

2021-2022 Program Review



CAN Program Review (Instructional) - College for Working Adults (Fall 2021)

STEP 1: Program Review Narratives

2021-2022

Instructional Program Review (IPR)

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Writing Team: Jose Zelaya

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 Business Management, 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 years of tweaking our curriculum, we now offer a consistent set of courses each semester including our new Business degree pathway. All CWA courses are now offered in both Fall and Spring semesters. The following courses are offered every academic year.

ENGL 847 Non-transferable Courses
MATH 190
ENGL 100 Recommended Semester 1
ENGL 105 Recommended for FTES
HIST 201
PLSC 210
ENGL 110 Recommended Semester 2
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

Since 2018- 2019 we have continued to simplify 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, 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). We regularly monitor registration and student completion semester by semester in order to forecast enrollment accurately.

The CWA curriculum was originally designed for students who placed into ENGL 100 or ENGL 110 and plan to transfer to 4-year institutions. Yet there was 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). We have recently made the adjustment to include a CWA ENGL 105 to support CWA students who may benefit from the additional class time ENGL 105 provides. This in turn creates access to the program for students who were once "provisionally enrolled".

Shift of CWA community Space: Due to the pandemic, the biggest change to our community offerings was our cancellation of our in-person dinner breaks. Since 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. Unfortunately due to being remote, we have not been able to host these events but rather provide immediate resources and support that would help CWA students persist through the pandemic. Focusing on wrap around support for housing, food, and financial insecurities. We

focused on wellness workshops, open office hours and inclusion with campus events to maintain our program's community and continuity.

Increase in online modalities: Since 2018-2019 and due to the current pandemic, we shifted in providing all of our sections either in asynchronous and synchronous sections. As our students have grown accustomed to learning online, we have seen a shift in demand for online courses as we approach 2022. We have also added our Business degree pathway which can be mainly completed online. We want to take these changes into consideration as we plan for our Program for years to come. We will make sure to continue to shift modes and modalities to support student achievement, making sure our course schedule meets student demands.

5A. Progress Report - IPC Feedback: Our prior feedback was appreciated and needed. We have made updates to our section 4 and section 5B as requested. We have collaborated with PRIE to receive enrollment reports every semester for accurate data of our students. As for our Degreeworks and Banner coding, we currently have a (WRKADLT) code in Banner that helps us distinguish our co-hort and we are currently working with the college's new CRM that in turn communicates with Degreeworks. We are hopeful to pull accurate data from these applications to support program gaps and goals.

5B. Progress Report - Prior Program Goals: 2018-2019 Action Plan Progress to Date

1. Institutionalize the College for Working Adults program to provide stability to the program
Supports effective program planning for the long term.

COMPLETED: The College for Working Adults has been successfully institutionalized. An operational budget is allocated annually, and the program is managed through the Humanities and Social Sciences division.

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

COMPLETED - On December 14, 2018, we were notified by the college president that our position request for a full-time tenure track counselor had been granted. The hiring process was completed by May 31, 2019.

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.

NEEDS – In order to provide much needed student advising and/or counseling support, on Friday and selected Saturday mornings, we will need to increase our retention specialist and Project Director to 100% time to find coverage .

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.

COMPETED - In May 2019, our former retention specialist, Sophia Vu, completed the development of our new student orientation called the CWA Academy. All but five of our 70 new fall enrollees attended. In addition, a complete rewrite of our CWA Faculty Handbook was completed in early August 2019, before instructors returned for Flex Day activities. Since then our current Retention Specialist Autumn McMahon has made changes to reflect our current state of the program under the pandemic.

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.

ONGOING – Beginning Fall 2019, CWA added a new AA-T degree (Social Work & Human Services) to our CWA curriculum. Additionally we were able to add an AA-T Business degree for fall 2020. We are working with Business Design & Workforce team to make sure our Business CWA course align with program mission and objectives.

6. Conduct CWA surveys and/or focus groups to gather information about student needs

Addresses need to strengthen program assessment overall.

NEEDS – In order to complete these surveys and focus groups, we will need additional support from our retention specialist. At 48% time, our retention specialist will not be able to complete this new objective. With increased responsibility in supporting Guided Pathways Interest Areas, the CWA retention specialist will need to be 100%, or we will need to continue to prioritize

specific program needs.

7. The CWA office has moved to building 9, where it provides a more central (and safe) environment for our evening counselor and retention specialist; CWA is now in close proximity to Admissions & Records, counseling, financial aid, instructional support services, and other programs. The relocation addresses the need for a centralized location that supports the needs of CWA staff and improves their delivery of support services to CWA students.

COMPLETED: As of July 2021 the CWA offices are now currently located in Building 9-209. This provides proximity to Admissions & Records, counseling, financial aid, and other programs. The program is in a 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.

ONGOING: As the CWA program continues to grow we are continuing to actively engage with local employers to establish partnerships to provide education opportunities for their employees. We are also working to partner with Job Train a nonprofit educational and training institution that can provide use CWA as a launching pad for prospective students.

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.

NEEDS: CWA has since incorporated a revamped EARLY ALERT systems through the new CRM. Our current 48% Retention Specialist does not have the time required to successfully address potential alerts. Increasing the Retention Specialist from 48% to 100% will help us take on more coordination of early interventions for CWA students. Our Retention Specialist will not be able to continue Early Alerts or progress reports without additional hours.

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).

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 be 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.

As our program continues to grow, a need for 100% Project Director and 100% Retention Specialist is vital to maintain CWA's commitment in providing wrap around support. Furthermore, we have considered a full time Instructional Aide that can coordinate and lead the in-class support of CWA students as well as our community events. Allowing the Project Director and Retention Specialist to focus on program coordination and 1 on 1 student support.

Current State of the Program

7A. 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:

Due to the pandemic CWA enrollment has seen a steadily 5% decline since Spring 2020. We have managed to enroll new CWA students each semester however due to our high rates of graduates we have seen a slight decrease in numbers. Our retention

rate has seen great improvement during the pandemic, CWA has made it a point to make sure our students received immediate support and interventions to persist.

COHORT MODEL CURRICULUM REQUIREMENTS

To ensure our students to have a clear path to graduation in all majors, it is imperative that we continue CWA classes offered every semester. It is worth noting that in the 10-year history of the CWA program we have only had to cancel seven classes due to low enrollment. If CWA decides to increase course offerings and degrees, we will then re-examine providing course offerings every semester to prevent class cancelation and low seat enrollment.

7B. Significant Changes in Your Program: N/A

7C. Planning for Your Program: N/A

8A. Access & Completion: We looked at data for CWA students who were enrolled in the program during the 2019-2020 and 2020-21 academic years. Data in the related document is from our PRIE reports for all CWA courses, these numbers include a small number of non-CWA students who enrolled in CWA courses. We are happy to report that even through the pandemic, our success rates and retention rates are on par with our college's numbers.

ACCESS: FIRST GENERATION

CWA is proud to provide access to our first generation college students. According to PRIE reports just under 70% percent of our co-hort are first generation. This is important to note as we want to make sure to provide equitable resources for this community. This included increased 1 on 1 support and navigation of college processes. Having an all full time staff would help this cause.

GENDER GAP

The CWA has historically enrolled more female students than male students. In two academic years 2019-20 and 2020-21, we enrolled significantly more female students than male students. This disparity has remained constant since the program began in Fall 2011. According to our data reports an average of 83.5% of our co-hort are female students. We intend to provide more men of color initiatives to reduce the gap. 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/ACCESS BY AGE GROUP

As mentioned in our previous program review and based on our college metrics, the age group of students 18-28 experienced a significant gap in access for CWA as compared to our college numbers. On average only 21.5% of our cohort is from the ages 18-28 and 62.5% of our co-hort are from the ages 29-49, access that is significantly higher than the college average.

Although CWA students have access to the same wrap-around services provided to all age groups, CWA students face additional challenges that create road blocks to persist. Many of our working adults have families with young children and face challenges getting to class and completing homework assignments. Others 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 401 course (College Success) or offering a one day study skills and time management workshop. We have since revamped our CWA Canvas page that provides our First Generation college students a realm of resources and information that can help support gaining institutional knowledge. Among these challenges we understand as a program the importance of addressing financial, housing and mental health insecurities. In Summer 2020 we implemented the student success check when on-boarding new CWA students, to make sure we address these issues in efforts to increase retention.

8B. Student Equity: CWA values equity and works to make sure we address disproportionately impacted students. 80% of CWA's co-hort is made up of both AANAPISI and Latinx students, a great number that aligns with our college's goals. With that being said we would like to increase our access for Black-Non Hispanic communities, working with campus outreach, district programs and local organizations to help build an initiative to address this issue.

8C. Completion - Success Online: Due to the pandemic we have shifted all of our course offerings to online synchronous and asynchronous modalities. Although this transition was difficult for some students, our graduation rates and retention rates have remain consistent.

As noted 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. We were able to hit or surpass the college-wide goals for retention and have seen an increase in retention for our fully online courses. For this reason,

the CWA program will reconsider offering more fully online courses and hybrid (web-assisted) courses. We also know from student feedback that our students choose to enter our program specifically because of access, whether hybrid or F2F. We respect their needs and try to maintain balanced offering of online courses and Face to Face so that we can best serve our students.

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

Program Review Narrative Status: Complete

Goal Description: 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.

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2021-2022

Estimated Start Date: 01/15/2019

Estimated Completion Date: 07/01/2022

Who's Responsible for this Goal?: Jose Zelaya

Please select the college goals with which your program goal 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., 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.

Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion, Enhance Marketing, Promote a Climate of Inclusivity

Action Plans

2019-2020 - Change counseling hours to include some Friday and Saturday counseling time. (Active)

Who's Responsible for Completing this Action Plan?: CWA Project Director, Dean of Counseling, Dean of Humanities & Social Sciences

Estimated Completion Date: June 30, 2020

Goal Description: Continue to review curriculum and degree offerings

CAN Program Review (Instructional) - College for Working Adults (Fall 2021)

Explore offering additional AA-T degrees in identified areas.

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2021-2022

Estimated Start Date: 07/01/2021

Estimated Completion Date: 07/03/2023

Who's Responsible for this Goal?: Jose Zelaya/ CWA Counselor

Please select the college goals with which your program goal 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., 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.

Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion, Expand Cohort Bridge Programs, Enhance Marketing, Hold On-Campus Events, Create Process for Innovation

Action Plans

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

Estimated Completion Date: Spring 2020

Goal Description: 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.

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2021-2022

Estimated Start Date: 01/15/2019

Estimated Completion Date: 07/01/2022

Who's Responsible for this Goal?: Jose Zelaya

Please select the college goals with which your program goal 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., 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.

Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion, Build Relationships with Employers, Create Process for Innovation

Action Plans

2018-2019 - Work with Karen Engle, Dean of Planning, Research, Innovation & Effectiveness; Elaine Lau, ITS Senior Programmer; Sophia Vu, Retention Specialist; Jeri Eznekier, CWA Project Director (Active)

Who's Responsible for Completing this Action Plan?: Jeri Eznekier

Estimated Completion Date: June 30, 2019

Goal Description: Identify new outreach partnerships with private

CAN Program Review (Instructional) - College for Working Adults (Fall 2021)

sector companies

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

Goal Status: 1 - New (PR)

Relevant Program Review Cycle: 2020-2021

Estimated Start Date: 08/13/2019

Estimated Completion Date:

Who's Responsible for this Goal?:

Please select the college goals with which your program goal 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 college strategic initiatives with which your program goal aligns.:

Action Plans

2019-2020 - Hold meetings with related groups to discuss goals, complete a needs assessment, action plan, new report application and testing to verify report accuracy. Work to set up procedures to maintain data integrity, timely reporting, and data analysis. (Active)

Who's Responsible for Completing this Action Plan?: CWA Project Director, Karen Engel

Estimated Completion Date: March 1, 2019

Goal Description: Expand CWA evening course offerings

As the program looks ahead, we are interested in expanding the scope of CWA to provide more evening course offerings. We are looking to offer different modalities that meet our students demands and address evening access for the college as a whole. Examining all college evening courses will help better coordinate and organize the CWA program to better fit the needs of the college and expand our program to serve all evening students.

Goal Status: 1 - New (PR)

Relevant Program Review Cycle: 2021-2022

Estimated Start Date: 10/15/2021

Estimated Completion Date: 07/01/2023

Who's Responsible for this Goal?: Jose Zelaya

Please select the college goals with which your program goal 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., 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.

Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion, Expand Cohort Bridge Programs, K-12 & Adult School Partnerships, Build Relationships with Employers, Enhance Marketing, Partner with 4-Year Colleges and Universities, Create Process for Innovation, Promote a Climate of Inclusivity, Institutionalize Effective Structures to Reduce Obligation Gaps

Goal Description: Increase Retention Specialist hours from 48% to 100%.

Addresses identified gaps in student support as evidenced by CWA student feedback. Addresses multiple programmatic goals for success and provides dedicated retention support for guided pathways as well additional support for increased evening access

CAN Program Review (Instructional) - College for Working Adults (Fall 2021)

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2021-2022

Estimated Start Date: 11/01/2019

Estimated Completion Date: 07/01/2022

Who's Responsible for this Goal?: Jose Zelaya

Please select the college goals with which your program goal 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., 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.

Please select the college strategic initiatives with which your program goal aligns.: Develop Clear Pathways, Improve Student Completion, K-12 & Adult School Partnerships, Connect Students with Internships and Mentorships, Build Relationships with Employers, Enhance Marketing, Partner with 4-Year Colleges and Universities, Implement Guided Pathways, Implement Guided Pathways, Create Process for Innovation, Promote a Climate of Inclusivity, Institutionalize Effective Structures to Reduce Obligation Gaps

Action Plans

2019-2020 - Increase Retention Specialist hours from 48% to 100%. Addresses identified gaps in student support as evidenced by CWA student feedback received. (Active)

Who's Responsible for Completing this Action Plan?: Dean Humanities and Social Sciences, CWA Project Director

Estimated Completion Date: June 30, 2010

Related Documents & Links:

[CWA Retention Specialist - Classified-Hiring-Justification Oct. 2021.docx](#)

Resource Requests

Increase classified staff hours from 48% to 100% - Newly established programs that effectively support our student populations including the CWA Academy and the CWA Progress Reporting System require that we increase work hours for our retention specialist from 48% to 100%. This position will be the lead Retention Specialist for the Human Behavior and Culture guided pathway, aligning with our college's goals. With CWA covering the majority of the cost, we are only requesting a portion of the position's salary, making this more cost effective than creating a new position.

Status: New Request - Active

Type of Resource: Budget Augmentation

Cost: 30000

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Students who need retention support for course completion will benefit from increased hours in this position. In regards to our Guided pathways implementation, it will provide consistent retention support to our Human Behavior and Culture pathway. As we know Guided Pathways aims to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. Having a full-time retention specialist will help towards removing barriers to the student's journey and to enable all students to attain their educational goals as efficiently and effectively as possible.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Increasing our retention support as a college will enable for our most marginalized to benefit from a consistent resource throughout their academic journey. Many of our first generation students from these populations lack the institutional capital to persist. According to our data reports on average the program co-hort is 70% first generation college students. Using the four year average, 66.75% of our students are Latinx and 14.5% are ANNAPISI. With these communities making up the majority of our program (81%), a full-time retention specialist for CWA and the Human Behavior and Culture pathway would be critical to further supporting these communities. It is important for these groups to rely on someone to guide them through collegiate institutions. Consistent student engagement and support will enable students to persist at higher rates and will increase degree completion.

CAN Program Review (Instructional) - College for Working Adults (Fall 2021)

Resource Priority Ranking: High Priority

Goal Description: 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. Supporting the college initiative with Early Alerts through the new CRM

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2021-2022

Estimated Start Date: 01/07/2019

Estimated Completion Date: 07/01/2022

Who's Responsible for this Goal?: Jose Zelaya

Please select the college goals with which your program goal 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., 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.

Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion, Implement Guided Pathways, Implement Guided Pathways, Create Process for Innovation, Promote a Climate of Inclusivity

Action Plans

2018-2019 - In January 2019, our retention specialist, Sophia Vu, completed the development of our new CWA Progress Reporting System. A short training email was sent to all CWA instructors along with all necessary class lists, forms, and deadlines. Only three progress reports were requested during the semester the week before each "drop deadline" to ensure students understand their options at critical times during the semester. For the most part, approximately 80% of our instructors submit their reports. This process has been extremely helpful to our students and instructors. (Active)

Who's Responsible for Completing this Action Plan?: Dean of Humanities and Social Sciences

Estimated Completion Date: February 2019

Resource Requests

Create and maintain a more defined action plan for early intervention - In January 2019, our former Retention Specialist, completed the development of CWA Progress Reporting System. A short training email was sent to all CWA instructors along with all necessary class lists, forms, and deadlines. Only three progress reports were requested during the semester the week before each "drop deadline" to ensure students understand their options at critical times during the semester. For the most part, approximately 80% of our instructors submit their reports. This process has been extremely helpful to our students and instructors. *THIS NEWLY IMPLEMENTED PROCESS WILL NOT CONTINUE WITHOUT THE ADDITIONAL HOURS REQUESTED FOR OUR RETENTION SPECIALIST.

Status: Continued Request - Active

Type of Resource: Budget Augmentation

Cost: 30000

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Students who need retention support for course completion will benefit from increased hours in this position. In regards to our Guided pathways implementation, it will provide consistent retention support to our Human Behavior and Culture pathway. As we know Guided Pathways aims to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. Having a full-time retention specialist will help towards removing barriers to the student's journey and to

CAN Program Review (Instructional) - College for Working Adults (Fall 2021)

enable all students to attain their educational goals as efficiently and effectively as possible.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Increasing our retention support as a college will enable for our most marginalized to benefit from a consistent resource throughout their academic journey. Many of our first generation students from these populations lack the institutional capital to persist. A full-time retention specialist for CWA and the Human Behavior and Culture pathway would allow these communities to rely on someone to guide them through collegiate institutions.

Resource Priority Ranking: High Priority