Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

The Exemplary Program Award Application

Each response is limited to 200 words per prompt (including supplemental support or evidence)

Describe the indicators of overall program success (limit 200 words)	The CWA continues to experience steady enrollment growth. Established in 2011, the program enrolled 26 students in its first cohort; today the CWA serves 364 students on a pathway to degree completion and transfer. The CWA enrolled 195 new students in 2016-2017, representing 25% growth from the previous academic year. The CWA has a track record of student success, degree completion, and transfer. • CWA students' retention and success rates exceed the college's overall rates (all data is for 2015-2016). The success rate for CWA students was 76%, compared to 71% college-wide. Similarly, the retention rate for CWA students was 87%, compared to 84% college-wide. CWA online success rate of 67% exceeds the college wide DE success rate of approximately 62%. • Of the 176 AA degrees awarded at Cañada College in 2013-2014 and 2014-2015 in Psychology, Arts and Humanities and Social and Behavioral Sciences, 52 were earned by CWA students. In the 2015-2016 academic year, 86 degrees were awarded to the 43 students who completed the CWA program. • Since program inception, all CWA graduates have completed their degrees within four years of entering the program and 88% of graduates applied for transfer
Supplemental Support or Evidence (optional—included in the 200 word limit):	
Describe the identified need for the program and the innovative solution that was implemented (limit 200 words)	Data show that Cañada College students in the 40-49 year old range experience disproportionate impact in transfer. Approximately half of CWA students are over the age of 40. The CWA makes it possible for nontraditional age groups to attain their transfer goals. Cañada is the only college on the San Francisco Peninsula offering an evening and weekend transfer program that accommodates the needs of students who work full time. Although the college offers evening classes, students with inflexible schedules often find it difficult to access all the courses and services they need (like counseling) at night. The core components of our program are an innovative curriculum plan structured to maximize transferable credits, convenient and consistent block scheduling, cohort learning communities, and wraparound support services. Wraparound support services include designated counseling, proactive registration, and faculty meetings to monitor student progress and provide early intervention.

Supplemental Support or Evidence (optional—included in the 200 word limit):	
Explain how the program collaborates with other programs on campus or within the community (limit 200 words)	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 and strengthen the local workforce. Many employment development managers 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. Every agency we work with provides tuition reimbursement programs that make the CWA program more attractive to their employees. The program integrates instruction and support services on campus and fosters collaboration between faculty and staff through progress reporting, regular faculty meetings, and dedicated counseling and tutoring. The CWA also partners with Associated Students to bring student life activities to evening students, as well as the opportunity to get student ID cards (not normally available to evening students).
Supplemental Support or Evidence (optional—included in the 200 word limit):	

	The CWA program fulfills Cañada College's mission by providing a guided transfer pathway for evening and weekend students. The CWA transfer pathway allows students to complete three Associate Degrees in three years. The following degrees are offered: AA-T in Psychology, AA in Economics, AA in Interdisciplinary Studies: Social and Behavioral Sciences, and AA in Interdisciplinary Studies: Arts and Humanities.
Describe how the program supports the principles of your college's mission statement (limit 200 words)	The Cañada College Equity Plan identifies the CWA program as "the key initiative that Cañada has identified to support target students to success in completing degrees and certification." The CWA is also identified in the Equity Plan as an intervention supporting equity goals to increase enrollment, increase average Math and English placement levels, and increase transfer rates for target student populations. Research shows that intentionally designed pathways improve student success for disproportionate impacted student groups. The CWA provides access to higher education for an underrepresented population of nontraditional students. Cañada College is a Hispanic Serving Institution and the CWA is one of the programs reaching out to Hispanic students who work full time and/or cannot attend class during the day.
Supplemental Support or Evidence (optional—included in the 200 word limit):	
Explain how this program can be a model for other community colleges addressing such issues as costs and replication (limit 200 words)	The CWA is a guided pathway program designed to improve access, retention, degree completion, and transfer for nontraditional students. As community colleges begin to implement guided pathway programs, they face the challenge of design effective pathways for diverse student populations. There is a need to move beyond a "one-size-fits-all" approach and develop customized pathways for disproportionately impacted student groups. In 2016 SMCCD Trustee Tom Mohr stated that "the [CWA] program is a model for how the values of the District are being fulfilled." The CWA's success stems from our program's design. A structured curriculum plan maximizes transferable credits and distance education reduces on-campus time for part-time students. By offering most of CWA courses in a hybrid (web-assisted) format, we leverage the benefits of instructional technology without sacrificing the opportunity to interact face-to-face with faculty and other students. Students enter the CWA in cohort learning communities and build strong relationships with their peers. Faculty and staff collaborate to provide integrated wraparound support services that support retention and success at key points along the CWA pathway.
Supplemental Support or Evidence (optional—included in the 200 word limit):	