# 2018-2019 Program Review Cycle

*Instructional Programs*

# CAN Program Review (Instructional) - College for Working Adults (Odd Year)

## Program Review Narratives

### 2018-2019

**Instructional Program Review (IPR)**
**Lead Contact Person:** Jeri Eznekier
**Writing Team:** Jeri Eznekier, David Reed
**Executive Summary**
**0. Executive Summary:** 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 to a four-year college or university within three years.

CWA offers the following degrees: AA-T in Psychology, AA-T in Sociology, 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.

COHORT MODEL AND SCHEDULING
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 full-time designated counselor meets with students every semester to review and update educational plans. These counseling appointments can be face-to-face or by telephone. Faculty are required to submit progress reports on all CWA students to monitor student progress. Students requiring academic support are proactively contacted by one of our CWA Instructional Aides to make tutoring appointments if necessary. We provide our CWA students with access to scheduled evening tutoring and academic support by either our designated math and science tutor, or our designated English and Social Science tutor.
Strengths and Achievements:

PROGRAM 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 Canada programs to receive the funding award for 2016-2017. This funding has continued through the 2018-19 academic year at the same level as 2016-2017.

ENROLLMENT GROWTH:
The CWA has experienced sustained growth and enrollment and the program remains strong. Our program currently serves more than 250 students. In the prior two academic years we have enrolled 179 (2016-17) and 159 (2017-18) new students for a total of 338 new students over the two academic years.

Successful Outcomes: CWA students' retention and success rates for the 2016-17 and 2017-18 academic years were very strong

*SEE RELATED DOC: CWA RETENTION & SUCCESS*

The CWA program has a successful record of degree completion. For the 2016-17 & 2017-18 Academic years the program had 57 graduates and 88 total degrees were awarded.

"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, flu shots, college transfer nights (school visits), meet and mingle with administrators, (College President, VPs, Deans, and special guests).  These are activities not normally available to evening students.

PROGRAM OF DISTINCTION
CWA has been contacted by several community colleges in the state to inquire about how our successful program is run.

Our CWA Project Director visited Santa Barbara City College (SBCC) in January 2017 to provide information about our CWA program.  In July 2018 administrators at SBCC came to Canada College for a two-day site visit in which they met with our counselor, Dean of Social Science and Humanities, our CWA tutors, and a roundtable discussion with ten of our CWA graduates. CWA has become a model for colleges around the state.

CHALLENGES
As our program grows, we have struggled to maintain updated and accurate student records that are accessible to program staff. Our current challenge is separating non-CWA students from the data we can gather. To that end we have met with the PRIE office to discuss ways to better monitor enrollment, success rates, and graduation data for CWA students.  In addition, we have hired an experienced short-term temporary Retention Specialist (October 2018) who is well versed in data collection and data analysis to monitor student registration, counseling appointments, tutoring, and student progress toward graduation.

Success rates in CWA Math/Sci and English courses have been a challenge for our students. Math and English skills are essential for transfer-level coursework. Quite a few 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. We have recently hired two part-time instructional aides for tutoring. One providing support in English and Social Sciences, and one strictly for Math and Science curriculum. Our tutors can be embedded in the classroom by requests from students or faculty. CWA students keep our tutors very busy.  Over the past two years our students have improved in their math and science courses, out-performing the college-wide success and retention rates for Math 190, Math 200, and Biology 110.

*SEE RELATED DOC: CWA RETENTION & SUCCESS*

We plan to track tutoring appointment data to our program review for 2020-2021 to evaluate and improve needs and effectiveness.

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: (1) improve student outcomes, (2) increase faculty engagement, (3) improve data collection and program assessment, and (4) strengthen community partnerships to support program enrollment and career development.

The following objectives are tied to these goals
•        Institutionalize the College for Working Adults program to show confidence and
    provide stability to the program
•        Hire a full-time tenure-track counselor
•        Keep the CWA office open on at least one Friday per month
•        Provide counseling services at least one Saturday per month
•        Revamp orientations for new students and faculty
•        Continue to review curriculum and degree offerings
•        Conduct surveys and/or focus groups to gather information about student needs
•        Move the CWA offices to building 9 to provide proximity to admissions & records,

counseling, financial aid, and
other programs.
- Create outreach partnerships with private sector companies
- Create a more defined action plan for early intervention including data gathering and
assessment of outcomes

## Program Context
**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 Psychology, AA in Economics, AA in Interdisciplinary Studies: Social and Behavioral Sciences, and AA in Interdisciplinary Studies: Arts and Humanities.
**2. Articulation:** No known changes

**3. Community & Labor Needs:** 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 Palo Alto, City of Daly City, County of Santa Clara, City of Redwood City, Stanford Hospital and Clinics, City of Foster City, City of Hillsborough, City and County of San Francisco, City of Half Moon Bay, San Mateo County Community Ed

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.

## Looking Back
**4. Curricular Changes:** 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 on 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.

**5A. Progress Report - IPC Feedback:** 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.

**5B. Progress Report - Prior Action Plans:** 2014-2015 Action Plan Progress to Date

Hire a full-time CWA counselor
Status: 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
Status: 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
Status: 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
Status: 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
Status: COMPLETE, with more work to be done to improve the data collection process.

Review curriculum and degree offerings

Status: 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
Status: 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
Status: 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
Status: INCOMPLETE

Monitor and increase CWA student participation in HTP; get more CWA courses approved for dual-CRN honors
Status: 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
Status: 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
**6A. Impact of Resource Applications:** N/A
**6B. Impact of Staffing Changes:** Counseling: In Fall 2015 we were able to hire a designated full-time non-tenure track CWA counselor. This full-time position provided nearly twice as many counseling hours to CWA students and ended our reliance on general counseling to provide backup. 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.
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).
*SEE RELATED DOCUMENT FOR COUNSELING DATA*

Faculty Coordination:
In December 2017 our Faculty Coordinator was notified that her position would be eliminated on June 30, 2018. This meant that the regular responsibilities of the Faculty Coordinator (revising the program curriculum, creating course schedules, and leading faculty meetings) would have to absorbed by our part-time Project Director and our new non-tenure track counselor in addition to their already heavy workload. Additional tasks such as preparing Position Proposals, Program Reviews, and coordination with deans and faculty were also added to the tasks assigned to the Project Director and Counselor. To help with the workload, a short-term temporary Retention Specialist (18 hrs. per week) was hired, and she came on board in late September 2018.
## Current State of the Program
**7. Enrollment Trends:** NOTE: The Productivity packet for the CWA program includes non-CWA students who were enrolled in CWA courses over the past 4 semesters, and the data in the related document was compiled from CWA internal records.

Overall Trends in Enrollment:
The total CWA enrollment by semester has remained steady for the past two years. We have always managed to enroll enough new CWA students each semester to replace our graduates. In Spring 2018, our retention has increased while our new enrollments slightly declined.

COHORT MODEL CURRICULUM REQUIREMENTS
To ensure our students to have a clear path to graduation in all majors, it is imperative that all CWA classes are offered every

semester.  It is worth noting that in the seven-year history of the CWA program we have only had to cancel three classes due to low enrollment.  We were able to enroll these students in an online section of the same course.


*SEE RELATED DOCUMENT FOR PRODUCTIVITY DATA TABLE*
**8-A. Access & Completion:** We looked at data for CWA students who were enrolled in the program during the 2016-2017 and 2017-18 academic years. Data in the related document is from the Data Dashboard for all CWA courses, thus we included results from a small number of non-CWA students who enrolled in CWA courses.

ACCESS: GENDER GAP
The CWA has historically enrolled more female students than male students. In two academic years 2016-17 and 2017-18, we enrolled significantly more female students than mail students.  This disparity has remained constant since the program began in Fall 2011.

Equity workbook (data from the Data Dashboard) shows that male students experienced a -13% gap in access to the CWA program in the 2016-17 academic year and a –17% gap in the 2017-18 academic year compared to Canada College. While this gap in access needs to be addressed, it is notable that male students within our program do not experience a disproportionate impact in terms of course completion.

GAPS IN SUCCESS BY AGE GROUP:
As shown in the related document for this section (data from the Data Dashboard), the age group of students 23-28 experienced a –7.8% variance in success in the 2016-17 academic year and a –12.1% variance in the 2017-18 academic year when compared to the entire college.  These students have access to the same wrap-around services provided to all age groups, however these students face additional challenges that many of our older evening adults to not.  Many of our working adults in this age group have families with young children and face challenges getting to class  and completing homework assignments. Others in this age group began working right out of high school and now find they need a degree to advance, but don't have the college preparedness needed to succeed.  We emphasize the importance of time management to these students and we are considering adding a CRER 401course (College Success) to the fall curriculum or offerinig a one day study skills and time management workshop.

*SEE RELATED DOCUMENT FOR ACCESS AND SUCCESS DATA TABLE*
**8-B. Completion - Success Online:** We looked at course-level data for CWA courses offered during the Fall 2016 through Spring 2018 academic years. Though most of our courses are CWA (cohort) restricted, several of the cross-listed sections have a small number of non-CWA students enrolled.

As noted in Program Content 2.4 (above) we continue to move toward more web-assisted (hybrid) courses. Student feedback and data collected 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. The results in the related document show that we were able to hit or surpass the college-wide goals for retention with the exception of our fully online courses. For this reason, the CWA program has been moving away from fully online courses in favor of hybrid (web-assisted) courses. We also know from student feedback that our students choose to enter our program specifically because they want to be in the classroom, whether hybrid or F2F. We respect their needs and try to maintain a reduced number of online course offerings so that we can best serve our students.

*SEE RELATED DOCUMENT FOR DATA TABLE*
**9A. SLO Assessment - Compliance:** SLOs for CWA courses are assessed in the departments offering the courses. The CWA does not assess SLOs.
**9B. SLO Assessment - Impact:** N/A
**10. PLO Assessment:** Program Learning Outcomes:
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
3.        For Transfer-oriented students: receiving acceptance to the four-year college or
    university of their choice
4.        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

5.	Indicate confidence in their ability to advance in their career and professional goals as measured by end-of-program student self-assessment data gathering instruments

### Looking Ahead

**11. Program Planning:** 1. Institutionalize the College for Working Adults program to provide stability to the program
Supports effective program planning for the long term.

2. Hire a full-time tenure-track counselor
Addresses issue of high turnover rate in counselor position.

3. Keep the CWA office open on at least one Friday per month and provide counseling
services at least one Saturday per month
Addresses identified gaps in student  support as evidenced by CWA student feedback received.

4. Revamp orientations for new students and faculty
Addresses recognized need for faculty to understand the unique aspects of CWA students and the challenges they face.
Addresses needs of CWA students who may have been away from formal education for long time periods before starting the program.

5. Continue to review curriculum and degree offerings
Addresses need to identify areas for program expansion and align new curriculum with projected employment growth fields.

6. Conduct CWA surveys and/or focus groups to gather information about student needs
Addresses need to strengthen program assessment overall.

7. Move the CWA offices to building 9 to provide a safe environment for our evening counselor and retention specialist, as well as providing proximity to Admissions & Records, counseling, financial aid, and other programs.
Addresses need for centralized location that supports the needs of CWA staff and improves their delivery of support services to CWA students.

8. Create outreach partnerships with private sector companies.
Addresses need to strengthen the connection of the CWA program with area employers, many of whom are actively seeking training and education opportunities for their current and prospective employees.

9. Create a more defined action plan for early intervention
Addresses need to support student populations with gaps in retention and success as evidenced by recent data analysis.
**Program Review Narrative Status:** In Progress
**Related Documents:**
CWA Productivity_Access_Completion_ Data Table_11.1.18.docx

# Objective:  Institutionalize the College for Working Adults program

Secure stable funding for the program beyond current use of Innovation funds and other non-permanent funding sources
**Objective Status:** 2 - Continuing (PR)
**Objective Year:** 2019-2020
**Estimated Start Date:** 11/01/2018
**Estimated Completion Date:** 12/17/2018
**Please select the college goals with which this objective aligns.:** 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.
**Please select the districct goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

# CAN Program Review (Instructional) - College for Working Adults (Odd Year)

## Action Plans

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|---|
| **2019-2020 -** Link CWA to ongoing Guided Pathways work at the college by incorporating new pathways models for evening and returning students that are based on the structure of CWA.  (Active) |
| **Who's Responsible for Completing this Action Plan?:** ASLT Dean, CWA Project Director<br>**Estimated Completion Date:** Fall 2019 |

## Objective:  Convert current temporary full-time Counselor position to permanent tenure-track counselor

Create a stable counseling presence for the CWA student cohort by ensuring continuity of support as a result of reducing turnover in the position.

**Objective Status:** 2 - Continuing (PR)
**Objective Year:** 2019-2020
**Estimated Start Date:** 11/01/2018
**Estimated Completion Date:** 12/11/2018
**Please select the college goals with which this objective aligns.:** 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.
**Please select the districct goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

## Objective:  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

Provide increased support for students who are unable to travel to campus on other days of the week.

**Objective Status:** 1 - New (PR)
**Objective Year:** 2019-2020
**Estimated Start Date:** 01/15/2019
**Estimated Completion Date:** 01/31/2019
**Please select the college goals with which this objective aligns.:** 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.
**Please select the districct goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

## Objective:  Revamp orientations for new students and faculty

For faculty: ensure that new and continuing faculty have an appreciation for and understanding of the unique needs of CWA students and have the tools to support their success. For students: ensure incoming CWA students are provided the resources to identify and locate necessary supports and understand what is required of them to succeed.

**Objective Status:** 1 - New (PR)
**Objective Year:** 2019-2020
**Estimated Start Date:** 01/14/2019
**Estimated Completion Date:** 01/21/2019

# CAN Program Review (Instructional) - College for Working Adults (Odd Year)

**Please select the college goals with which this objective aligns.:** 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.
**Please select the districct goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

## *Action Plans*

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|---|
| **2018-2019 -** Identify calendar date(s) for orientations<br>Identify any needed budget for staff overtime, supplies, hourly faculty compensation<br> (Active) |
| **Who's Responsible for Completing this Action Plan?:** CWA Project Director, CWA Counselor, CWA Retention Specialist, CWA Instructional Aide<br>**Estimated Completion Date:** Ongoing each fall or each semester |

## Objective:  Continue to review curriculum and degree offerings

Explore offering additional AA-T degrees in identified areas.
**Objective Status:**
**Objective Year:**
**Estimated Start Date:**
**Estimated Completion Date:**
**Please select the college goals with which this objective aligns.:** 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.
**Please select the districct goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

## *Action Plans*

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| **2019-2020 -** Through student surveys, counseling data, and projected growth data for employment fields, identify additional discipline areas to offer AA degrees. (Active) |
| **Who's Responsible for Completing this Action Plan?:** ASLT Dean and CWA lead staff<br>**Estimated Completion Date:** Spring 2020 |

## Objective:  Improve data collection and program assessment

Conduct CWA student and faculty surveys and/or focus groups to gather information about student needs.
Work with PRIE office to assign a Banner attribute for CWA students or identify other method of improving the accuracy of CWA student effectiveness, persistence and completion data.

**Objective Status:** 2 - Continuing (PR)
**Objective Year:** 2019-2020
**Estimated Start Date:** 01/15/2019
**Estimated Completion Date:** 01/14/2020
**Please select the college goals with which this objective aligns.:** 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.
**Please select the districct goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

# CAN Program Review (Instructional) - College for Working Adults (Odd Year)

## Objective:  Identify new outreach partnerships with private sector companies

Expand awareness of the CWA program to regional employers and utilize resources such as recent Hanover environmental scan report to focus efforts.

**Objective Status:** 1 - New (PR)
**Objective Year:** 2020-2021
**Estimated Start Date:** 08/13/2019
**Estimated Completion Date:**
**Please select the college goals with which this objective aligns.:** 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.
**Please select the districct goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County