyers, updating our canvas page, connecting with faculty and

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supporting our student assistants. Lastly we have been able to collaborate with programs across campus such as part-time promise and Umoja to increase overall support for our students at the college.

6B. Impact of Staffing Changes

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

N/A

Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

Overall Trends in Enrollment: Since our last program review we have been able to maintain a consistent number for our co-hort. Although our enrollment is much lower in comparison to pre-pandemic, our retention of students has never been better. We have managed to enroll new CWA students each semester and have made our on-boarding process simpler.

We have noticed from the data that much of our potential CWA students in the evening are either ESL or pursuing a degree that is not under our previous 6 degree model. Due to this data we will be making changes in our program to support all evening degrees and certificates that will in turn increase our enrollment.

We have also seen our students take less than the recommended units needed to complete the 3-year plan. Much of our students are non-traditional first time students which results in taking less course in the beginning of their academic career. Although we are consistently seeing over 20% of our students graduate every year, they are just shy of completing their degrees in under 3 years.

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

N/A

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

N/A

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

We looked at data for CWA students who were enrolled in the program during the 2022-2023 and 2023-2024 academic years. Data is from PRIE reports for all CWA courses, these numbers include a small number of non-CWA students who enrolled in CWA courses.

ACCESS: FIRST GENERATION CWA is proud to serve our first-generation college students. According to PRIE reports, nearly 67% of our cohort are first-generation students, highlighting the importance of offering targeted support for this group. To ensure equitable access and success, we are committed to providing additional resources, including increased one-on-one support and guidance through the complexities of college processes. GENDER GAP The CWA program has consistently enrolled more female students than male students since its inception in Fall 2011. In the 2022-23 and 2023-24 academic years, this trend remained significant, with an average of 77% of our cohort identifying as female, according to our data reports. To address this gender disparity, we are committed to implementing more initiatives focused on men of color to help reduce the gap. It is important to note,

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however, that despite the gender imbalance, male students in our program do not face disproportionate challenges in course completion. In fact, course completion rates for male students have shown a slight improvement since our last program review.

GAPS IN SUCCESS/ACCESS BY AGE GROUP As noted in our previous program review and reflected in our college metrics, the 18-28 age group has historically experienced a significant gap in access to CWA, compared to the broader college population. On average, only 13% of our cohort falls within the 18-28 age range, while 64% of our cohort is between the ages of 29-49, a demographic that is notably overrepresented compared to the college average.

While CWA students have access to the same wrap-around services as other student populations, they face unique challenges that can hinder their persistence and success. Many of our working adult students have families with young children, which can make attending classes and completing assignments difficult. Additionally, some students entered the workforce directly after high school and now realize they need a degree to advance, but lack the college preparedness necessary to thrive.

To support these students, we emphasize the importance of time management and are exploring options such as offering a CRER 401 (College Success) course or a one-day workshop focused on study skills and time management. We have also redesigned our CWA Canvas page to provide First-Generation college students with a centralized hub of resources and information to help them navigate the institution and build critical academic knowledge.

In addition to academic support, we recognize the importance of addressing financial, housing, and mental health insecurities as part of our holistic approach to supporting students through these challenges.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a 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?

CWA is committed to equity and actively works to support disproportionately impacted students. Currently, 81% of our cohort consists of AANAPISI and Latinx students, which aligns closely with our college's diversity goals. However, we recognize the need to increase access for Black, Non-Hispanic communities. To address this, we are collaborating with campus outreach, district programs, and local organizations to develop initiatives aimed at expanding access and support for these communities.

Since our last program review, we have established a partnership with Umoja, and our Retention Specialist has been providing consistent support to the Umoja program. We are committed to continuing and expanding this collaboration in order to further address this gap and ensure more inclusive access for all students.

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, 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".

The CWA program continues to shift toward more web-assisted (hybrid) courses based on student feedback and data, which suggest that hybrid formats offer the best of both worlds. These courses combine the benefits of instructional technology and distance education with the opportunity for face-to-face interaction with faculty and peers. As a result, we have met or exceeded the college-wide goals for retention and have observed an increase in retention for our fully online courses.

In response to student needs, the CWA program has expanded its offering of fully online and hybrid courses. We know from student feedback that many choose our program specifically for the flexible access provided by hybrid and online options. To best support our students, we aim to maintain a balanced offering of online and face-to-face courses, ensuring that we meet their diverse learning preferences.

These changes in course offerings have also allowed students to better balance their work and personal schedules, while increasing the number of units they can take each semester, further supporting their academic success.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

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

Program Review

9B. 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?

N/A

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year 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?

Upon graduation from the College for Working Adults, students will have achieved their personal educational goals as indicated at start of program, as evidenced by:

1. Earning one, two, or three Associate degrees within a three year time frame
2. For Transfer-oriented students: receiving acceptance to the four-year college or university of their choice
3. Demonstrating an increase in confidence from start of program to end of program in their ability to complete a two-year or four- year degree
4. Indicate confidence in their ability to advance in their career and professional goal

Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below

As we plan for the future, the CWA program is focused on expanding to support a full range of evening course offerings, both in-person and online synchronous courses. Since our last program review, we have conducted data analysis to identify which degrees and certificates can be completed through evening and online options. We discovered that 32 degrees and 17 certificates can be completed entirely through evening and online formats. With this valuable information, we aim to expand our program to better serve these students.

In addition to supporting specific degrees and certificates, we also want to position CWA as a comprehensive resource for all evening students, regardless of their academic program. This includes offering dedicated evening student services to ensure our students have the support they need.

To achieve this, we are developing a work plan and collaborating with key stakeholders across departments to explore how we can extend their services into the evening. We are also working closely with Deans to ensure that evening course offerings are aligned with degree and certificate completion requirements. Our goal is to fully launch these expanded offerings and services by Fall 2025.

Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

Supporting Information

Personnel - Classified Staff (2024 - 2025)

Requested Year

2024 - 2025

Hiring Division/Department:

Humanities & Social Sciences

Position Title:

Program Services Coordinator

Status

New Request – Active

Is this position permanent?

Yes

Position Type

Full-time

Provide # of months.

12

Program Goals this Request Supports

Student Completion/ Success, Organizational Development, Community Connections

Position: General Funds.

30,000

Allocation: General Funds.

30,000

Critical Question: How does this resource request support closing the equity gap?

Evening students who require support in coordinating services will greatly benefit from the addition of a Program Services Coordinator. This role is designed to enhance the success of underrepresented students by increasing their rates of earning college credentials, particularly in high-demand, high-economic-value fields. The coordinator will focus on closing achievement gaps for low-income students, students of color, returning adults, students with disabilities, and other groups who experience inequitable outcomes.

By providing targeted support, the Program Services Coordinator will help remove barriers that hinder students' progress, ensuring they have the resources and guidance needed to achieve their educational goals as efficiently and effectively as possible.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Having a Program Services Coordinator dedicated to supporting evening students at the college would provide our most marginalized populations with a consistent, accessible resource throughout their academic journey. Many of our first-generation students, particularly from these populations, face challenges in navigating the college experience due to a lack of institutional capital, which can hinder their persistence.

According to our data, the majority of our cohort consists of first-generation college students. Over the past three years, an average of 77% of our students are Latinx and AANAPISI, making these communities a central focus of our program. With these groups representing a significant portion of our student body, the addition of a full-time Program Services Coordinator would be essential in further supporting their success.

For many of these students, having a dedicated person to guide them through the complexities of higher education is crucial. Consistent engagement and support will not only help students navigate challenges but will also improve persistence and increase degree completion rates within these communities.

Resource Requests

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

This position is essential for advancing CWA's transition to provide comprehensive support for the college during evening hours. Our current Retention Specialist is an excellent source for our on campus services for CWA in the current scope of the program. A Program Services Coordinator position will be more appropriate to serving our goals in expanding services to all evening students and off campus programming. The approved PSC position would replace the Retention Specialist position.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.,

Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.,

Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

3. Explain how adding this position will strengthen the department or division.

This position will help strengthen the department by having another point person aside from the Project Director to support coordinating evening services to students and a support for evening Faculty.

4. Explain how this work will be accomplished if the position is not filled.

This work will not be accomplished if not filled.

5. Critical Question: How does this resource request support closing the equity gap?

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Resource Requests

Map Request to College Goals and Strategic Initiatives.

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Community Connections

Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Better share what Cañada offers

Be the best college choice for local high school students

Help meet the basic needs of Cañada students and other community members

Ensure the physical campus is accessible

Manage resources effectively

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

This position has been reviewed by the department or division and is recommended for hiring.
